	Year 3		Year 4
Term 1 **Units:** *I've been to Harlem* (6 weeks)	**Improvise and Compose:** I can compose a pentatonic ostinato.	**Term 1** **Units:** *This little light of mine* (6 weeks)	**Improvise and Compose:** I can improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B-flat).
	Sing and Play: I can sing a call-and-response song in groups, holding long notes confidently. I can play melodic and rhythmic accompaniments to a song.		**Sing and Play:** I can sing in a Gospel style with expression and dynamics. I can play a bass part and rhythm ostinato along with *This little light of mine*. I can sing Part 1 of a partner song rhythmically.
	Listen and Appraise: I can listen and identify where notes in the melody of a song go down and up		**Listen and Appraise:** I can listen and move in time to songs in a Gospel style.
Term 2 **Units:** *Nao chariya de / Mingulay boat song* (3 weeks) & *Sound symmetry* (3 weeks)	**Improvise and Compose:** I can compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	**Term 2** **Units:** *'Theme' from The Pink Panther* (3 weeks) & *Composing with colour* (3 weeks)	**Improvise and Compose:** I can improvise and compose, creating atmospheric music for a scene with a given set of instruments. I can create short sounds inspired by colours and shapes. I can structure musical ideas into a composition. I can create and read graphic scores.
	Sing and Play: I can sing by improvising simple melodies and rhythms.		**Sing and Play: N/A**
	Listen and Appraise: I can begin to develop an understanding and appreciation of music from different musical traditions. I can identify that songs are from different places in the world, use different instruments, have a different beat, and are different speeds using musical vocabulary. I can understand that a folk song is music that belongs to the people of a particular place. I can identify how the pitch and melody of a song has been developed using symmetry.		**Listen and Appraise:** I can listen and appraise, recognising elements of the music that establish the mood and character (e.g., the rhythm). I can talk about the effect of particular instrument sounds (timbre). I can understand that instruments can be used individually and in combination to create different effects of timbre and texture.

Term 3 **Units:** *Latin dance (Classroom percussion)* (6 weeks)	**Improvise and Compose:** I can compose a 4-beat rhythm pattern to play during instrumental sections of a song. I can work in small groups to sing a call-and-response song with an invented drone accompaniment.	**Term 3** **Units:** *The doot doot song (Classroom percussion)* (6 weeks)	**Improvise and Compose:** I can 'doodle' with voices over the chords in the song.
	Sing and Play: I can sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. I can play a one-note part, contributing to the chords accompanying the verses.		**Sing and Play:** I can sing swung rhythms lightly and accurately. I can learn a part on tuned percussion and play as part of a whole-class performance. I can sing Part 2 of a partner song rhythmically while adopting a rhythmic accompaniment.
	Listen and Appraise: I can listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.		**Listen and Appraise:** I can listen and identify similarities and differences between acoustic guitar styles.
Term 4 **Units:** *'March' from The nutcracker* (3 weeks) & *From a railway carriage* (3 weeks)	**Improvise and Compose:** I can explore ways to create word-based pieces of music. I can explore ways to communicate atmosphere and effect.	**Term 4** **Units:** *Fanfare for the common man* (3 weeks) & *Spain* (3 weeks)	**Improvise and Compose:** I can improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. I can compose a fanfare using a small set of notes and short, repeated rhythms. I can invent a melody. I can fit two patterns together and structure musical ideas into compositions.
	Sing and Play: N/A		**Sing and Play:** I can play repeating rhythmic patterns and count musically.
	Listen and Appraise: I can develop active listening skills by responding to musical themes through movement. I can understand the structure of rondo form (A-B-A-C-A). I can develop a sense of beat and rhythmic pattern through movement. I can experience call-and-response patterns through moving with a partner. I can listen and compare how different composers have approached creating word-based compositions.		**Listen and Appraise:** I can listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.

Term 5 **Units:** *Just three notes* (3 weeks) & *Samba with Sérgio* (3 weeks)	**Improvise and Compose:** I can invent simple patterns using rhythms and notes C-D-E. I can compose music, structuring short ideas into a bigger piece. I can notate, read, and follow a 'score'. I can perform call-and-response rhythms vocally by ear using word rhythms, then transfer rhythms to body percussion/instruments. I can perform vocal percussion as part of a group.	**Term 5** **Units:** Ukulele with WEMA (6 weeks)	**Improvise and Compose:**
	Sing and Play: N/A		**Sing and Play:**
	Listen and Appraise: I can recognise and copy rhythms and pitches C-D-E. I can move in time with the beat of the music. I can talk about what I have learned about Brazil and Carnival (e.g., samba batucada instruments, samba schools, call-and-response, expressing myself freely).		**Listen and Appraise:**
Term 6 **Units:** *Fly with the stars (Classroom percussion)* (6 weeks)	**Improvise and Compose: N/A**	**Term 6** **Units:** Ukulele with WEMA (4 weeks) & *Favourite song (Classroom percussion)* (up to 3 weeks – lessons 1–3)	**Improvise and Compose:** I can compose a pentatonic melody.
	Sing and Play: I can play the chords of *Fly with the stars* on tuned percussion as part of a whole-class performance. I can sing solo or in a pair in call-and-response style.		**Sing and Play:** I can sing with expression and a sense of the style of the music.
	Listen and Appraise: I can respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.		**Listen and Appraise:** I can compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.

	Year 5		Year 6
Term 1 **Units:** *What shall we do with the drunken sailor?* (Lessons 1–3) & Ukulele with WEMA (4 weeks)	**Improvise and Compose:** I can compose body percussion patterns to accompany a sea shanty and write these out using rhythm grids. .	**Term 1** **Units:** *Hey, Mr Miller* (6 weeks)	**Improvise and Compose:** I can compose a syncopated melody using the notes of the C major scale.
	Sing and Play: I can sing a sea shanty expressively, with accurate pitch and a strong beat. I can sing in unison while playing an untuned instrumental beat		**Sing and Play:** I can sing a syncopated melody accurately and in tune. I can sing and play a class arrangement of the song with a good sense of ensemble.
	Listen and Appraise: I can talk about the purpose of sea shanties and describe some of their features using music vocabulary.		**Listen and Appraise:** I can listen to historical recordings of big band swing and describe features of the music using music vocabulary.
Term 2 **Units:** Ukulele with WEMA (6 weeks)	**Improvise and Compose:**	**Term 2** **Units:** *Shadows* (3 weeks) & *Composing for protest!* (3 weeks)	**Improvise and Compose:** I can create original song lyrics. I can fit lyrics to a pulse, creating a chant. I can write a melody and sing it. I can structure musical ideas into a complete song.
	Sing and Play:		**Sing and Play: N/A**
	Listen and Appraise:		**Listen and Appraise:** I can explore the influences on an artist by comparing pieces of music from different genres. I can identify features of timbre, instrumentation, and expression in an extract of recorded music. I can use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. I can create a shadow movement piece in response to music.

Term 3 **Units:** *Madina tun nabi* (6 weeks)	**Improvise and Compose:** I can improvise freely over a drone.	**Term 3** **Units:** *Dona nobis pacem* (Lessons 1–3) & Ukulele with WEMA (4 weeks)	**Improvise and Compose:** I can compose an 8-bar piece on percussion in 3-time using chords F major and C major.
	Sing and Play: I can sing a song in two parts with expression and an understanding of its origins. I can sing a round and accompany myself with a beat. I can play a drone and chords to accompany singing.		**Sing and Play:** I can sing a round accurately and in a legato style.
	Listen and Appraise: I can listen to and copy back simple rhythmic and melodic patterns.		**Listen and Appraise:** I can identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).
Term 4 **Units:** *Building a groove* (3 weeks) & *Época* (3 weeks)	**Improvise and Compose:** I can show an understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove. I can compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group. I can engage my imagination and work creatively in movement in small groups, learning to share and develop ideas.	**Term 2** **Units:** Ukulele with WEMA (6 weeks)	**Improvise and Compose:**
	Sing and Play: N/A		**Sing and Play:**
	Listen and Appraise: I can identify drum patterns, basslines, and riffs, and play them using body percussion and voices. I can develop listening skills and an understanding of how different instrumental parts interact (texture) by responding through movement. I can demonstrate an understanding of the history of Argentine Tango.		**Listen and Appraise:**

Term 5 Units: *Balinese gamelan* (3 weeks) & *Composing in ternary form* (3 weeks)	**Improvise and Compose:** I can compose a kecak vocal piece as part of a group. I can improvise and compose, creating a piece in ternary form using a pentatonic scale, containing an accompaniment, contrasting dynamics, and tempo. I can notate my ideas to form a simple score to play from.	**Term 5 Units:** *Ame sau vala tara bal* (6 weeks)	**Improvise and Compose:** I can create a rhythmic piece for drums and percussion instruments.
	Sing and Play: I can sing/chant a part within a kecak vocal performance.		**Sing and Play:** I can sing the chorus of *Throw, catch* in three-part harmony with dancing.
	Listen and Appraise: I can develop knowledge and understanding of the Balinese musical forms of *gamelan beleganjur* and *kecak*. I can listen and match vocal and instrumental sounds to each other and to notation. I can listen, appraise, and respond to music using drawings and words, recognising that music can describe feelings and tell a story. I can understand and recognise ternary form.		**Listen and Appraise:** I can develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. I can demonstrate coordination and keep a steady beat by dancing to bhangra music.
Term 6 Units: *Kisne banaaya* (6 weeks)	**Improvise and Compose:** I can create an accompaniment. I can create and perform our own class arrangement.	**Term 6 Units:** Musical Production	*(Non-Sing Up curriculum unit — skills intentionally blank/unmapped to Sing Up core units)*
	Sing and Play: I can sing and play the melody of *Kisne banaaya*. I can sing in a 4-part round accompanied with a pitched ostinato.		
	Listen and Appraise: N/A		

***Inter-related dimensions of music (dynamics):**

- **PULSE:** the steady beat of a piece of a piece of music
- **PITCH:** the melody and the way the notes change from low to high and vice versa.
- **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music.
- **DYNAMICS:** Loud and soft.
- **TEMPO:** Fast and slow
- **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments).
- **TEXTURE:** Layers of sound (number of instruments or voices playing together).
- **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	**I've been to Harlem*** (6 weeks)	**Nao chariya de/Mingulay boat song** (3 weeks) **Sound Symphony** (3 weeks)	**Latin dance (Classroom percussion)*** (6 weeks)	**'March' from The nutcracker** (3 weeks) **From a railway carriage** (3 weeks)	**Just three notes** (3 weeks) **Samba with Sérgio** (3 weeks)	**Fly with the stars (Classroom percussion)*** (6 weeks)
Notes:	*Progression Snapshot (recording to T-drive; Update assessment document)		*Progression Snapshot (recording to T-drive; Update assessment document)			*Progression Snapshot (recording to T-drive; Update FINAL assessment document and INSIGHT)
Year 4	**This little light of mine*** (6 weeks)	**'Theme' from The Pink Panther** (3 weeks) **Composing with colour** (3 weeks)	**The doot doot song (Classroom percussion)*** (6 weeks)	**Fanfare for the common man** (3 weeks) **Spain** (3 weeks)	**Ukulele with WEMA** (6 weeks)	**Ukulele with WEMA** (4 weeks) **Favourite song (Classroom percussion)*** (up to 3 weeks – lessons 1-3)
Termly focus	*Progression Snapshot (recording to T-drive; Update assessment document)		*Progression Snapshot (recording to T-drive; Update assessment document)			*CONCERT* *Progression Snapshot (recording to T-drive; Update FINAL assessment document and INSIGHT)
Year 5	**What shall we do with the drunken sailor?*** (up to 3 weeks – lessons 1-3) **Ukulele with WEMA** (4 weeks)	**Ukulele with WEMA** (6 weeks)	**Madina tun nabi*** (6 weeks)	**Building a groove** (3 weeks) **Época** (3 weeks)	**Balinese gamelan** (3 weeks) **Composing in ternary form** (3 weeks)	**Kisne banaaya*** (6 weeks)
Termly focus	*Progression Snapshot (recording to T-drive; Update assessment document)	*CONCERT*	*Progression Snapshot (recording to T-drive; Update assessment document)			*Progression Snapshot (recording to T-drive; Update FINAL assessment document and INSIGHT)
Year 6	**Hey, Mr Miller*** (6 weeks)	**Shadows** (3 weeks) **Composing for protest!** (3 weeks)	**Dona nobis pacem*** (up to 3 weeks – lessons 1-3) **Ukulele with WEMA** (4 weeks)	**Ukulele with WEMA** (6 weeks)	**Ame sau vala tara bal*** (6 weeks)	**Musical Production**
Termly focus	*Progression Snapshot (recording to T-drive; Update assessment document)		*Progression Snapshot (recording to T-drive; Update assessment document)	*CONCERT*	*Progression Snapshot (recording to T-drive; Update FINAL assessment document and INSIGHT)	Performance**

Ukulele Progression	**Year 4** Term 5&6	**Year 5** Term 1&2	**Year 6** Term 3&4
Chords			
Rhythms			
Arrangements			
Notation			
Songs covered			