

Term	Autumn One	
Year R		
Project	What is your favourite fairy tale?	
Music Focus	Learn to sing nursery rhymes and action songs	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Using knowledge as a skill: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place
Vocab	Listen, talk, sequence, think, feel, ideas, song, sing, dance, play, explore, instruments, make and experiment.	
Year One		
Project	How have toys changed over time?	
Music Focus	Hey You! - a Hip Hop song for children. Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	
Year Two		
Project	What does a pirate need to reach the treasure?	
Music Focus	South African styles South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song

	Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Vocab	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	
Year Three		
Project	Stone Age Britain – Did it rock to live in Stone Age Britain?	
Music Focus	R&B, Western Classical, Musicals, Motown, Soul Historical context of musical styles.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	
Year Four		
Project	Megacities – Why do so many people settle in Megacities?	
Music Focus	ABBA Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song

	Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	
Vocab	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	
Year Five		
Project	What was the greatest achievement for each civilization?	
Music Focus	Rock	
	How Rock music developed from the Beatles onwards. Analysing performance.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
Year Six		
Project	Are there mountains in the UK?	

Music Focus	Pop/Motown What makes us happy? Video/project with musical examples.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.	

Term	Autumn Two	
Year R		
Project	What changes in our environment, can you see?	
Music Focus	To perform songs for the nativity. Learn to sing nursery rhymes and action songs:	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Using knowledge as a skill: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place
Vocab	Listen, talk, sequence, think, feel, ideas, song, sing, dance, play, explore, instruments, make and experiment.	
Year One		

Project	How does the weather change over seasons?	
Music Focus	Reggae, Hip Hop Action songs that link to the foundations of music	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	
Year Two		
Project	How did the fire change London?	
Music Focus	Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	
Year Three		
Project	When was life in Andover better? The Iron Age or The Stone Age?	
Music Focus	Learning basic instrumental skills by playing tunes in varying styles Introduction to the language of music, theory and composition.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song

	Use and understand staff and other musical notations	
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	
	Develop an understanding of the history of music.	
Vocab	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	
Year Four		
Project	Were the Anglo-Saxons the ruin of Britain?	
Music Focus	Learning basic instrumental skills by playing tunes in varying styles	
	Introduction to the language of music, theory and composition.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	
Year Five		
Project	Where in Russia would you launch a rocket?	
Music Focus	Jazz	
	History of music - Jazz in its historical context.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical	Using knowledge as a skill: Listen and Appraise

	instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Musical Activities Perform the Song
Vocab	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
Year Six		
Project	Andover or the Canadian Wilderness – which biome would you choose?	
Music Focus	Jazz, Latin, Blues	
	History of music - Jazz in its historical context.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo,	

	ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

Term	Spring One	
Year R		
Project	What can you see through a telescope?	
Music Focus	Can the children use an instrument to create alien sounds? Learn to sing nursery rhymes and action songs:	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Using knowledge as a skill: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place
Vocab	Listen, talk, sequence, think, feel, ideas, song, sing, dance, play, explore, instruments, make and experiment.	

Year One		
Project	Who is the oldest reigning Monarch?	
Music Focus	Blues, Latin, Folk, Funk, Baroque, Bhangra Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	

Year Two		
Project	How does the weather change the closer you get to get to the equator?	
Music Focus	Teamwork, working together. The Beatles. Historical context of musical styles.	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically	Using knowledge as a skill: Listen and Appraise Musical Activities

	Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Perform the Song
Vocab	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	
Year Three		
Project	How extreme can Earth be?	
Music Focus	Reggae	
	Animals, Jamaica, poetry and the historical context of musical styles	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	
Year Four		
Project	Were the Viking raiders or traders?	
Music Focus	Grime, Classical, Bhangra, Tango, Latin Fusion	
	Composition, Bullying.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song

	Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	
Vocab	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	
Year Five		
Project	What does the evidence tell us about everyday life for men, women and children in ancient Egypt?	
Music Focus	Pop Ballads Historical context for ballads.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
Year Six		
Project	Why is the Mayan culture important?	

Music Focus	Benjamin Britten (Western Classical Music), Gospel, Bhangra. Literacy and history, www.fridayafternoonsmusic.co.uk . The historical context of Gospel music and Bhangra.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.	

Term	Spring Two	
Year R		
Project	If you were a fish, what fish would you be?	
Music Focus	Can the children sing known nursery rhymes? Can the children create their own music using instruments?	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Using knowledge as a skill: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place
Vocab	Listen, talk, sequence, think, feel, ideas, song, sing, dance, play, explore, instruments, make and experiment.	
Year One		

Project	How is London different to where we live?	
Music Focus	Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusionLatin American style of music - Countries from around the world. Film music. Historical context of musical styles.	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Using knowledge as a skill: Listen and Appraise
	Play tuned and untuned instruments musically	Musical Activities
	Listen with concentration and understanding to a range of high-quality live and recorded music	Perform the Song
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Vocab	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	
Year Two		
Project	Could The Titanic have been saved?	
Music Focus	Animals, poetry and the historical context of musical styles.	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Using knowledge as a skill: Listen and Appraise
	Play tuned and untuned instruments musically	Musical Activities
	Listen with concentration and understanding to a range of high-quality live and recorded music	Perform the Song
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Vocab	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	
Year Three		
Project	Why should we save Earth’s rainforests?	
Music Focus	A little bit funky and music from around the world. Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Using knowledge as a skill: Listen and Appraise
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Musical Activities
	Listen with attention to detail and recall sounds with increasing aural memory	Perform the Song

	Use and understand staff and other musical notations	
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	
	Develop an understanding of the history of music.	
Vocab	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	
Year Four		
Project	Local River Study – Where does the River Anton begin and end?	
Music Focus	Gospel Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	
Year Five		
Project	Why does parliament run the country rather than the Queen?	
Music Focus	Hip Hop Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.	

Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
Year Six		
Project	Which countries grow cocoa and how do we make chocolate?	
Music Focus	The Music of Carole King	
	Her importance as a female composer in the world of popular music.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song

Vocab	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

Term	Summer One	
Year R		
Project	How does your garden grow?	
Music Focus	Can the children create and perform their own music? Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Using knowledge as a skill: Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place
Vocab	Listen, talk, sequence, think, feel, ideas, song, sing, dance, play, explore, instruments, make and experiment.	

Year One		
Project	What makes the seaside the seaside?	
Music Focus	Pop	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	

Year Two		
Project	How has Andover changed?	
Music Focus	Friendship focus	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Using knowledge as a skill: Listen and Appraise

	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Musical Activities Perform the Song
Vocab	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	
Year Three		
Project	Who were the Romans? What did they do for us?	
Music Focus	Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	
Year Four		
Project	Anglo- Saxons in Britain – Was King Alfred really great?	
Music Focus	Blackbird - reggae	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song

	Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	
Vocab	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	
Year Five		
Project	Why would a refugee want to move to Andover?	
Music Focus	Motown The history of Motown and its importance in the development of Popular music. Civil rights	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
Year Six		
Project	How have the ancient Greeks influenced the modern western world?	

Music Focus	Contemporary, music and identity Celebrating the role of women in the music industry.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.	

Term	Summer Two	
Year R		
Project	What is your favourite animal?	
Music Focus	Can the children create and perform their own music? This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Crucial knowledge: Working together as team to create their own piece of music. Having an understanding of pitch and sounds.
Vocab	Listen, talk, sequence, think, feel, ideas, song, sing, dance, play, explore, instruments, make and experiment.	

Year One		
Project	Who was Mary Anning and how did she change history?	
Music Focus	Western Classical Music and your choice from Year 1 Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Using knowledge as a skill: Listen and Appraise
	Play tuned and untuned instruments musically	Musical Activities
	Listen with concentration and understanding to a range of high-quality live and recorded music	Perform the Song
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Vocab	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	
Year Two		
Project	How is Kingston different to Andover?	
Music Focus	Western Classical Music and your choice from Year 2 Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	
Knowledge and Skills	Crucial knowledge: Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Using knowledge as a skill: Listen and Appraise
	Play tuned and untuned instruments musically	Musical Activities
	Listen with concentration and understanding to a range of high-quality live and recorded music	Perform the Song
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Vocab	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	
Year Three		
Project	Andover – How do we use our land?	
Music Focus	Western Classical Music and your choice from Year 3 Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Using knowledge as a skill: Listen and Appraise
		Musical Activities
		Perform the Song

	Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	
Vocab	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	
Year Four		
Project	European region study – Costa Blanca – Is the Costa Brava a world away from our local area?	
Music Focus	Western Classical Music and your choice from Year 4	
	Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	

Year Five		
Project	Are we protecting our British wildlife?	
Music Focus	Western Classical music and your choice from Year 5 Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song
Vocab	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
Year Six		
Project	How have the ancient Greeks influenced the modern western world?	
Music Focus	Western Classical Music and your choice from Year 6 Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	
Knowledge and Skills	Crucial knowledge: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory	Using knowledge as a skill: Listen and Appraise Musical Activities Perform the Song

	Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	
Vocab	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, J azz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.	