



William Penn Curriculum Map – Music (Sing Up)

Music is taught in three blocks per year, plus performance. This equates to an average of 45 minutes per week over the year for all classes. The central spine of the music curriculum is based on Sing Up, not only to ensure full coverage and progression but to support non-specialist staff to deliver the curriculum through the teaching materials, resources and video tutorials, which provide CPD. In addition to these lessons, William Penn provides a wide variety of enrichment through weekly whole school singing, termly performances/productions, opportunity to learn an instrument (e.g. Term2Learn in LKS2 or Irock) and occasional trips/visits. We keep abreast of the local offer from WSCC.

In line with the EYFS framework and National Curriculum, the music curriculum covers five key areas as follows:

Inter-related dimensions of music: pulse, pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation	Performing	Listening	Composing	The History of Music
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Coverage of these areas is indicated on the curriculum map, through use of the above colours.

SEE ALSO: Music Development Plan

	Autumn	Spring			Summer	
Cycle A						
Year R	How to?	Who Lives in Fairy Tales?	Who Made these Footprints?	What’s in our Garden?	What Makes a Hero?	How Have we Grown this Year?
Year 1/2	Once Upon a Rhyme	Fire, Fire! (Great Fire of London)	From Arctic to Africa	Pop Art	Postcards from the Past (Victorians)	Make, Move and Perform Puppets
Year 3/4	Raging Rivers	Rocks, Soils and Fossils	The Roman Empire	Volcanoes	Vikings (Life and Legend)	Good Vibrations
Year 5/6	We’ll Meet Again (WW2)	Light	Heads Will Roll (Tudors)	Counties of the UK	Ancient Mayan Civilization	Rainforests and Sustainability
Cycle B						
Year R	How to?	Who Lives in Fairy Tales?	Who Made these Footprints?	What’s in our Garden?	What Makes a Hero?	How Have we Grown this Year?
Year 1/2	Who Lives Here?	Maps, Moats and Mighty Castles	Wacky Weather	Spring has Sprung (Plants)	Back in Time for... (Decades)	Down in the Jungle
Year 3/4	Ancient Ancestors	Changing State	We’re Sailing Down the Nile (Ancient Egypt)	Opposites Attract (Magnets)	Born in the USA	Plants
Year 5/6	Across the Universe (Space)	Frosty Relations (Cold War)	‘Toil and Trouble’ (Macbeth)	Crime and Punishment	Friends and Heroes (Quakerism And Democracy)	The Final Year

	Autumn	Spring	Summer
Cycle A			
Year R - a	Witch, Witch  The Sorcerer's Apprentice  Call and response, pitch, timbre	Row, Row, Row your boat  I've got a grumpy face  Beat, pitch, step/leap, timbre	Down there under the sea  It's oh so quiet  Timbre, structure, active listening, tune, moving in step, soundscape
Year R - b	Witch, Witch  The Sorcerer's Apprentice  Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre	Row, Row, Row your boat  I've got a grumpy face  Timbre, beat, pitch contour	Down there under the sea  It's oh so quiet  Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments
Year 1/2 - a	Football  Beat, ostinato, pitched/unpitched patterns, mi re do (E-D-C)	Colonal Haithi's March  Magical Musical Aquarium  Timbre, tempo, dynamics, pitch, classical music	Charlie Chaplin  Cat and mouse  Pitch (high and low), duration (long and short), dynamics/volume (loud and soft)
Year 1/2 - b	Football  Beat, ostinato, pitched/unpitched patterns, mi re do (E-D-C)	Colonal Haithi's March  Magical Musical Aquarium  Timbre, pitch, structure, graphic symbols, classical music	Charlie Chaplin  Cat and mouse  Mood, tempo, dynamics, rhythm, timbre, dot notation
Year 3/4 - a	March  From a railway carriage  Rondo structure, beat, higher, lower, staccato, call and response, romantic ballet music	Horse in motion  Pink Panther  Composing to a moving image, graphic score, orchestration, ostinatos, dynamics	Term2Learn  Whole class musical instrument lesson: recorder
Year 3/4 - b	March  From a railway carriage  Structure, repetition, round, pattern, texture, layers, unison, timbre, beat, classical music	Horse in motion  Pink Panther  Timbre, tempo, rhythm, dynamics, atmosphere, music from a film	Term2Learn  Whole class musical instrument lesson: recorder
Year 5/6 - a	Hey, Mr Miller  Timbre, beat, pitch, contour, swing music, syncopation, swing rhythm, big band, instruments, scat singing, social and historical context	Why we sing  You to me are everything  gospel music, instruments, structure, texture, vocal decoration	Term2Learn  Whole class musical instrument lesson: recorder
Year 5/6 - b	Hey, Mr Miller  Timbre, beat, pitch, contour, swing music, syncopation, swing rhythm, big band, instruments, scat singing, social and historical context	Why we sing  You to me are everything  1970's soul music, comparing cover versions	Term2Learn  Whole class musical instrument lesson: recorder
Cycle B			
Year R - a	Witch, Witch  The Sorcerer's Apprentice  Call and response, pitch, timbre	Row, Row, Row your boat  I've got a grumpy face  Beat, pitch, step/leap, timbre	Down there under the sea  It's oh so quiet  Timbre, structure, active listening, tune, moving in step, soundscape
Year R - b	Witch, Witch  The Sorcerer's Apprentice  Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre	Row, Row, Row your boat  I've got a grumpy face  Timbre, beat, pitch contour	Down there under the sea  It's oh so quiet  Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments
Year 1/2 - a	Tony Chestnut  Beat, rhythm, melody, echo, call and response, tunes and untuned percussion	Come Dance with Me!  Call and response, echo singing and playing, playing percussion, crotchet, quavers, rest, developing beat skills	Menu Song  Active listening, movement, beat, echo, singing, showing pitch moving
Year 1/2 - b	Tony Chestnut  Beat, rhythm, melody, echo, call and response, tunes and untuned percussion	Come Dance with Me!  Call and response, echo singing and playing, playing percussion, crotchet, quavers, rest, developing beat skills	Menu Song  Active listening, movement, beat, echo, singing, showing pitch moving
Year 3/4 - a	I've been to Harlem  Beat, higher, lower, staccato, call and response, romantic ballet music.	Fanfare for the Common Man  Spain  Fanfare, timbre, dynamics, texture, silence	Term2Learn  Whole class musical instrument lesson: Instrument TBC (WSCC)
Year 3/4 - b	I've been to Harlem  Structure, repetition, round, pattern, texture, layers, unison, timbre, beat, classical music	Fanfare for the Common Man  Spain  Habanera, rhythm, triplet rhythm, count musically, structured ideas	Term2Learn  Whole class musical instrument lesson: Instrument TBC (WSCC)
Year 5/6 - a	Composing for protest!  Balinese Gamelan  Timbre, beat, pitch, contour, swing music, syncopation, swing rhythm, big band, instruments, scat singing, social and historical context	Three Little Birds  Twinkle Variations  Reggae, riffs, offbeat, chords, major tirads d, bassline, unison, harmony	Term2Learn  Whole class musical instrument lesson: Instrument TBC (WSCC)
Year 5/6 - b	Composing for protest!  Balinese Gamelan  Interlocking rhythms, vocal chant, structure	Three Little Birds  Twinkle Variations  Reggae, riffs, offbeat, chords, major tirads d, bassline, unison, harmony	Term2Learn  Whole class musical instrument lesson: Instrument TBC (WSCC)

EYFS	How to? / Who Lives in Fairy Tales?	Who Made these Footprints? / What's in our Garden?	What Makes a Hero? How Have we Grown this Year?
	Musician Focus – Tchaikovsky – Sleeping Beauty <u>Sing up: Reception -Term One:</u> Witch, Witch – Call and response, pitch (la, so, mi, do) timbre (3 x 30 minute lessons) <u>Sing up: Reception – Term One:</u> The Sorcerers Apprentice – musical storytelling, louder, quieter, faster, slower, timbre (3 x 30 minute lessons)	Musician Focus – Carnival of the Animals – Camille Saint-Saens <u>Sing up: Reception -Term One:</u> Row, Row, Row Your Boat – Beat, pitch, step/leap, timbre (3 x 40 minute lessons) <u>Sing up: Reception – Term One:</u> I've Got a Grumpy Face – timbre, beat, pitch, contour (3 x 30 minute lessons)	Musician Focus - Under the sea from the Little Mermaid <u>Sing Up : Reception Term Three:</u> Down There Under the Sea – timbre, structure, active listening, tune, moving in step soundscape (3 x40 minute lessons) <u>Sing up: Reception – Term Three:</u> It's Oh So Quiet - dynamics, timbre, musical storytelling, improvising and composing, exploring instruments (3 x 30 minute lessons)
	By the end of the unit pupils will know: - Can I make up a simple accompaniment using percussion instruments? - How do I change my voice to sound like different characters? - Can I sing at the same pitch as a call and response song? Children will be able to: - Make up a simple accompaniment using percussion instruments. - Use the voice to adopt different roles and characters. - Match the pitch of a four-note (la-so-mi-do) call-and-response song. Essential vocabulary: - Pitch: high/low. - Structure: call-and-response, phrase. - Tempo: strong beat, pulse (the 'heartbeat' of the music). - Timbre: scratchy percussion, sounds, tone, tuned/untuned percussion, instrument names. - Texture: solo, together (unison), accompaniment. By the end of the unit pupils will know: - Can I explore storytelling elements in the music? - What are the musical words for louder/quieter, higher/lower and faster/slower? - How can I respond to music? Children will be able to: - Explore storytelling elements in the music and create a class story inspired by the piece. - Identify and describe contrasts in tempo and dynamics. - Begin to use musical terms (louder/quieter, faster/slower, higher/lower). - Respond to music in a range of ways e.g. movement, talking, writing. Essential Vocabulary: - Duration: long, short. - Dynamics: louder, quieter. - Pitch: higher, lower. - Tempo: faster, slower. - Timbre: percussion instruments. - Other: storytelling, Classical music, composer, orchestra.	By the end of the unit pupils will know: - Can I sing a tune with stepping and leaping notes? - Can I show how to play a steady beat on percussion instruments? - Can I make up new lyrics and sounds? Children will be able to: - Sing a tune with 'stepping' and 'leaping' notes. - Play a steady beat on percussion instruments. - Make up new lyrics and vocal sounds for different kinds of transport. Essential Vocabulary: - Duration: beat, pulse, rhythm. - Dynamics: loud, quiet. - Pitch: stepping and leaping notes. - Other: songwriting, improvise. By the end of the unit pupils will know: - Can I make up new words and actions? - Can I create different sounds showing emotions and feelings? - Can I tap the beat of a song with actions? Children will be able to: - Make up new words and actions about different emotions and feelings. - Explore making sound with their voices and percussion instruments to create different feelings and moods. - Sing with a sense of pitch, following the shape of the melody with their voices. - Mark the beat of the song with actions. Essential Vocabulary: - Pitch: shape, high and low. - Structure: call-and-response. - Tempo: beat. - Timbre: hard and soft, scratchy and smooth. - Other: emotions, feelings such as angry, sad, happy, excited, silly.	By the end of the unit pupils will know: - Can I compare new words and actions to 'Down there under the sea'? - What is a call and response song and can I sing one? - Can I play sea sound effects? - Can I play a stepping tune using notes C, D, E? - Can I listen and move to pieces of music inspired by the sea? Children will be able to: - Develop a song by composing new words and adding movements and props. - Sing a song using a call-and-response structure. - Play sea sound effects on percussion instruments. - With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E). - Listen to a range of sea-related pieces of music and respond with movement. Essential Vocabulary: - Dynamics: getting louder, getting quieter. - Pitch: stepping note, leap, notes C-D-E, higher, lower. - Structure: call-and-response. - Tempo: getting slower/faster. - Timbre: shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick. - Other: soundscape. By the end of the unit pupils will know: - Can I identify dynamics when listening to different musical styles? - Can I explore dynamics with my voice and with instruments? - Can I play different instruments with some control? - Can I follow a conductor? - Can I compose music based on characters and stories from Beethoven's Fifth Symphony? Children will be able to: - Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. - Explore dynamics with their voices and instruments. - Play different instruments with control. - Improvise music with different instruments, following a conductor. - Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. Essential Vocabulary: - Dynamics: <i>forte</i> (loud) <i>piano</i> (quiet) <i>crescendo</i> (getting louder) / <i>diminuendo</i> (getting quiet)

Year 1/2 Cycle A	Once Upon a Rhyme / Fire! Fire!	From Artic to Africa / Pop Art	Postcards from the Past / Make, Move and Perform Puppets
	Musician Focus – Heroes – David Bowie <u>Sing up: Year One – Term Two:</u> Football – beat, ostinato, pitched/unpitched patterns, mi re do (E-D-C) (6 x 40 minute lessons)	Musician Focus – Sinfonia Antarctica by Vaughan Williams <u>Sing up: Year One – Term One:</u> Colonel Hathi's March – timbre, tempo, dynamics, pitch, classical music (3 x 40 minute lessons) <u>Sing up: Year One – Term One:</u> Magical Musical Aquarium – timbre, pitch, structure, graphic symbols, classical music (3 x 40 minute lessons)	Musician Focus – Charlie Chaplin - Smile <u>Sing Up: Year Two – Term Three:</u> Charlie Chaplin To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). (3 x 40 minute lessons) <u>Sing Up: Year One – Term Three:</u> Cat and mouse - mood, tempo, dynamics, rhythm, timbre, dot notation (3 x 40 minute lessons)
	By the end of the unit pupils will know: - How can I compose word patterns in groups and melodies in pairs using mi-re-do (EDC)? - Can I chant with others rhythmically, marking rests? - How do I sing an echo song while taping the beat? - What is an ostinato on an untuned percussion instrument? - Can I recognise the difference between a pattern with notes (pitched) and without (unpitched)? Children will be able to: - Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). - Chant together rhythmically, marking rests accurately. - Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable. - Play a simple ostinato on untuned percussion. - Recognise the difference between a pattern with notes (pitched) and without (unpitched). Essential Vocabulary: - Duration: beat, rhythm, rest. - Pitch: mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns. - Structure: ostinato (repeating pattern), echo, call-and-response. - Tempo: steady beat.	By the end of the unit pupils will know: - How do I compose music to march to? - Can I use tuned and untuned percussion instruments? - How do you respond to the character of music with movement? - Can I describe the features of a march using musical vocabulary? Children will be able to: - Compose music to march to using tuned and untuned percussion. - Respond to musical characteristics through movement. - Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). Essential Vocabulary: - Duration: march rhythm. - Pitch: low and high – low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre). - Tempo: beat (pulse). - Timbre: low instruments (tuba), high instruments (glockenspiel, flute/piccolo), drum, military band By the end of the unit pupils will know: - Can I create my own aquarium-sounding music? - Can I show that I am able to listen and move to a piece of music called 'Aquarium'? - How can I play percussion instruments gently, quietly, and slowly? - Can I learn to sing a song called <i>Down there under the sea</i>? Children will be able to: - Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. - Sing a unison song rhythmically and in tune. - Play percussion instruments expressively, representing the character of their composition. - Listen to 'Aquarium', reflecting the character of the music through movement. Essential Vocabulary: - Dynamics: soft, loud. - Tempo: fast, slow. - Structure: ternary form (ABA). - Timbre: untuned and tuned percussion instruments. - Other: compose, graphic symbol.	By the end of the unit pupils will know: - How do I compose a soundtrack to a clip of a silent film? - Can I understand and use notes of different duration? - What is pitch and how do I use it? - What are dynamics and how do I use them? Children will be able to: - Understand and use notes of different duration. - Understand and use notes of different pitch. - Understand and use dynamics. - Compose a soundtrack to a clip of a silent film. Essential Vocabulary: - Duration: the length of a note, described as short and long. - Pitch: notes are described as being 'high' or 'low' pitched. - Dynamics: the volume of a piece, <i>piano</i> (<i>p</i>, soft), <i>forte</i> (<i>f</i>, loud). - Other: compose, soundtrack, silent film. By the end of the unit pupils will know: - Can I create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation? - How can I attempt to record compositions with stick and other notations? - How can I sing and chant songs and rhymes expressively? - Can I listen and copy rhythm patterns? Children will be able to: - Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. - Attempt to record compositions with stick and other notations. - Sing and chant songs and rhymes expressively. - Listen and copy rhythm patterns. Essential Vocabulary: - Timbre: the quality of a vocal or instrument sound. - Dynamics: loud and quiet, gradual, and sudden changes. - Pitch: high and low sounds and the notes in a tune. - Duration: rhythm, beat. - Other: Improvising – experimenting within a structure.

Year 1/2 Cycle B	Who Lives Here? / Maps, Moats and Mighty Castles	Wacky Weather / Spring Has Sprung	Back in Time for... / Down in the Jungle
	Musician Focus – The Nutcracker – Tchaikovsky	Musician Focus – Four Seasons - Vivaldi	Musician Focus – famous songs from 50's-00's compilation
	Sing up: Year Two – Term One: Tony Chesnut – beat, rhythm, melody, echo, call and response, tunes and untuned percussion (6 x 40 minute lessons)	Sing up: Year One – Term Three: Come Dance with Me – call and response, echo singing and playing, playing percussion, crotchet, quavers, rest, developing beat skills, (6 x 40 minute lessons)	Sing up: Year One – Term One: Menu Song – active listening, movement, beat, echo, singing, showing pitch moving, (6 x 40 minute lessons)
	By the end of the unit pupils will know: - How can I improvise rhythms along to a backing track? - Can I compose call-and-response music? - Can I play a melody on a tuned percussion instrument? - What does it mean to sing with good diction? - Can I recognise and play echo phrases by ear? Children will be able to: - Improvise rhythms along to a backing track using the note C or G. - Compose call-and-response music. - Play the melody on a tuned percussion instrument. - Sing with good diction. - Recognise and play echoing phrases by ear. Essential Vocabulary: - Pitch: 'cuckoo call' interval, melody. - Structure: echo, call-and-response. - Tempo: beat, steady beat. - Timbre: tuned (has notes) and untuned percussion instruments (doesn't have notes). - Other: diction, improvise	By the end of the unit pupils will know: - Can I create musical phrases from new word rhythms that children invent? - How do I sing either part of a call-and-response song? - Can I play the response sections on tuned percussion using the correct beater hold? - How do I echo sing a line independently with teacher leading? - Can I copy call-and-response patterns with voices and instruments? Children will be able to: - Copy call-and-response patterns with voices and instruments. - Echo sing a line independently with teacher leading, then move on to pair singing in echo format. - Create musical phrases from new word rhythms that children invent. - Sing either part of a call-and-response song. - Play the response sections on tuned percussion using the correct beater hold. Essential Vocabulary: - Duration: beat, rhythm. - Pitch: stepping notes A-G-F, tuned and untuned percussion. - Structure: call-and-response, verse, chorus. - Texture: solo.	By the end of the unit pupils will know: - What is the structure in a song - Can I take part in creating a dramatic group performance using kitchen-themed props? - Can I sing a cumulative song from memory, remembering the order of the verses? - How do I keep a steady beat? - How do I play classroom instruments on the beat? - Can I copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do? - What is listening and moving in time to the song? Children will be able to: - Participate in creating a dramatic group performance using kitchen-themed props. - Copy a leader in a call-and-response song, waiting their turn to sing. - Sing a cumulative song from memory, remembering the order of the verses. - Play classroom instruments on the beat. - Listen and move in time to the song. Essential Vocabulary: - Duration: rhythm, test, march on the beat. - Structure: echo, call-and-response, cumulative. - Tempo: beat. - Timbre/texture: walking bass.

Year 3/4 Cycle A Outcomes	Raging Rivers / Rocks, Soils and Fossils	The Roman Empire / Volcanoes	Vikings (Life and Legend) / Good Vibrations
	Musician focus – March from the Nutcracker <u>Sing up: Year Three – Term Two:</u> March – rondo structure, beat, higher, lower, staccato, call and response, romantic ballet music. (3 x 50 minute lessons) <u>Sing up: Year Three – Term Two:</u> From A Railway Carriage – structure, repetition, round, pattern, texture, layers, unison, timbre, beat, classical music (3 x 50 minute lessons)	Musician Focus – John Tams – Warhorse soundtrack <u>Sing up: Year Four – Term Three:</u> The Horse in Motion – to create music inspired by one of the first motion pictures showing movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics (3 x 50 minute lessons) <u>Sing up: Year Four – Term One:</u> The Pink Panther theme – timbre, tempo, rhythm, dynamics, atmosphere, music from a film (3 x 50 minute lessons)	West Sussex Music Service – Ukulele (25/26) MTP and details saved.
	By the end of the unit pupils will know: - Can I develop active listening skills by responding to musical themes through movement? - Can I explain the structure of rondo form (A-B-A-C-A). - Can I develop a sense of beat and rhythmic pattern through movement? - Can I move with a partner to show call and response patterns? Children will be able to: - Develop active listening skills by responding to musical themes through movement. - Understand the structure of rondo form (A-B-A-C-A). - Develop a sense of beat and rhythmic pattern through movement. - Experience call-and-response patterns through moving with a partner. Essential Vocabulary: - Duration: beat. - Pitch: higher, lower. - Structure: rondo form (e.g. A-B-A-C-A-D-A etc.), call-and-response, question-and-answer, phrase. - Timbre: <i>staccato</i> (short, detached notes to create a 'spiky' sound/articulation). - Other: orchestral suite, ballet. By the end of the unit pupils will know: - Can I explore a variety of ways to use words to create music? - How do you develop ways to communicate atmosphere and effect using only word rhythms? - Listen to pieces of music and identify ways different composers have approached creating word-based compositions? Children will be able to: - Improvise and explore a variety of ways in which words can be used to create music. - Create word rhythm patterns and longer sequences, and explore ways to communicate atmosphere and effect. - Listen to pieces of music that have cleverly combined words and music, and compare how different composers have approached it. Essential Vocabulary:	By the end of the unit pupils will know: - What are ostinatos? - Can I layer up different rhythms? - How do I create and follow a score? - Can I watch a film and analyse it in a musical context? Children will be able to: - Watch a film and analyse it in a musical context. - Create ostinatos. - Layer up different rhythms. - Create and follow a score. Essential Vocabulary: - Structure: ostinato (a repeating – often rhythmic – pattern). - Dynamics: volume, louds and softs. - Other: orchestration (the art of choosing which instruments should play which ideas), graphic score (a visual representation of music). By the end of the unit pupils will know: - How do I improvise and compose, creating atmospheric music for a scene with a given set of instruments? - Can I listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm? - Can I talk about the effect of particular instrument sounds (timbre)? Children will be able to: - Improvise and compose, creating atmospheric music for a scene with a given set of instruments. - Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. - Talk about the effect of particular instrument sounds (timbre). Essential Vocabulary: - Duration: short notes/detached notes (<i>staccato</i>). - Dynamics: quiet/loud, quieter/louder. - Pitch: stepping notes/close together notes. - Timbre: instruments in the piece (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping,	Instrumental Performance & Notation. <u>Ukulele Instrumental Planning 2026.pdf</u>

	• Duration: steady beat, repetition, rhythm. • Structure: pattern, fugue, round. • Texture: unison, layers, combining sounds. • Timbre: exploring sounds for intended effect, using words and voices musically. • Other: collaboration, rap, music NOT sound effects.	tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc. • Other: character, words to describe the character (e.g. creeping, sneaking, spooky, frightening), words to describe mood (e.g. scary, sad, happy, spooky, exciting etc.).	
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Year 3/4 Cycle B	Ancient Ancestors / Changing State	We're Sailing down the Nile / Opposites Attract	Born in the USA / Plants
Outcomes	Musical Focus – Songs sung in rounds <u>Sing up: Year Three – Term One:</u> I've been to Harlem – pitch shape, ostinato, round, pentatonic, call and response (6 x 50 minute lessons)	Musical Focus – Aaron Copland – Fanfare for the common man. <u>Sing up: Year Four – Term Two:</u> Fanfare for the Common Man – fanfare, timbre, dynamics, texture, silence (3 x 50 minute lessons) <u>Sing up: Year Four – Term Two:</u> Spain – create music inspired by Spain, habanera, rhythm, triplet rhythm, count musically, structured ideas (3 x 50 minute lessons)	West Sussex Music Service
	By the end of the unit pupils will know: - How can I compose an ostinato using a five-note scale? (called a pentatonic scale) - Can I sing a call-and-response song in groups? - How do I sing long notes confidently? - Can I play accompaniments to a song using rhythm and pitch? - Where in a song do notes in a melody go down and up? Children will be able to: - Compose a pentatonic ostinato. - Sing a call-and-response song in groups, holding long notes confidently. - Play melodic and rhythmic accompaniments to a song. - Listen and identify where notes in the melody of the song go down and up. Essential Vocabulary: - Pitch: pentatonic scale, note clusters, chords. - Structure: ostinato, echo, phrase, call-and-response. - Tempo: beat. - Texture: unison, round, accompaniment. - Other: improvise, compose, ensemble.	By the end of the unit pupils will know: - How can I show that timbre, dynamics and texture can be used for impact in a fanfare? - Can I compose a fanfare using a small set of notes, and short, repeated rhythms? - Can I recognise and talk about the musical characteristics of a fanfare using music vocabulary? Children will be able to: - Improvise and compose, exploring how timbre, dynamics and texture can be used for impact in a fanfare. - Compose a fanfare using a small set of notes, and short, repeated rhythms. - Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. Essential Vocabulary: - Duration: long and short sounds, repeated rhythm patterns. - Dynamics: contrasts, sound and silence, the dramatic effect of silence. - Pitch: melody, fanfare, phrase, harmony, chord. - Texture: unison (one part), homophonic (several parts moving together). - Timbre: brass instruments, percussion. - Other: musical commission – writing a piece of music for a specific purpose or event. By the end of the unit pupils will know: - Can I invent a melody? - How do I fit two patterns together? - Can I structure musical ideas into our own compositions? - How can I play repeating rhythmic patterns? - What is counting musically? Children will be able to: - Play repeating rhythmic patterns. - Count musically. - Invent a melody. - Fit two patterns together. - Structure musical ideas into their own compositions. Essential Vocabulary: - Duration: triplets (a rhythm made of three beats filling the space usually taken by two). - Pitch: melody (a musical sentence). - Other: Habanera (a rhythm from Cuba, which is often now associated with Spain), dynamics (volume, louds and softs), <i>piano</i> (<i>p</i>, soft), <i>forte</i> (<i>f</i>, loud).	2026/7 plans TBC

Year 5/6 Cycle A	We'll Meet Again (WWII) / Light	Heads Will Roll / Counties of the UK	Ancient Mayan Civilization / Rainforests and Sustainability
Outcomes	Musical Focus – Dame Vera Lynn <u>Sing up: Year Six – Term One:</u> Hey Mr Millar – timbre, beat, pitch, contour, swing music, syncopation, swing rhythm, big band, instruments, scat singing, social and historical context (6 x 50 minute lessons)	West Sussex Music Service	Musical Focus – Amazing Grace – John Newton <u>Sing up: Year Five – Term One:</u> Why We Sing – gospel music, instruments, structure, texture, vocal decoration (3 x 50 minute lessons) <u>Sing up: Year Six – Term Two:</u> You to me are everything - 1970s soul music, comparing cover versions (3 x 50 minute lessons)
	By the end of the unit pupils will know: • Can I compose a syncopated melody using the notes of the C major scale? • How do I sing a syncopated melody accurately and in tune? • Can I sing and play a class arrangement of the song with a good sense of ensemble? • Listen to historical recordings of big band swing and describe features of the music using music vocabulary. Children will be able to: • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary. Essential Vocabulary: • Duration: beat, pulse, count-in, swing/swung rhythm, syncopation. • Pitch: arpeggio, chromatic, C major scale. • Structure: question-and-answer. • Texture: layers. • Timbre: rhythm section, brass section, woodwind section, scat singing (scatting). • Other: improvisation, big band, swing music.	<u>Ukulele Instrumental Planning 2026.pdf</u>	By the end of the unit pupils will know: • How do I develop and practise techniques for singing and performing in a Gospel style? • Can I recognise individual instruments and voices by ear? • Can I show good listening to a selection of Gospel music and spirituals? • What are the key elements that give the music its unique sound? • Can I use music vocabulary to talk about music? Children will be able to: • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. • Talk about pieces using music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.) • Develop and practise techniques for singing and performing in a Gospel style. Essential Vocabulary: • Dynamics: quieter, louder, getting louder (<i>crescendo</i>). • Pitch: melody, harmony, high voices, low voices. • Structure: call-and-response, spoken interludes, phrase. • Texture: unison (singing same melody), homophonic (singing in harmony). • Timbre: choir, male and female voices, congregation, electric piano, bass guitar, drum kit. • Other: music for praise, Gospel, spiritual, expression, <i>legato</i>, slide (<i>glissando</i>), note bend, decoration.

Year 5/6 Cycle B	Across the Universe / Frosty Relations	Toil and Trouble / Crime and Punishment	Friends And Heroes / The Final Year
Outcomes	Musical Focus – Ethel Smyth <u>Sing up: Year Six – Term Two</u> You to me are everything - 1970s soul music, comparing cover versions (3 x 50 minute lessons) <u>Sing up: Year 5 Term 3: Balinese Gamelan -</u> Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles) (3 x 50 minutes)	Musical Focus – Bob Marley <u>Sing up: Year 5 – Optional Units:</u> Three little birds – reggae, riffs, offbeat, chords, major tirads d, bassline, unison, harmony (3 x 40 minute lessons) <u>Sing up: Year 6 Term 2: Twinkle Variations -</u> To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation (3 x 50 minute lessons)	West Sussex Music Service – <u>Sing up: Year 6 Term 1:</u> Singing for protest! To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda. (3 x 50 minutes)
	By the end of the unit pupils will know: - What musical vocabulary/knowledge can I use to discuss similarities and differences in pieces of music? - Can I learn some simple choreography to accompany a disco song? - Can I show good listening and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments? Children will be able to: - Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. - Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. - Learn some simple choreography to accompany a disco song. Essential: Vocabulary: - Duration: syncopation. - Pitch: major scale, modulation/key change. - Tempo: beats per minute (bpm), faster, slower. - Timbre: bass guitar, electric guitar, violins, drum kit, lead & backing vocals/singers, keyboard (Fender Rhodes). - Structure: verse, chorus, middle 8, hooks/riffs. - Style: disco, funk, soul, jazz-fusion, latin-jazz. - Texture: vocal harmonies (parts sung alongside the main melody to make the texture thicker). Other: cover (version of a song by a singer/band who did not originally perform it), summer anthem (song that is released and peaks in popularity during summer) By the end of the unit pupils will know: - Can I compose a kecak piece as part of a group? - How do I sing/chant a part within a kecak performance? - Can I demonstrate my knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak? - Can I successfully listen and match vocal and instrumental sounds to each other, and to notation? Children will be able to: - Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. - Listen and match vocal and instrumental sounds to each other, and to notation. - Sing/chant a part within a kecak performance. - Compose a kecak piece as part of a group. Essential Vocabulary: - Duration: cycle – a looped pattern of a fixed number of beats. - Texture: interlocking – where 2 or more rhythmic parts connect and combine to make a whole. - Timbre: Kendang (drum), ceng ceng (cymbals), pot gongs, hanging gongs	By the end of the unit pupils will know: - Can I sing the verse in unison and the chorus in three parts? - Can you explain what a triad is and how to play one? - How do I play the chords D and G major? - Can I follow a score of the chorus? - Can I play a melodic riff by ear? - How do I organise and rehearse for a performance? - Can I demonstrate knowledge and understanding of the origins, history, and social context of Reggae music? Children will be able to: - Sing the verse in unison and the Chorus in harmony. - Know what a triad is and how to play one. - Play the chords D and G major, following a score of the chorus. - Play a melodic riff (or melody of the Chorus) by ear. - Organise and rehearse for a performance. - Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music. Essential Vocabulary: - Duration: offbeat, 4-beats per bar. - Pitch: chord, triad, D major, G major, melody, riff, bassline. - Structure: repeating riff, verse, chorus, chord pattern. - Timbre: electric guitar, bass guitar, drum kit, keyboard. - Texture: melody/chords, bassline, riff. - Other: Reggae, playing by ear, playing from a score. By the end of the unit pupils will know: - Can I create variations using a wide variety of composing techniques? - How do I improvise on top of a repeating bassline? - Can I decipher a graphic score? - Can I play Twinkle, twinkle, little star? Children will be able to: - Decipher a graphic score. - Play Twinkle, twinkle, little star. - Create variations using a wide variety of composing techniques. - Improvise on top of a repeating bassline. Essential Vocabulary: - Dynamics: volume, louds and softs. - Structure: passacaglia (an ancient musical form featuring a repeating bassline with different events placed on top. Also known as Chaconne), theme and variations (a musical form made up of one theme and many variations (versions) of that theme). - Tempo: the speed of a piece of music. - Other: score (a visual representation of music), orchestrate (choose which instruments play which parts of a music composition), improvise (music that is made up instantly with no prior preparation).	TERM TO LEARN WILL TAKE PLACE IN EITHER AUTUMN, SPRING OR SUMMER DEPENDING ON WSCC AVAILABILITY Instrumental Performance & Notation By the end of the unit pupils will know: - Can I create my own song lyrics? - How do I fit lyrics to a pulse, creating a chant? - Can I write a melody and sing it? - How can I structure my ideas into a complete song? Children will be able to: - Create their own song lyrics. - Fit their lyrics to a pulse, creating a chant. - Write a melody and sing it. - Structure their ideas into a complete song. Essential Vocabulary: - Pulse: a steady beat (like a ticking clock). - Tempo: the speed of a piece of music. - Structure: ostinato (a repeating pattern), coda (a fancy ending). - Other: protest song (a song written to help a social cause or to effect change), lyrics (the words or text of a song), chant (lyrics spoken to a pulse), melody (or tune – a series of notes arranged in a pattern).

	Other: Gamelan beleganjur (Indonesian percussion ensemble, often performed at religious ceremonies), kecak (a vocal chant), cak lesung (rice-pounding rhythms).		
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