Class 3	Suggested Activities	Objectives	Vocabulary
Autumn	Focus on objectives 1, 3 and 7. Pulse games and activities (including Pass the Beat, Switch, Apple Tree, Ickle Ockle,) Singing a range of songs using 2 pitches (eg Hey Hey, Hicketdy Pickedty, One in the Middle, The Owl). Exploring Body Percussion through games and songs.Focus on objectives 1, 2,6 and 7 Repeating and playing rhythms using body percussion and untuned percussion instruments. Holding and playing untuned percussion instruments accurately. Perform short ostinato patterns. Sing a variety of songs including traditional songs and Christmas songs.	1. Keep a steady pulse in a group with different tempos 2. Repeat basic rhythms and perform rhythmic ostinatos. 3. Sing short melodies with 1-2 pitches and develop rhythm patterns. 4. Identify musical features and replicate basic rhythms. 5. Improvise simple rhythms based on given stimuli. 6. Play basic rhythms using untuned percussion and body percussion. 7. Sing simple folk tunes in unison, with or without accompaniment.	Beat, Pulse, Rhythm, Ostinato, Names of classroom untuned percussion instruments. Tempo, Dynamics, Allegro, Moderato, Rhythm, Rhythm, Beat, Unison, Melody, Tempo, Beat, Pulse, Melody, Notes, Pitch, Tune Rhythm, Improvise, Tempo, Bar Tempo, Allegro, Moderato, Dynamics, Pitch, improvise, compose.
Spring	Focus on objectives 1,2,4 and 5. Using basic stick notation to represent crotchets, quavers and semiquavers (using ta-tikka method). Rhythm games including 'what's my answer', 'don't clap this one back' Improvising 4 beat rhythms Composing 4 beat rhythms using stick notation Singing action songs (including 'Can You ..' I wanna play in a band, Dr Knickerbocker) Focus on objectives 3, 4 and 6 Listening to music with different tempos	1. Keep a steady pulse in a group with different tempos 2. Repeat basic rhythms and perform rhythmic ostinatos. 3. Sing short melodies with 1-2 pitches and develop rhythm patterns. 4. Identify musical features and replicate basic rhythms. 5. Improvise simple rhythms based on given stimuli.	

	Identifying the tempoand/or dynamics in a piece of music. Listening quizzes or Charanga focusing on Tempo and Dynamics. Playing the pulse or a rhythm and different tempos. Singing songs at different dynamics and tempos.	6. Play basic rhythms using untuned percussion and body percussion. 7. Sing simple folk tunes in unison, with or without accompaniment.	
Summer	Focus on objectives 4, 5 and 7. Listening to and comparing pieces of music about the weather. Improvising an composing music about the weather Singing a variety of traditional songs (including sea shanties – Over the Irish Sea, Nelson's Blood, My Bonnie)Focus on objectives 2,3,5 and 7 Learning some simple African drumming patterns – playing, repeating and improvisng new ones. Listening to examples of African music. Singing some simple African songs (including Sani, Oh Ye Narimbo, Si Si Si, Samina)	1. Keep a steady pulse in a group with different tempos 2. Repeat basic rhythms and perform rhythmic ostinatos. 3. Sing short melodies with 1-2 pitches and develop rhythm patterns. 4. Identify musical features and replicate basic rhythms. 5. Improvise simple rhythms based on given stimuli. 6. Play basic rhythms using untuned percussion and body percussion. 7. Sing simple folk tunes in unison, with or without accompaniment.	

Class 4	Suggested Activities	Objectives	Vocabulary
Autumn	Focus on objectives 1,3,7 Keeping a steady pulse as a class and in a small group. Pulse games including Disco Detective, Jack be Nimble, One Potato) Singing a range of songs with 3 to 3 pitches (eg Round and Round, Salty Waters, Oliver Twist).Focus on objectives 1,2,5 and7. Repeating and playing rhythms in a variety of time signatures using body percussion and untuned percussion instruments. Singing simple rounds in 2 parts (including Join the Song, Music Matters, Every Brand New Day)	1. Keep a steady pulse in a group and solo, with musical accompaniment; demonstrate 3/4 and 4/4 time signatures. 2. Repeat longer basic rhythms and perform from simple notation (crotchets, quavers, minims). 3. Sing back melodies using 2-3 notes; perform from rhythmic notation. 4. Identify where musical elements change (e.g., faster, louder) and replicate these in performances. 5. Repeat longer rhythms and add improvisation. 6. Play longer phrases on untuned percussion and body percussion. 7. sing simple songs and folk songs in rounds.	Pulse, beat, time signature, pitch, melody Crotchet, quaver, semiquaver, rhythm, notes, pitch, bar. Tempo, Pitch, Dynamics, Duration, Timbre, crotchet, quaver, minim, Rhythm, time signature, crotchet, quaver, melody, round Tempo, Pitch, Dynamics, Duration, Timbre, crotchet, quaver, minim, Melody, Tune, Ostinato, Pitch, Round,
Spring	Focus on objectives 2,3,5 and 6 Reading and writing rhythms using stave notation for crotchets, quavers and semiquavers Composing and performing 8 bar rhythms using stave notation	1. Keep a steady pulse in a group and solo, with musical accompaniment; demonstrate 3/4 and 4/4 time signatures.	

	Singing and then using chime bars to perform simple tunes of up to 3 pitches Focus on objectives 2, 4 and 7 Understanding the Elements of music and identifying when they change. Listening to a variety of music (eg Hall of the Mountain King, Adagio for Strings, William Tell Overture) Singing simple rounds in 2 parts, combing these with classroom percussion to make a performance.	2. Repeat longer basic rhythms and perform from simple notation (crotchets, quavers, minims). 3. Sing back melodies using 2-3 notes; perform from rhythmic notation. 4. Identify where musical elements change (e.g., faster, louder) and replicate these in performances. 5. Repeat longer rhythms and add improvisation. 6. Play longer phrases on untuned percussion and body percussion. 7. sing simple songs and folk songs in rounds.	
Summer	Focus on objectives 3,4,6 and 7 Carnival of the Animals : Listening to different pieces and identifying the musical elements and how these are used for each animal. Performing body percussion and rhythm patterns following stave notation Composing music to represent an animal, using a variety of classroom instruments and focussing on appropriate use of the Elements of MusicFocus on objectives 3,5,6 and 7 Music of the North East : Learning simple ostinatos and 3 note patterns on chime bars to play or accompany traditional tunes (including Billy's Birthday Jig and 3 note Polka)	1 Keep a steady pulse in a group and solo, with musical accompaniment; demonstrate 3/4 and 4/4 time signatures. 2 Repeat longer basic rhythms and perform from simple notation (crotchets, quavers, minims). 3 Sing back melodies using 2-3 notes; perform from rhythmic notation. 4 Identify where musical elements change (e.g., faster, louder) and replicate these in performances.	

	Singing a range of traditional folk songs (including Keel Row, Herring's Head, Bobby Shafto)	5 Repeat longer rhythms and add improvisation. 6 Play longer phrases on untuned percussion and body percussion. 7 sing simple songs and folk songs in rounds.	

Class 5	Suggested Activities	Objectives	Vocabulary
Autumn	**<u>Pulse</u>** Keep a steady pulse in a group without musical accompaniment. Demonstrate 4/4 in 3 different tempos. **<u>Rhythm</u>** Perform extended (i.e. 4 bars) rhythms that use crotchets, paired quavers, and minims. **<u>Melody and Notation</u>** Perform from and compose using 3 pitched notes (B A G) and simple rhythms (crotchets and minims, and their rests). **<u>Active listening</u>** Identify and describe musical features in popular music from 20th Century. Sing back simple melodies that are heard. **<u>Composing and Improvising</u>**	- Keep a steady pulse in a group and solo without accompaniment; demonstrate 2/4, 3/4, 4/4 in different tempos. - Perform extended rhythms using crotchets, quavers, minims, and rests. - Perform and compose using 3 pitched notes and simple rhythms. - Identify and describe musical features in different traditions; play or sing back simple melodies. - Create basic 3-note tunes and rhythms using crotchets, quavers, minims, and rests. - Use tuned percussion/melodic instruments to perform 3+ note melodies. - Sing songs and folk rounds accompanied by ostinatos.	Adagio (Slow) Allegro (Fast) Articulation Backing Singers/Backing Vocals Backing Track Bar Barline Bass Beat Call And Response Chorus Clef Compose Composition Crescendo Crotchet Decrescendo Dotted notes Downbeats

	Create basic 2 note melodies and rhythms using crotchets and minims. **Performing** Develop facility in playing the recorder, including correct placement of the mouthpiece, correct hand position, breath control, and sealing the tone holes and thumb hole with the left hand. Performing 3 note melodies using simple rhythms (crotchets and minims, quavers, and their rests). **Singing** Sing songs in unison, with at least a 5 note range. Demonstrate understanding of dynamics (forte/piano/crescendo/decrescendo) and tempo (allegro/adagio/pause) by responding to the conductor. Develop facility in singing, including correct posture, breath control, and tone.		Drone Dynamics Echo Expression Falling Forte (Loud) Harmony High Hook Improvise Instruments From Global Traditions Instruments Of The Orchestra Intro /Introduction Key Signature Layered Lead Singer/Vocals Legato (Smooth) Low Major Melody Mezzo forte (medium loud) Mezzo piano (medium soft)
Spring	**Pulse** Keep a steady pulse in a duo or trio without musical accompaniment. Demonstrate 4/4 and 3/4 in 3 different tempos. **Rhythm** Perform extended (i.e. 4 bars) rhythms that use crotchets, paired quavers, minims, and their rests. **Melody and Notation**	- Keep a steady pulse in a group and solo without accompaniment; demonstrate 2/4, 3/4, 4/4 in different tempos. - Perform extended rhythms using crotchets, quavers, minims, and rests. - Perform and compose using 3 pitched notes and simple rhythms. - Identify and describe musical features in different traditions; play or sing back simple melodies.	

	Perform from and compose using 4 pitched notes (B, A, G and c) and simple rhythms (crotchets, minims, paired quavers, and their rests). **Active Listening** Identify and describe musical features in Reggae and compare with other popular music from 20th Century. Play back simple 2 note melodies that are heard. **Composing and Improvising** Create basic 3 note melodies and rhythms using crotchets and minims, and their rests. **Performing** Continue to develop facility in playing the recorder, including correct placement of the mouthpiece, correct hand position, breath control, and sealing the tone holes and thumb hole with the left hand. Performing 3-4 note melodies using simple rhythms (crotchets, minims, paired quavers, and their rests). **Singing** Sing songs in unison and rounds, with at least a 5 note range.	- Create basic 3-note tunes and rhythms using crotchets, quavers, minims, and rests. - Use tuned percussion/melodic instruments to perform 3+ note melodies. - Sing songs and folk rounds accompanied by ostinatos.	Minim Minor Musical Style Notation Ostinato Paired Quavers Pentatonic Scale Piano (Soft) Pitch Pulse Range Repeats Rests Rhythm Rhythm Grid Rhythm Patterns Riff Rising Rock And Pop Band Instruments Scale Semibreve Semiquaver Solo Staccato (Detached) Stave

	Demonstrate understanding of dynamics (forte/piano/crescendo/decrescendo) and tempo (allegro/adagio/pause) by responding to the conductor. Continue to develop facility in singing, including correct posture, breath control, and tone.		Structure And Form Synthesizer Tempo Texture Time Signature Tune Unison Verse Voice
Summer	**<u>Pulse</u>** Keep a steady pulse individually without musical accompaniment. Demonstrate 4/4, 3/4 and 2/4 in 3 different tempos. **<u>Rhythm</u>** Perform extended (i.e. 4 bars) rhythms that use crotchets, minims, paired quavers, semibreves and their rests. **<u>Melody and Notation</u>** Perform from and compose using 5 pitched notes (B, A, G, c, and F) and simple rhythms (crotchet, minims, paired quavers, semibreves and their rests). **<u>Active Listening</u>** Identify and describe musical features in Disco and Funk, and compare with other popular music from 20th Century. Play back simple 3 note melodies that are heard. **<u>Composing and Improvising</u>** Create basic 3 note melodies and rhythms using crotchets, minims, paired quavers, and their rests. **<u>Performing</u>**	- Keep a steady pulse in a group and solo without accompaniment; demonstrate 2/4, 3/4, 4/4 in different tempos. - Perform extended rhythms using crotchets, quavers, minims, and rests. - Perform and compose using 3 pitched notes and simple rhythms. - Identify and describe musical features in different traditions; play or sing back simple melodies. - Create basic 3-note tunes and rhythms using crotchets, quavers, minims, and rests. - Use tuned percussion/melodic instruments to perform 3+ note melodies. - Sing songs and folk rounds accompanied by ostinatos.	

	Continue to develop facility in playing the recorder, including correct placement of the mouthpiece, correct hand position, breath control, and sealing the tone holes and thumb hole with the left hand. Performing 4+ note melodies and simple rhythms (crotchet, minims, paired quavers, semibreves and their rests). ***Singing*** Sing songs with in unison and rounds, with at least a 5 note range, and accompanied by a vocal ostinato. Demonstrate understanding of dynamics (forte/piano/crescendo/decrescendo) and tempo (allegro/adagio/pause) by responding to the conductor. Continue to develop facility in singing, including correct posture, breath control, and tone.		

Class 6	Suggested Activities	Objectives	Vocabulary
Autumn	**<u>Pulse</u>** On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4, and in 2 different tempos. **<u>Rhythm</u>** Perform rhythms with 2 rhythms happening together. Recognise and clap back rhythms using crotchets, minims, paired quavers, semibreves, and their rests. **<u>Melody and Notation</u>** Perform from and compose with 2 to 3 different chords. (taken from C, Am and F). **<u>Active listening</u>** Identify and describe musical features in the music of ABBA and other popular music from 20th Century, and comparing it with other musical traditions. Play back strumming patterns including downbeats and rests. **<u>Composing and Improvising</u>** Improvise and compose melodies using 3 notes, and a more developed 4 bar rhythmic pattern, using crotchets, minims, paired quavers, and their rests.	- Keep a steady pulse on a tuned instrument in different time signatures and tempos. - Perform pieces with at least 2 rhythms happening together. - Perform and compose using 4 chords. - Compare music from different traditions and perform aurally heard music with multiple parts. - Improvise and compose tunes using 5 notes and developed rhythmic patterns. - Perform 4+ chords with complex rhythms. - Sing pieces in two parts with melodies and counter-melodies.	Accompaniment Articulation Backing singers/backing vocals Backing track Bar Barline Bass Bass clef By ear Chord Chord boxes Chord progressions Choreography Compose Composition Contrast Counter-melody Crescendo (gradually getting louder)Crotchets Detached (staccato) Digital/electronic sounds duet Diminuendo (gradually getting quieter)

	Performing Perform 2-3 note melodies using open strings and the first fret. Perform chord progressions using 1 chord per bar and a minimum of 2 chords (taken from C, Am and F). Develop facility in playing the ukulele, including correct posture, accurate selection of single open strings, correct fret hand position, correct hand position for basic strumming patterns. **Singing** Sing songs in unison, with an octave range. Continue to demonstrate understanding of dynamics (forte/piano/crescendo/decrescendo) and tempo (allegro/adagio/pause) by responding to the conductor. Continue to develop facility in singing, including correct posture, breath control, and tone.		Dotted crotchet Dotted quaver Downbeat Dynamics Fast (allegro) Getting faster (accelerando) Getting louder (crescendo) Getting slower (rallentando) Getting softer (decrescendo) Hook ImprovisationImprovise Instruments from global traditions Instruments of the orchestra Key signature Loud (forte) Lyrics Major and minor tonality Medium loud (mezzo forte) Medium soft (mezzo piano) Melody Minims
Spring	**Pulse** On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4, and in 3 different tempos. **Rhythm** Perform rhythms with at least 2 rhythms happening together. Recognise and clap back rhythms using crotchets, minims, paired quavers, semibreves, quadrupled semiquavers, and their rests. **Melody and Notation** Perform from and compose with 3 to 4 different chords. (taken from C, Am, F and Dm).	- Keep a steady pulse on a tuned instrument in different time signatures and tempos. - Perform pieces with at least 2 rhythms happening together. - Perform and compose using 4 chords. - Compare music from different traditions and perform aurally heard music with multiple parts. - Improvise and compose tunes using 5 notes and developed rhythmic patterns. - Perform 4+ chords with complex rhythms.	

	Active Listening Identify and describe musical features in Soul and Gospel music, and comparing it with other musical traditions. Play back more complex strumming patterns including downbeats and rests. **Composing and Improvising** Improvise and compose melodies using 4 notes, and a more developed 4 bar rhythmic pattern, using crotchets, minims, paired quavers, and their rests. **Performing** Perform 3-4 note melodies using open strings and on the first and second frets. Perform chord progressions using 1-2 chords per bar and a minimum of 3 chords (taken from C, Am, F and Dm). Continue to develop facility in playing the ukulele, including correct posture, accurate selection of single strings, correct fret hand position and finger placement, correct hand position for more complex strumming patterns. **Singing** Sing songs in unison and rounds, with an octave range. Continue to demonstrate understanding of dynamics (forte/piano/crescendo/decrescendo) and tempo (allegro/adagio/pause) by responding to the conductor. Continue to develop facility in singing, including correct posture, breath control, and tone.	- Sing pieces in two parts with melodies and counter-melodies.	Moving harmony Musical style Notation Ostinato Pentotonic scale Pitch Pulse Quavers Range Rap Repeats Repetition Rests Rhythm Riff Rock and pop band instruments Rounds and partner songs Semibreves Semiquavers Slow (adagio) Smooth (legato) Soft (piano) Solo Static harmony Stave Structure and form Strumming TAB

			Tempo
Summer	**<u>Pulse</u>** On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4, and in 3 different tempos with other pupils playing another ostinato to accompany. **<u>Rhythm</u>** Perform rhythms with at least 2 rhythms happening together. Recognise and clap back rhythms using crotchets, minims, paired quavers, single quavers, semibreves, quadrupled semiquavers, and their rests. **<u>Melody and Notation</u>** Perform from and compose with 4+ different chords. (taken from C, Am, F, Dm and G7). **<u>Active Listening</u>** Identify and describe musical features in the music of the Beatles and other popular music from 20th Century, and comparing it with other musical traditions. Play back strumming patterns including downbeats, upbeats and rests. **<u>Composing and Improvising</u>** Improvise and compose melodies using 5 notes, and a more developed 4 bar rhythmic pattern, using crotchets, minims, paired quavers, and their rests. **<u>Performing</u>**	- Keep a steady pulse on a tuned instrument in different time signatures and tempos. - Perform pieces with at least 2 rhythms happening together. - Perform and compose using 4 chords. - Compare music from different traditions and perform aurally heard music with multiple parts. - Improvise and compose tunes using 5 notes and developed rhythmic patterns. - Perform 4+ chords with complex rhythms. - Sing pieces in two parts with melodies and counter-melodies.	Texture Timbre Time signatures Treble clef Tune Unison Upbeat Very loud (fortissimo) Very soft (pianissimo)

	Perform 5+ note melodies using open strings and on the first and second frets. Perform more developed chord progressions using 1-2 chords per bar, and 3 to 4 chords, using more complex rhythms (taken from C, Am, F, Dm and G7). Continue to develop facility in playing the ukulele, including correct posture, accurate selection of single strings, correct fret hand position and finger placement, correct hand position for more complex strumming patterns. **Singing** Sing songs in rounds and 2 parts, including counter-melody, with an octave range. Continue to demonstrate understanding of dynamics (forte/piano/crescendo/decrescendo) and tempo (allegro/adagio/pause) by responding to the conductor. Continue to develop facility in singing, including correct posture, breath control, and tone.		

Class 7	Suggested Activities	Objectives	Vocabulary
Autumn	Pulse On a tuned instrument, regularly and accurately perform pieces in 2 contrasting tempos and time signatures. Rhythm Perform pieces which use down and up beat strumming patterns and rests. Melody and Notation Perform from and compose with 4 different chords (taken from C, Am, F, Dm, G7, A7 and G). Capture the work in different formats so that it can be recreated. Active Listening Identify and describe musical features in Classic Rock and compare with other musical traditions. Identify syncopated and off-beat rhythms. Composing and Improvising Create four bar melodies/chord progressions in different time signatures that can be performed.	- Regularly perform pieces on a tuned instrument with contrasting tempos and time signatures. - Perform pieces with off-beat and dotted rhythms. - Perform and compose with 4+ chords (or 5-8 pitched notes) and capture the work in different formats. - Pick out and perform syncopated and off-beat rhythms; explain their usage. - Create four-bar melodies in different tempos and time signatures, including off-beat rhythms. - Perform developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms. - Sing pieces from classical tradition with at least 8 notes and 2 different parts.	Amplifier Articulation Backbeat Backing track Bar Bass Bass clef Bassline Big band Brass section Bridge Chord boxes Chord progressions Chords Chorus Compose Composition Compound time Cover Crotchets Deck Detached (staccato) Diatonic Dotted crotchet Dotted minim Dotted quaver Dynamics Fast (allegro)

	Performing Perform 4-6 note melodies using open strings and the first and second frets. Perform chord progressions using 1-2 chords per bar and a minimum of 3 chords (taken from C, Am, F, Dm, G7, A7 and G). Continue to develop facility in playing the ukulele, including correct posture, accurate selection of single open strings, correct fret hand position, correct hand position for basic strumming patterns. Singing Continue to develop facility in singing, including correct posture, breath control, and tone. Sing pieces with a range of at least 8 notes.		Getting faster (accelerando) Getting louder (crescendo) Getting slower (rallentando) Getting softer (decrescendo) Groove Harmony Hook Improvisation Improvise Interlude Key signature Loops TAB Loud (forte) Major Medium loud (mezzo forte) Medium soft (mezzo piano Melody Minims Minor Music in 3 and 4 parts Notation Octave range
Spring	**<u>Pulse</u>** On a tuned instrument, regularly and accurately perform pieces in 3 contrasting tempos and time signatures. **<u>Rhythm</u>** Perform pieces which use down and up beat strumming patterns and off beat rhythms. **<u>Melody and Notation</u>** Perform from and compose with 4+ different chords (taken from C, Am, F, Dm, G7, A7, G and C7). Capture the work in different formats so that it can be recreated.	- Regularly perform pieces on a tuned instrument with contrasting tempos and time signatures. - Perform pieces with off-beat and dotted rhythms. - Perform and compose with 4+ chords (or 5-8 pitched notes) and capture the work in different formats. - Pick out and perform syncopated and off-beat rhythms; explain their usage. - Create four-bar melodies in different tempos and time signatures, including off-beat rhythms. - Perform developed chord progressions	

	Active Listening Identify and describe musical features in Pop Ballads, and compare with other musical traditions. Identify and perform off-beat rhythms. **Composing and Improvising** Create four bar melodies/chord progressions in different tempos and time signatures that can be performed. **Performing** Perform 4-6 note melodies using open strings and on the first three frets. Perform chord progressions using 1-2 chords per bar and a minimum of 3 chords (taken from C, Am, F, Dm, G7, A7, G and C7). Continue to develop facility in playing the ukulele, including correct posture, accurate selection of single strings, correct fret hand position and finger placement, correct hand position for more complex strumming patterns. **Singing** Continue to develop facility in singing, including correct posture, breath control, and tone. Sing pieces, including those from a classical tradition, with a range of at least 8 notes.	(e.g. 2+ chords per bar) and more complex rhythms. - Sing pieces from classical tradition with at least 8 notes and 2 different parts.	Ostinato Piano Pitch Pulse Quavers Rap Repeats Rests Rhythm Riff Semibreves Semiquavers Simple time Slow (adagio) Soft (piano) Solo Smooth (legato) Stave Strings Structure and form Syncopation Tag ending Tempo Ternary form Texture Timbre Time signatures Tonality Treble clef

Summer	**Pulse** On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures. **Rhythm** Perform pieces which use down and up beat strumming patterns, off-beat and dotted rhythms and single quaver rests. **Melody and Notation** Perform from and compose with 4+ different chords (taken from C, Am, F, Dm, G7, A7, G, C7, D and CM7). Capture the work in different formats so that it can be recreated. **Active Listening** Identify and describe musical features in Motown, and compare with other musical traditions. Identify and perform syncopated and off-beat rhythms. Explain why the genre of music uses syncopated and off-beat rhythms. **Composing and Improvising** Create four bar melodies/chord progressions in different tempos and time signatures that can be performed and include some off-beat rhythms. **Performing** Perform 4-8 note melodies using open strings and on the first three frets.	- Regularly perform pieces on a tuned instrument with contrasting tempos and time signatures. - Perform pieces with off-beat and dotted rhythms. - Perform and compose with 4+ chords (or 5-8 pitched notes) and capture the work in different formats. - Pick out and perform syncopated and off-beat rhythms; explain their usage. - Create four-bar melodies in different tempos and time signatures, including off-beat rhythms. - Perform developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms. - Sing pieces from classical tradition with at least 8 notes and 2 different parts.	Triads Triplet quaver Tune/head Unison Verse Verse and chorus form Very loud (fortissimo) Very soft (pianissimo)

	Perform more developed chord progressions using 1-2 chords per bar, and 3 to 4 chords, using more complex rhythms (taken from C, Am, F, Dm, G7, A7, G, C7, D and CM7). Continue to develop facility in playing the ukulele, including correct posture, accurate selection of single strings, correct fret hand position and finger placement, correct hand position for more complex strumming patterns. **Singing** Continue to develop facility in singing, including correct posture, breath control, and tone. Sing pieces, including those from a classical tradition, with a range of at least 8 notes, and pieces with at least 2 different parts.		

Class 8	Suggested Activities	Objectives	Vocabulary
Autumn	**Pulse** Keep a steady pulse in a group without musical accompaniment. Demonstrate 4/4 in 3 different tempos. **Rhythm** Perform extended (i.e. 4 bars) rhythms that use crotchets, paired quavers, and minims. **Melody and Notation** Compose and perform using 3 pitched notes (C D E) and simple rhythms (crotchets and minims, and their rests).	- Keep a steady pulse in a group and solo without accompaniment; demonstrate 2/4, 3/4, 4/4 in different tempos (Rhythm grids). - Perform extended rhythms using crotchets, quavers, minims, and rests (Rhythm grids/Music Explorer/Rhythm grids) - Compose and perform using 5 pitched notes and simple rhythms (Music Explorer/Note Pad). - Identify and describe musical features	Adagio (Slow) Allegro (Fast) Articulation Backing Singers/Backing Vocals Backing Track Bar Barline Bass Beat Call And Response

	Active listening Identify and describe musical features in popular music from 20th Century. Sing back simple melodies that are heard. **Composing and Improvising** Create basic 3 note melodies and rhythms using crotchets and minims. **Performing** Sit with correct posture and hand position. Learn the notes C, D, E, F and G. Maintain a steady airflow and buzz. Articulating (tonguing of the notes). Performing 3 note melodies using simple rhythms (crotchets and minims, quavers, and their rests). **Singing** Sing songs in unison, with at least a 5 note range. Demonstrate understanding of dynamics (forte/piano/crescendo/decrescendo) and tempo (allegro/adagio/pause) by responding to the conductor. Develop facility in singing, including correct posture, breath control, and tone.	in different traditions; play or sing back simple melodies (Charanga). - Create basic 5-note tunes and rhythms using crotchets, quavers, minims, and rests (Music Explorer/Note Pad). - Use instruments to perform 5+ note melodies (Charanga).	Chorus Clef Compose Composition Crescendo Crotchet Decrescendo Dotted notes Downbeats Drone Dynamics Echo Expression Falling Forte (Loud) Harmony High Hook Improvise Instruments From Global Traditions Instruments Of The Orchestra Intro /Introduction Key Signature Layered Lead Singer/Vocals Legato (Smooth)
Spring	**Pulse** Keep a steady pulse in a duo or trio without musical accompaniment. Demonstrate 4/4 and 3/4 in 3 different tempos.	- Keep a steady pulse in a group and solo without accompaniment; demonstrate 2/4, 3/4, 4/4 in different tempos (Rhythm grids). - Perform extended rhythms using	

	Rhythm Perform extended (i.e. 4 bars) rhythms that use crotchets, paired quavers, minims, and their rests. **Melody and Notation** Perform from and compose using 5 pitched notes (C, D, E, F and G) and simple rhythms (crotchets, minims, paired quavers, and their rests). **Active Listening** Identify and describe musical features in Reggae and compare with other popular music from 20th Century. Sing back simple melodies that are heard. **Composing and Improvising** Create basic 5 note melodies and rhythms using crotchets and minims, and their rests. **Performing** Sit with correct posture and hand position. Learn the notes C, D, E, F and G. Maintain a steady airflow and buzz. Articulating (tonguing of the notes). Performing 4 note melodies using simple rhythms (crotchets, minims, paired quavers, and their rests). **Singing** Sing songs in unison and rounds, with at least a 5 note range.	crotchets, quavers, minims, and rests (Rhythm grids/Music Explorer/Rhythm grids) - Compose and perform using 5 pitched notes and simple rhythms (Music Explorer/Note Pad). - Identify and describe musical features in different traditions; play or sing back simple melodies (Charanga). - Create basic 5-note tunes and rhythms using crotchets, quavers, minims, and rests (Music Explorer/Note Pad). - Use instruments to perform 5+ note melodies (Charanga).	Low Major Melody Mezzo forte (medium loud) Mezzo piano (medium soft) Minim Minor Musical Style Notation Ostinato Paired Quavers Pentatonic Scale Piano (Soft) Pitch Pulse Range Repeats Rests Rhythm Rhythm Grid Rhythm Patterns Riff Rising Rock And Pop Band Instruments Scale Semibreve

	Demonstrate understanding of dynamics (forte/piano/crescendo/decrescendo) and tempo (allegro/adagio/pause) by responding to the conductor. Continue to develop facility in singing, including correct posture, breath control, and tone.		Semiquaver Solo Staccato (Detached) Stave Structure And Form Synthesizer Tempo Texture Time Signature Tune Unison Verse Voice
Summer	**Pulse** Keep a steady pulse individually without musical accompaniment. Demonstrate 4/4, 3/4 and 2/4 in 3 different tempos. **Rhythm** Perform extended (i.e. 4 bars) rhythms that use crotchets, minims, paired quavers, semibreves and their rests. **Melody and Notation** Perform from and compose using 5 pitched notes (C, D, E, F and G) and simple rhythms (crotchet, minims, paired quavers, semibreves and their rests). **Active Listening** Identify and describe musical features in Disco and Funk, and compare with other popular music from 20th Century. Sing back simple melodies that are heard. **Composing and Improvising** Create basic 3 note melodies and rhythms using crotchets, minims, paired quavers, and their rests.	- Keep a steady pulse in a group and solo without accompaniment; demonstrate 2/4, 3/4, 4/4 in different tempos (Rhythm grids). - Perform extended rhythms using crotchets, quavers, minims, and rests (Rhythm grids/Music Explorer/Rhythm grids) - Compose and perform using 5 pitched notes and simple rhythms (Music Explorer/Note Pad). - Identify and describe musical features in different traditions; play or sing back simple melodies (Charanga). - Create basic 5-note tunes and rhythms using crotchets, quavers, minims, and rests (Music Explorer/Note Pad). - Use instruments to perform 5+ note melodies (Charanga).	

	Performing Sit with correct posture and hand position. Learn the notes C, D, E, F and G. Maintain a steady airflow and buzz. Articulating (tonguing of the notes). Performing 4+ note melodies and simple rhythms (crotchet, minims, paired quavers, semibreves and their rests). **Singing** Sing songs with in unison and rounds, with at least a 5 note range, and accompanied by a vocal ostinato. Demonstrate understanding of dynamics (forte/piano/crescendo/decrescendo) and tempo (allegro/adagio/pause) by responding to the conductor. Continue to develop facility in singing, including correct posture, breath control, and tone.		

Class 9	Suggested Activities	Objectives	Vocabulary
Autumn	Introduce guitar, label parts and discuss what children know about it already. Explain strings and frets as well as correct playing technique, spend time perfecting correct technique. Show children tablature and explain how it is read, learn songs throughout term using this notation, starting on one string and slowly building. Recap riffs on different strings and then lead into simple chords and if able to, build to two chord progressions. **Pulse**: Maintain a steady pulse when playing simple melodies and riffs. **Rhythm:** Perform simple rhythmic patterns using single notes and open strings. **Melody and Notation:** Read and perform simple melodies from guitar tablature. **Active Listening**: Identify guitar sounds in Rock and Pop music. **Composing:** Create simple riffs.	**Introduction to Guitar** • Identify and label the parts of the guitar. • Explore the purpose of strings, frets, tuning pegs, sound hole and body. • Learn correct sitting position, hand placement and instrument care. **Tablature** • Introduce guitar TAB notation and how it is read. • Read and perform simple melodies on individual strings. • Progress to melodies using several strings. **Technique Development** • Develop finger independence and picking accuracy. • Practise playing open strings and notes on the first three frets. **Beginning Chords** • Introduce chord boxes. • Learn simple two-chord changes where	Amplifier, Accompaniment, Acoustic Guitar, Articulation, Backing Track, Bar, Bridge, Chord, Chord Box, Chord Progression, Chorus, Compose, Composition, Crescendo, Decrescendo, Dynamics, Electric Guitar, Ensemble, Finger Picking, Fret, Fretboard, Harmony, Hook, Improvisation, Instrumental, Key, Lead Guitar, Legato, Lyrics, Melody, Metronome, Notation, Open Chord, Palm Muting, Performance,

	Performing: Perform simple riffs accurately. **Singing:** Sing familiar songs whilst maintaining pulse.	appropriate. **Listening Focus: Classic Rock** • Explore famous guitar riffs and identify key musical features.	Picking, Pitch, Pulse, Rest, Rhythm, Riff, Solo, Song Structure, Sound Hole, Staccato, Strumming Pattern, TAB, Tempo, Texture, Time Signature, Tone, Tuning, Tuning Pegs, Verse, Volume
Spring	Show children tablature and explain how it is read, learn songs throughout term using this notation, starting on one string and slowly building. Introduce chord boxes, explain how they are read, use to teach children simple open chord shapes. Explore strumming patterns. Use different tempos and strumming alongside other elements of music to adapt the sound. Include singing as a group. **Pulse:** Perform accurately in contrasting tempos. Rhythm: Perform a range of strumming patterns. **Melody and Notation:** Read increasingly challenging TAB pieces. **Active Listening:** Identify characteristics of Pop and Acoustic music. **Composing:** Create four-bar melodic phrases.	**Chord Development** • Introduce and develop open chord shapes: G, C, Em and Am. • Develop fluency when changing between chords. **Strumming and Rhythm** • Explore a variety of strumming patterns. • Apply dynamics and tempo changes to performances. **Tablature Skills** • Continue reading and performing pieces from TAB notation. • Combine melodies and chord accompaniment. **Ensemble Performance** • Perform songs as a whole class using chords, tablature and singing. **Listening Focus: Pop Ballads and Acoustic Music**	

	Performing: Perform chord progressions smoothly using up to four chords. **Singing:** Sing whilst accompanying simple chord progressions.	• Explore how tempo, dynamics and texture create mood and atmosphere.	
Summer	More opportunities for children to continue to consolidate simple open chord shapes. Use popular music melodies to reinforce chord shapes and tablature pieces. Begin to compose their own pieces using chords that fit together in the correct key and write simple lyrics. Children develop playing techniques on guitar by learning gradually more complex pieces each week. **Pulse:** Perform confidently in a range of tempos. **Rhythm:** Perform increasingly complex strumming patterns. Melody and Notation: Perform melody and chord-based pieces confidently. **Active Listening:** Explain how guitar contributes to songs. **Composing:** Create original chord progressions, melodies and lyrics.	**Advanced Chord Work** • Learn D, A and E major chords. • Consolidate G, C, Em and Am. • Perform chord progressions using four or more chords. **Song Learning** • Use popular songs and melodies to reinforce chord transitions, rhythm and notation reading. **Composition Project** • Compose an original piece using chords that fit together within an appropriate key. • Create a simple melody and accompanying lyrics. • Structure compositions using verse and chorus sections. • Apply dynamics, tempo changes and texture within compositions. **Independent Practice** • Develop rehearsal techniques. • Evaluate and improve performances	

	Performing: Rehearse independently and perform to an audience. **Singing:** Sing confidently whilst accompanying original material.	through peer and self-assessment. **Performance Project** • Rehearse and perform a completed composition individually or in groups.	

MUSIC SCHEME OF WORK 2026-2027