



Music Sequence of Learning
(Currently being further developed)



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



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		<p>Dancing: Moves in response to the music Role play: Accesses small world, home corner etc and takes part in role play activities with peers or adult Spring Term Painting: Add white or black paint to alter tint or shade Experiment with different brush sizes and tools to add detail Print with different resources Drawing: Draws people with detail (sausage limbs, body). Draws self-portrait with some appropriate features Collage: joins items in a variety of way: masking tape, string, ribbon Sculpture (form): Builds models that replicate real life. Use a variety of resources including natural. Photography: Knows how to use ipad to capture a specific image or element of art (eg. line, colour, space etc.) Artists: Barbara Hepworth and Anthony Gormley (Natural Sculpture), Matisse - The Sheaf Ansel Adams and others (Outdoor photography) Woodwork: Screwing and joining Music: Names and knows how to play a variety of instruments. Singing: sings in a group, matching pitch and following melody Dancing: Responds to and interprets music through movement Role play: Participates in play related to rhymes and stories and may extend and develop stories Summer Term Painting: colour match to a specific colour and shade Create patterns or meaningful painting or when printing Drawing: Draw self-portraits, landscapes and cityscapes. Collage: knows how to secure boxes, decorate bottles etc. Knows how to improve models Use appropriate language: scrunch, twist, fold, bend, roll, smooth, bending, rough, hard, weave, flexible, rigid Sculpture (form): Makes something with clear intentions Makes something they give clear meaning to Photography: use the ipad with a specific purpose in mind Use photography as part of their artwork and explain their intention(s) Artists: Banksy (portraits/graphics), Jackson Pollock (painting on a large scale) and Eric Carle (collage). Woodwork Draw and plan what going to make Measuring Music: Beginning to write own compositions using symbols, patterns or pictures. Singing: Sings by themselves, matching pitch and following melody Dancing: replicates dances and creates own in response to music/stimulus Role play: Use imagination to develop own storylines with peers.</p>			
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	Involves props and resources.		
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Domains			
Create, Compose and Perform	Explore and Appraise	Communicate (Tier 3 vocabulary)	
		Theme specific	Subject specific
https://docs.google.com/document/d/152TuWUlwD5WZiP33rq-6S1_u1xx5-FYPLmve-qSifDI/edit		MUSIC Coverage of Domains: Progression of Knowledge and Skills	

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



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	Explorers	<ul style="list-style-type: none"> Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		Soft <u>Structure and form</u> Mood Start End
	Spring 2 World - The British Isles (sea shanties)	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<u>Timbre, sounds and instruments</u> Drum Maraca Shaker Tambourine Voice <u>Notation and other musical words (genre and historical periods)</u> Musician
	Summer 1 Pop - 50's Rock 'n' Roll Rock around the Clock - sing a long on Charanga Elvis - listen and appraise resources	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		
	Summer 2 World and the UK.	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		
Year 2	Autumn 1 Classical - The Lark Ascending by Vaughan Williams	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses 		Year 2 <u>Pitch and Melody</u> High



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



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	Summer 1 Pop - 60's Pop The Beatles - Here Comes the Sun - Sing for Hull resources Shake a Tail Feather - Sing for Hull Ain't no Mountain High Enough - Sing for Hull	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		Keyboard Guitar <u>Notation and other musical words (genre and historical periods)</u> Composer Notes Conductor
	Summer 2 The Great Fire of London	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		
Year 3	Autumn 1 Classical - In the Hall of the Mountain King by Grieg Planning and Video - https://www.bbc.co.uk/teach/ten-pieces/KS2-edvard-grieg-in-the-hall-of-the-mountain-king-from-peer-gynt/z7nf3k7	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		Year 3 <u>Pitch and melody</u> Pitch Pentatonic Scale Step Leap Repeated note High Low Rising Falling melody
	Autumn 2 United Kingdom	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<u>Rhythm, metre, duration and tempo</u> Pulse Rhythm Crotchet Quaver Minim Semibreve Crotchet rest Quaver rest Minim rest
	Spring 1	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing 	<ul style="list-style-type: none"> Music Theory (<i>Inter-related dimensions</i>) Artists & their influences 		



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



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					<p>Strings Brass Percussion Drum kit Glockenspiel Orchestra Opera Band</p> <p><u>Notation and other musical words (genre and historical periods)</u> Graphic score stave Table clef Lyrics Jazz Classical Pop Music from other cultures</p>
Year 4	<p>Autumn 1</p> <p>Romans</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		<p>Year 4</p> <p><u>Pitch and melody</u> Scales- Major Minor Pentatonic Modes Tone</p> <p><u>Rhythm, metre, duration and tempo</u> Dotted minim Semiquaver Dotted crotchet Dotted minim rest Semiquaver rest Dotted crotchet rest 2/4 3/4</p>
	<p>Autumn 2</p> <p>Classical Rodeo – Hoe-Down by Aaron Copland</p> <p>https://www.bbc.co.uk/teach/ten-pieces/aaron-copland-rodeo-hoe-down/zvk9y9q Music Service - planning (Charanga song)</p>	<ul style="list-style-type: none"> • Singing and Playing • Improvising and composing • Rehearsing and Performing • Listening and Understanding • Recording ideas: Audio/Video, Range of Notations 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related dimensions</i>) • Artists & their influences • Instruments, materials & their uses • Music genres & conventions • 'Wider' music knowledge (X-curricular) 		
	<p>Spring 1</p>	<ul style="list-style-type: none"> • Singing and Playing 	<ul style="list-style-type: none"> • Music Theory (<i>Inter-related</i> 		



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	<p>World Japan</p>	<ul style="list-style-type: none"> Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<p><i>dimensions</i></p> <ul style="list-style-type: none"> Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<p>4/4 Moderato Presto</p> <p><u>Harmony and texture</u> Clashing sounds Pleasant sounds Melody and accompaniment</p>
	<p>Spring 2 Electricity</p>	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<p>Music Theory (<i>Inter-related dimensions</i>)</p> <ul style="list-style-type: none"> Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<p><u>Dynamics and articulation</u> Fortissimo Mezzo forte Mezzo piano Pianissimo Mezzo</p>
	<p>Summer 1 Pop - 80's synth/pop/rock Eye of the Tiger - Sing for Hull Livin on a Prayer - Bon Jovi - Charanga</p>	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<p>Music Theory (<i>Inter-related dimensions</i>)</p> <ul style="list-style-type: none"> Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<p><u>Structure and form</u> Ostinato Ternary form Repetition Riff round</p>
	<p>Summer 2 Suggest link: picture stimulus of biomes. (Theme/art)</p>	<ul style="list-style-type: none"> Singing and Playing Improvising and composing Rehearsing and Performing Listening and Understanding Recording ideas: Audio/Video, Range of Notations 	<p>Music Theory (<i>Inter-related dimensions</i>)</p> <ul style="list-style-type: none"> Artists & their influences Instruments, materials & their uses Music genres & conventions 'Wider' music knowledge (X-curricular) 		<p><u>Timbre, sounds and instruments</u> Flute Clarinet Oboe Bassoon Saxophone Violin Viola Cello Bass Trumpet Trombone Tube French horn Cymbal Snare drum</p>



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



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



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



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