

MUSIC CURRICULUM - YEAR 1 OBJECTIVES TO BE TAUGHT

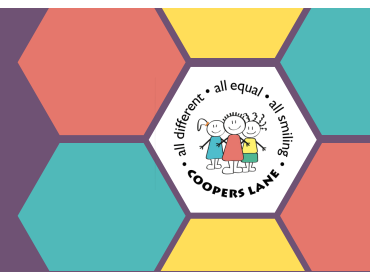
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Ourselves</u> Exploring sounds: pitch, dynamics and structure</p> <p><u>Our School</u> Exploring sounds: dynamics; timbre and structure</p>	<ul style="list-style-type: none"> - to create and respond to vocal sounds; to explore pitch; to add high, low and sliding vocal sounds - to explore how sounds change; how to use their voice in different ways; how to match actions to song - how to create and place vocal and body percussion sounds within a song; to add expressive vocal sounds to a story; explore the expressive effect of their actions - to explore different sound sources and materials; to relate classroom sounds to a classroom map and its map key; map sounds in the classroom and play a sequence - to analyse the dynamics and duration of sounds around the school; to explore the materials and sounds of percussion instruments; to listen to real sounds in a school - to create two contrasting textures through composing their own music 	Reception	<p>Music Express - Year 1 - Ourselves - Medium Term Planning & Online Resource</p> <p>Music Express - Year 1 - Our School - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 1)</p>
AUTUMN 2	<p><u>Animals</u> Pitch: explore pitch</p> <p><u>Our Bodies</u> Beat: explore timbre, structure, and tempo</p>	<ul style="list-style-type: none"> - more about pitch, making high and low vocal sounds; to perform chants with high and low pitched voices - to relate pitch to high and low body posture; to move like an animal in response to song; to compare the pitch of different animal sounds using voices - to understand pitch through singing with high and low contrasting melodies; to perform a song - to identify and play high and low pitches in music; through listening to Chinese instrumental music; to accompany a piece of music using classroom percussion sounds - to explore and develop an understanding of pitch using their voice and body movements; to vary pitch - to perform a steady beat at two different speeds (tempi); to practise a steady-beat, co-ordinating left and right - to respond to change of mood in a piece of music with a steady beat; to recognise and respond to a steady beat at different speeds - to identify a repeated rhythm pattern through the use of actions - to combine arhythm pattern and a steady beat to perform together with concentration, practising a steady beat using body percussion - to invent and perform new rhythms to a steady beat 	<p>Reception</p> <p>Year 1 - Autumn 1 - Ourselves</p>	<p>Music Express - Year 1 - Animals - Medium Term Planning & Online Resource</p> <p>Music Express - Year 1 - Our Bodies - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 1)</p>

MUSIC CURRICULUM - YEAR 1 OBJECTIVES TO BE TAUGHT (CONTINUED)

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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 1	<p><u>Number</u></p> <p>Beat: explore tempo, structure, and appropriate forms of notation</p> <p>Key Musician: Tchaikovsky</p> <p><u>Weather</u></p> <p>Beat: explore timbre, structure, and dynamics</p> <p>Key Musician: Beethoven</p>	<ul style="list-style-type: none"> - to recognise and develop a sense of steady beat through the use of their voices and body percussion; to demonstrate a steady beat to music from <i>The Nutcracker Ballet Suite</i> by Tchaikovsky - to identify and perform changes in tempo; to step in time to a chant - to play percussion with control; to play a steady beat and explore dynamics - to keep a steady beat and use dynamics to vary musical effect; to accompany a song with a steady beat on percussion - to explore and control dynamics (volume), duration and timbre with their voices, body percussion and instruments - to improvise to descriptive music; to control duration and dynamics using their voices, body percussion and instruments; to explore instrumental sounds - how to identify a sequence of sounds (structure) in a Beethoven's <i>The Pastoral Symphony</i>; to create a soundtrack to match the weather 	<p>Reception</p> <p>Year 1 - Autumn 1 & 2 - <i>Our School & Our Bodies</i></p>	<p>Music Express - Year 1 - Number - Medium Term Planning & Online Resource</p> <p>Music Express - Year 1 - Weather - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 1)</p>
SPRING 2	<p><u>Seasons</u></p> <p>Pitch: develop musical vocabulary, explore pitched percussion</p> <p>Key Musician: Saint-Saëns</p> <p><u>Storytime</u></p> <p>Beat: explore timbre, structure, and dynamics</p>	<ul style="list-style-type: none"> - to identify changes in pitch and respond to them with movement; to explore changes in dynamics and pitch through body movement - to explore contrasting changes in pitch with changes in dynamic - to relate pitch changes to graphic symbols; perform pitch changes vocally; listen and respond to pitch changes through movement - recognise the difference between pitched and un-pitched instruments - to listen and respond to an orchestral piece of music - to discuss basic musical terminology; fast, slow, loud, quiet - to understand how music can tell a story - to perform a rhythmical piece of music with vocal sound effects - to explore ways to depict description using percussion instruments - to rehearse and perform with others 	<p>Year 1 - Autumn 2 - <i>Animals</i></p> <p>Year 1 - Spring 1 - <i>Weather</i></p>	<p>Music Express - Year 1 - Seasons - Medium Term Planning & Online Resource</p> <p>Music Express - Year 1 - Storytime - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 1)</p>
SUMMER 1	<p><u>Machines</u></p> <p>Beat: movement, steady beat, changes in tempo</p> <p><u>Patterns</u></p> <p>Beat: steady beat, changes in tempo, dynamics</p>	<ul style="list-style-type: none"> - to play and maintain a steady beat; to create different rhythms through words; to sequence vocal sounds with a steady beat on percussion - to use body percussion to explore performing a beat at different tempos. - to control changes in speed; playing together faster and slower; responding to the beat of an accompaniment - develop an understanding of metre - groupings of steady beats - through counting, body percussion and reading scores - to explore different ways to emphasise the first beat of a repeating pattern - exploring sounds on instruments and identifying different ways to vary their sound 	<p>Reception</p> <p>Year 1 - Spring 2 - <i>Storytime</i></p>	<p>Music Express - Year 1 - Machines - Medium Term Planning & Online Resource</p> <p>Music Express - Year 1 - Patterns - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 1)</p>

SUMMER 2

Healthy Eating Week

Travel

Performing using vocals, movements and un-tuned instruments

Water

Pitch: vocal pitch shapes, explore tuned percussion

Key Musician: *Saint-Saëns*

- to create lyrics and movements for a song
- to sing a song with rhythmic word patterns
- to perform rhythmic patterns on un-tuned instruments
- to combine voices, movement and instruments to perform a chant or a song
- learning a song and adding actions
- compose a piece of music around the theme of waves
- to identify the structure of Aquarium by Saint-Saëns
- to perform a dance sequence to a given piece of music
- to perform a simple repeating pattern
- learn to play a descending melody and create a performance

Year 1 - Spring 2 - Storytime

Year 1 - Spring 2 - Seasons

Music Express - Year 1 - Travel
- Medium Term Planning & Online Resource

Music Express - Year 1 - Water
- Medium Term Planning & Online Resource

(*Google Drive, Curriculum 2020, Music, Year 1*)

PLEASE REFER TO THE '*KS1 CONTINUOUS PROVISION PLANNING GUIDE*', RESOURCE ENHANCEMENTS SECTION, TO HELP SUPPORT THE TEACHING OF THE ABOVE OBJECTIVES IN THE CLASSROOM CONTINUOUS PROVISION.

MUSIC EXPRESS WEBSITE LOG IN INFORMATION

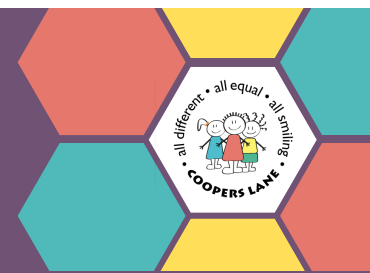
<https://connect.collins.co.uk/school/teacherlogin.aspx>

Username: headteacher@cooperslane.lewisham.sch.uk

Password: **Coopers2012***

MUSIC CURRICULUM - YEAR 2 OBJECTIVES TO BE TAUGHT

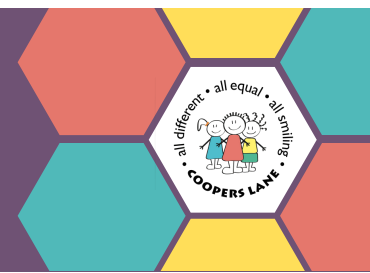
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
<p>AUTUMN 1</p>	<p><u>Ourselves</u> Exploring sounds: pitch, dynamics and structure</p> <p><u>Our Land</u> Exploring sounds: dynamics; timbre and structure</p>	<ul style="list-style-type: none"> - to create and respond to vocal sounds and body percussion. - to explore how sounds change; how to use their voice in different ways; how to match actions to song - to develop the use of vocal sounds to express feelings; to explore expression in a conversation without words; to notate pitch, shape and duration using simple line graphics. - to understand how mood can be expressed using the voice; to understand the structure of call and response songs; to develop an expressive song performance with voices and instruments. - to explore timbre and texture to understand how sounds can be descriptive - to create and perform descriptive instrumental music inspired by British myths and legends. 	<p>Year 1 - Autumn 1, <i>Ourselves and Our School</i></p>	<p>Music Express - Year 2 - Ourselves - Medium Term Planning & Online Resource</p> <p>Music Express - Year 2 - Our Land - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 2)</p>
<p>AUTUMN 2</p>	<p><u>Seasons</u> Pitch: explore pitch</p> <p><u>Weather</u> Beat: explore timbre, structure, and tempo</p>	<ul style="list-style-type: none"> - to sing with expression, paying attention to the pitch shape of the melody. - to use sign language in a song. - to accompany a song with vocal and instrumental ostinati (repeating patterns). - to identify rising and falling pitch; to perform a rising pitch sequence in a song. - to listen and respond to pitch changes with movements. - to sing with expression and pay attention to the pitch shape of the melody. - to perform a rhythmic chant and play an independent rhythm pattern to accompany it. - to listen in detail to a piece of orchestral music. - to perform an updated version of a traditional nursery rhyme with a rap section included. - to accompany a song with three different repeated word patterns. - to compose music to illustrate a story. 	<p>Year 1 - Spring 2 - Seasons</p>	<p>Music Express - Year 2 - Seasons - Medium Term Planning & Online Resource</p> <p>Music Express - Year 2 - Weather - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 2)</p>
<p>SPRING 1</p>	<p><u>Our Bodies</u> Beat: explore tempo, structure, and appropriate forms of notation</p> <p>Key Musician:</p> <p><u>Animals</u> Beat: explore timbre, structure, and dynamics</p> <p>Key Musician:</p>	<ul style="list-style-type: none"> - to recognise and respond to steady beat; to recognise and respond to a rhythm ostinato pattern; to recognise and play rhythmic patterns. - to recognise and respond to a steady beat at different tempi. - to play steady beats at different tempi on body percussion and instruments. - to sing in two parts and combine steady beats. - to recognise and respond to different steady beats. - to perform rhythmic movement patterns to a steady beat - to perform rhythmic patterns on percussion. - to listen to a steady beat and responding in movement; to identify and respond to changes in pitch, upwards and downwards; to perform changes in pitch using whole body movement and voice. - to understand and perform upwards and downwards pitch direction; to read pitch line notation. - to play pitch lines on tuned percussion; to combine pitch change with changes in other elements/dimensions. 	<p>Year 1 - Autumn 2, <i>Animals and Our Bodies</i></p>	<p>Music Express - Year 2 - Our Bodies - Medium Term Planning & Online Resource</p> <p>Music Express - Year 2 - Animals - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 2)</p>

MUSIC CURRICULUM - YEAR 2 OBJECTIVES TO BE TAUGHT (CONTINUED)

Coopers Lane Primary School's Official Curriculum - Planning Tool



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SPRING 2	<p><u>Storytime</u></p> <p>Pitch: develop musical vocabulary, explore pitched percussion</p> <p>Key Musician: Tchaikovsky</p> <p><u>Water</u></p> <p>Beat: explore timbre, structure, and dynamics</p>	<ul style="list-style-type: none"> - to combine sounds to create a musical effect; to understand how music, dance and drama can combine in storytelling. - to explore voices to create descriptive musical effects; to create and match descriptive sounds made with the voice. - to combine sounds to create a musical effect. -to perform to an audience. - to understand pitch through singing, movement and note names; to perform a melody. - to understand melody through songs, movement and perform pitch shapes on tuned instruments. - to explore and develop an understanding of pitch; to use musical scales, high notes and low notes in a composition. 	Year 1 - Spring 2; Story time, Summer 2: Water	<p>Music Express - Year 2 - Storytime - Medium Term Planning & Online Resource</p> <p>Music Express - Year 2 - Water - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 2)</p>
SUMMER 1	<p><u>Number</u></p> <p>Beat: movement, steady beat, changes in tempo</p> <p><u>Pattern</u></p> <p>Beat: steady beat, changes in tempo, dynamics</p>	<ul style="list-style-type: none"> - to perform a steady beat and simple rhythms using movement and body percussion. - to understand and differentiating between beat and rhythm. - to perform simple rhythms using movement and percussion; to understand and differentiate between beat and rhythm. - to perform steady beat patterns with a song; to play different patterns of steady beat within four beats, and matching to a simple score; to perform and creating simple rhythms using a simple score. - to perform steady beat patterns in groups to accompany a song; to play different patterns of steady beat in groups and match them to a simple score; to perform and create simple three-beat rhythms using a simple score. - to interpret a score to perform different beat patterns. - to explore different ways to organise music. 	Year 1 - Spring 1; Number & Summer 1; Pattern	<p>Music Express - Year 2 - Number - Medium Term Planning & Online Resource</p> <p>Music Express - Year 2 - Pattern - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 2)</p>
SUMMER 2	<p><u>Toys</u></p> <p>Beat: movement, steady beat, changes in tempo</p> <p><u>Travel</u></p> <p>Performing using vocals, movements and un-tuned instruments</p>	<ul style="list-style-type: none"> - to keep a steady beat at different speeds (tempi). - to mark beats within a four-beat metre. - to develop a sense of steady beat through chant, actions and instruments. - to perform a steady beat; to change tempo; to respond to images. - to explore patterns of physical movement in a game song; to respond to a song with movement; to use simple musical vocabulary to describe music. - to combine steady beat and rhythms to accompany a song - to listen and respond to contemporary orchestral music. - to play an instrument game to practise steady beat at changing tempi. - to prepare and improve a performance using movement, voice and percussion. - to use instruments expressively. - to understand notation. 	Year 1 - Summer 2; Travel	<p>Music Express - Year 2 - Toys- Medium Term Planning & Online Resource</p> <p>Music Express - Year 2 - Travel - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 2)</p>

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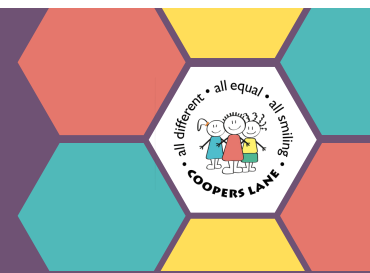
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MUSIC CURRICULUM - YEAR 3 OBJECTIVES TO BE TAUGHT

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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>In the Past</u> Exploring sounds: pitch, dynamics and structure</p> <p><u>Communication</u> Exploring sounds: dynamics; timbre and structure</p>	<ul style="list-style-type: none"> - to understand pitch; to learn to read simple pitch notation. - to understand and use pitch notations; to work with a partner to demonstrate changes in pitch. - to read simple rhythm notation; to learn a Tudor dance. - to represent sounds with symbols; to understand that musical notation is the same as this. - to perform a song in cannon and in groups; to use voices creatively and expressively to show meaning. - to work collaboratively creating and performing from a symbol score. 	Year 2 - Autumn 1 & 2 - <i>Ourselves & Our Land</i>	<p>Music Express - Year 3 - In the Past and Communication- Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 3)</p>
AUTUMN 2	<p><u>Environment</u> Pitch: explore pitch</p> <p><u>Poetry</u> Beat: explore timbre, structure, and tempo</p>	<ul style="list-style-type: none"> - to select descriptive sounds to accompany a poem; to create a musical re-telling of a poem; to sing in two-part harmony; to accompany a song with a melodic ostinato. - to explore timbre to create a descriptive piece of music; to learn about ternary form; to sing a song with expression. - to develop the lyrics of a song; to choose timbre to make an accompaniment; to combine chants and sound pictures in a class performance in rondo structure. - to enhance and extend the performance of a poem using vocal patterns; to create a piece of 'playground music' out of layered vocal patterns as part of a performance piece. - to explore contrasting moods and effects as part of a performance. - to combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece. 		<p>Music Express - Year 3 - Environment - Medium Term Planning & Online Resource</p> <p>Music Express - Year 3 - Poetry- Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 3)</p>
SPRING 1	<p><u>Ancient Worlds</u> Beat: movement, steady beat, changes in tempo</p> <p><u>Building</u> Beat: explore tempo, structure, and appropriate forms of notation</p>	<ul style="list-style-type: none"> -to explore tuned and untuned percussion to create soothing, repetitive music based on ostinati; to sing a song and accompanying it with tuned percussion ostinati. - to explore musical phrases, melodic imitation and rounds. - to performing a round in three parts; to arrange an accompaniment with attention to balance and musical effect. to understand how music can be organised in sequences ; to use voices and actions to perform simple rhythms within a steady beat. - to combine rhythms in layers. - to create music using their own ideas; to make choices about musical structure. - to conduct others performing their compositions. - to understand pitch through melody; to develop a song. - to understand pitch through singing and playing a melody. - to recognise pitch shapes; to read notations to play a melody. 	Year 2 - Summer 2, <i>Pattern</i>	<p>Music Express - Year 3 - Building - Medium Term Planning & Online Resource</p> <p>Music Express - Year 3 - Singing French - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 3)</p>

MUSIC CURRICULUM - YEAR 3 OBJECTIVES TO BE TAUGHT (CONTINUED)

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SPRING 2	<p><u>Time</u></p> <p>Pitch: develop musical vocabulary, explore pitched percussion</p> <p>Key Musician: Saint-Saëns</p> <p><u>Singing French</u></p> <p>Beat: explore timbre, structure, and dynamics</p>	<ul style="list-style-type: none"> - to identify the metre in a piece of music; to play independent parts in more than one metre simultaneously. - to identify and perform an ostinato; to improvise to an ostinato accompaniment. - to perform rhythmic ostinati individually and in combination ; to layer rhythms; to recognise rhythm patterns in staff notation. - to explore simple accompaniments using beat and rhythm patterns. - to use a score and combine sounds to create different musical textures. - to explore different types of accompaniment. - to learn to sing a greetings song and rap in French. - to learn simple notation and notate a new sequence. - to perform a class arrangement of the song Bonjour, mes amis. 	<p>Year 2 - Spring 2, Storytime</p> <p>Year 3; French lessons</p>	<p>Music Express - Year 3 - Time - Medium Term Planning & Online Resource</p> <p>Music Express - Year - Food and Drink - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 3)</p>
SUMMER 1	<p><u>Human Body</u></p> <p>Performing using vocals, movements and un-tuned instruments</p> <p><u>China</u></p> <p>Beat: steady beat, changes in tempo, dynamics</p>	<ul style="list-style-type: none"> - to understand call and response structures; to perform word rhythms and explore sounds. - a song and add a clapping pattern; to sing and play the melody, creating dances that match the lyrics; to combine two songs and organise a performance. - to understand and perform binary form; to explore music with two contrasting sections - a binary structure; to improvise within a call and response structure. - to understand the pentatonic scale; to listen to a piece of Chinese pentatonic music played on the pipa; practise singing melodies that use the pentatonic scale; play then compose pentatonic melodies on tuned percussion. - to use graphic notation with the pentatonic scale; to understand pitch through composing, notating and reading graphic notation; to perform a pentatonic song with tuned and untuned accompaniment. 	<p>Year 2 - Summer 2, Travel</p> <p>Year 3; Science lessons</p>	<p>Music Express - Year 3 - Ancient Worlds - Medium Term Planning & Online Resource</p> <p>Music Express - Year 3 - China - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 3)</p>
SUMMER 2	<p><u>Food and Drink</u></p> <p>Beat: explore timbre, structure, and dynamics</p> <p><u>Sounds</u></p> <p>Exploring sounds; classifying instruments; timbres and structures from around the world.</p>	<ul style="list-style-type: none"> - to learn a song with a verse and chorus; to accompany a song with drone and ostinato parts; to chant a rhythmic accompaniment to a song. - to sing and perform actions to a song; to add a percussion accompaniment. - how sounds are produced and how instruments are classified; about aerophones; to understand musical conversation structure. - to perform musical conversations on different lengths of tubes. - about idiophones, developing an understanding of call and response. - about chordophones, creating a call and response. - to perform melodic phrases on tuned percussion. 	<p>Year 3; Summer 1, China</p>	<p>Music Express - Year 3 - Sounds - Medium Term Planning & Online Resource</p> <p>Music Express - Year 3 - Human Body - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 3)</p>

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MUSIC CURRICULUM - YEAR 4 OBJECTIVES TO BE TAUGHT

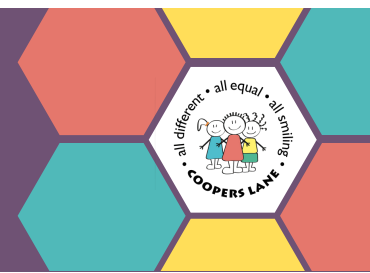
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AUTUMN 1	<p>Sounds</p> <p>Exploring sounds: pitch, dynamics and structure</p> <p>In the Past</p> <p>Exploring notation: dynamics; timbre and structure</p>	<ul style="list-style-type: none"> - about classifying instruments by the way sounds are produced - about some simple beatboxing sounds - to sing a song and add beatboxing sounds - about aerophones; to sing partner songs - about classifying instruments by the way sounds are produced - explore the combined expressive effects of different instrument groups - to play a Renaissance dance from notations - compose a fanfare; understand simple musical structures - a dance and play music used for celebrations - a rhythmic ostinato - a 1960s pop song - create a performance 	Year 3 - Autumn 1; In the past & Summer 2; Sounds	<p>Music Express - Year 4 - Sounds - Medium Term Planning & Online Resource</p> <p>Music Express - Year 4 - In the Past - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 4)</p>
AUTUMN 2	<p>Poetry</p> <p>Performing: explore using voices expressively and rhythmically</p> <p>Singing Spanish</p> <p>Pitch: explore timbre, structure, and tempo</p>	<ul style="list-style-type: none"> - about music notation with reference to metre and accent - to build an extended performance piece from a poem - to use canon and ostinati as accompaniments - to pay attention to notation, accent, diminuendo and balance - to use beatbox techniques to imitate the sound of a drum kit - to perform a rap with a vocal beatbox accompaniment - to perform a poem with rhythmic accuracy (choral speaking) - to devise a rhythmic accompaniment based on repeated text fragments - to balance voices in a performance - to perform and accompany a Spanish greeting song in two groups - to sing in a minor key in groups - to develop descriptive song accompaniments - to sing in two parts with accompaniment; to perform repeating rhythms - to combine tuned percussion, untuned percussion and singing 	Year 3 - Autumn 2, Poetry	<p>Music Express - Year 4 - Poetry - Medium Term Planning & Online Resource</p> <p>Music Express - Year 4 - Singing Spanish - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 4)</p>
SPRING 1	<p>Ancient Worlds</p> <p>Structure: explore dynamics, layers and phrases</p> <p>Around the World</p> <p>Pitch: pentatonic melodies, syncopated rhythms</p>	<ul style="list-style-type: none"> - a verse and chorus song; to understand that melodies have phrases - to explore layers and layering - to compare and contrast structure - to understand layers in musical structure; to identify key features of minimalist structure - to play in groups, combining sections of music in a layered structure - to rehearse and prepare for a performance - to explore the pentatonic scale - to start to read graphic notation accurately - to develop listening skills - to describe music using musical and non-musical terms - to compose and notate pentatonic melodies - to play a pentatonic song with leaps - to combine tuned, untuned percussion and singing 	Year 3 - Spring 1, Ancient Worlds	<p>Music Express - Year 4 - Ancient Worlds - Medium Term Planning & Online Resource</p> <p>Music Express - Year 4 - Around the World - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 4)</p>

MUSIC CURRICULUM - YEAR 4 OBJECTIVES TO BE TAUGHT (CONTINUED)

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SPRING 2	<p>Communication</p> <p>Composition: develop rhythms, melodies, lyrics</p> <p>Time</p> <p>Beat: explore rhythms and sycopations</p>	<ul style="list-style-type: none"> - to copy rhythms and a short melody - to play ostinati and layer them in a performance - to use music to communicate a meaning - to compose a rap - a chordal accompaniment and write lyrics - to identify the metre of a new song - to sing in three independent parts - to play and sing repeated patterns (ostinati) from notation - to understand syncopation and use off-beat rhythms in improvisation - to combine independent parts in more than one metre - to identify how a well-known story has been told in music - to create music which tells a story 	Year 3 - Autumn 1, Communication	<p>Music Express - Year 4 - Communication - Medium Term Planning & Online Resource</p> <p>Music Express - Year 4 - Time - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 4)</p>
SUMMER 1	<p>Environment</p> <p>Composing: understanding of accompaniments</p> <p>Key Musician: Vivaldi</p> <p>Recycling</p> <p>Structure: improvise, compose, experiment</p>	<ul style="list-style-type: none"> - to explore how different timbres can be descriptive - to explore combinations of different timbres to accompany a song - how to accompany a song with drone and ostinato on tuned percussion - to explore the descriptive music of two major composers - to compose an introduction for a song - to make instruments from junk, learning about their key components - to perform a verse and chorus structure - to interpret notation and improvise - to identify typical features of jazz song structure and follow a score - to understand an ABA structure - to perform repeating rhythms; to perform rondo form 	Year 3 - Autumn 2, Environment	<p>Music Express - Year 4 - Environment - Medium Term Planning & Online Resource</p> <p>Music Express - Year 4 - Recycling - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 4)</p>
SUMMER 2	<p>Building</p> <p>Beat: rondo structure, combining ostinati with instruments</p> <p>Key Musician: Prokofiev</p> <p>Food and Drink</p> <p>Performing using vocals, movements and un-tuned instruments</p>	<ul style="list-style-type: none"> - about verse and chorus song structure - to combine four body percussion ostinati as a song accompaniment - to understand texture - about layered structure in a rhythmic ostinato piece; to create rhythmic ostinati - to accompany a melody with a drone - to describe the structure of a piece of orchestral music - to read a clock score to play a piece combining drone and melodic ostinati - to use a rondo structure to build a performance - to combine expressive use of the voice with physical movement - to respond to sound with visual signals - to perform sequences of sounds matched to visual sequences - a traditional West African call and response song - rhythmic and melodic accompaniments for a song and combine them in a performance 	<p>Year 3 - Spring 1, Building & Spring 2, singing in French</p> <p>Years 3 and 4 French curriculum</p>	<p>Music Express - Year 4 - Building - Medium Term Planning & Online Resource</p> <p>Music Express - Year 4 - Food and Drink - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 4)</p>

MUSIC EXPRESS WEBSITE LOGIN INFORMATION

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Username: headteacher@cooperslane.lewisham.sch.uk

Password: Coopers2012*

MUSIC CURRICULUM - YEAR 5 OBJECTIVES TO BE TAUGHT

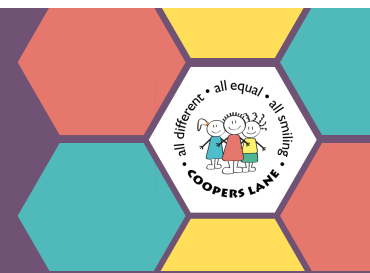
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Our Community</u></p> <p>Performing: using the local area as inspiration for song writing</p> <p>Key Musician: Hubert Parry, lyrics by William Blake</p>	<ul style="list-style-type: none"> - to explore four-beat metre through a stepping pattern and conducting - to sing and play a melodic ostinato - to write lyrics for a song they have already learnt - to extend an arrangements for a song evaluating its effectiveness; thinking about rhythm and metre - to perform their invented lyrics with confidence - to discuss the lyrics in Parry's Jerusalem; to compare two settings of the song Jerusalem and learn to conduct in two and three; Learn to sing New Jerusalem - to develop accompaniments using ostinato and invented or improvised rhythms - to rehearse for a performance - to develop a performance by adding other media; to perform with awareness of audience 		<p>Music Express - Year 5 - Our Community - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 5)</p>
AUTUMN 2	<p><u>Celebration & Christmas</u></p> <p>Performing: expression, awareness of an audience, confidence</p>	<ul style="list-style-type: none"> - to sing a song in unison and three-part harmony - a melody and harmony part on instruments to accompany a song - to perform ostinati and body percussion accompaniments to a song - to explore a song arrangement and its structure - to perform a song with a complex structure in four parts - to develop a song performance with awareness of audience - to apply singing techniques to improve a performance - to develop accurate ensemble playing; to control short, loud sounds on a variety of instruments - to rehearse and improve an ensemble performance 	Year 4 - Autumn 2; Christmas	<p>Music Express - Year 5 - Celebration & Christmas - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 5)</p>
SPRING 1	<p><u>Solar System</u></p> <p>Listening: expression of notes to create an image; dynamics, timbre</p> <p>Key Musicians: Debussy, Holst, Crumb</p>	<ul style="list-style-type: none"> - to listen to music with focus and analysing using musical vocabulary - to relate sound sequences to images - to interpret images to create descriptive sound sequences - to develop the use of dynamics in a song - to listen to music, focusing on dynamics and texture - a melodic ostinato using staff notation - to develop techniques of performing rap using texture and rhythm - a song with a complex texture; about the sound of the whole tone scale - to listen to music and describe its effects and use of the musical dimensions - to perform a song with expression and with attention to tone and phrasing - to create a musical background to accompany a poem - to create and present a performance of song, music and poetry 	<p>Links with Y5 Science curriculum</p> <p>Year 4 - Autumn 1; In the past</p>	<p>Music Express - Year 5 - Our Solar System - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 5)</p>

MUSIC CURRICULUM - YEAR 5 OBJECTIVES TO BE TAUGHT (CONTINUED)

Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2	<p><u>Keeping Healthy</u></p> <p>Beat: rhythms, syncopation, patterns</p>	<ul style="list-style-type: none"> - to explore beat at different tempi - to sing syncopated melodies - to develop rhythm skills through singing, playing and moving - to sing and play scales and chromatic melodies - to use steady beat and syncopated rhythms - to accompany a song with sung and played drones - to sing in unison and two parts - to develop an arrangement of a two-part song - to create accompaniments for a song - to read grid or staff notation to play a bass-line - to arrange a complete performance of music and songs - to use a score to notate and guide selected elements of a performance 	<p>Year 3 - Summer 1; Human Body</p> <p>Links with Science curriculum</p>	<p>Music Express - Year 5 - Keeping Healthy - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 5)</p>
SUMMER 1	<p><u>Life Cycles</u></p> <p>Beat: movement, steady beat, changes in tempo</p> <p>Key Musicians - Brahms, Lizst, Montiverdi</p>	<ul style="list-style-type: none"> - to read a melody in staff notation - to accompany a song with tuned and untuned instruments - to compose and perform together - to sing in two parts - to combine vocal sounds in performance - to create a performance using voices and instruments in four parts - to explore extended vocal techniques - to develop a structure to combine sounds - to create musical effects using contrasting pitch - learn about the music of an early opera - to create descriptive music - to develop a performance with awareness of audience 	<p>Links with Science curriculum</p> <p>Year 4 - Spring 2; Time</p>	<p>Music Express - Year 5 - Life Cycles - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 5)</p>
SUMMER 2	<p><u>At the Movies</u></p> <p>Composing; looking at music from films in the 1920s up to modern day</p>	<ul style="list-style-type: none"> - to understand music narrative - to interpret notation - to use a storyboard to structure sounds - about the use of sound effects to movies - to explore and use narrative structure - to compose sound effects to perform with a movie - to identify changes in tempo and their effects - to explore and understand phrase structure of a song melody - to create and perform a sequence of melodic phrases with a movie - about the use of musical clichés in movie soundtracks - to explore the effects of music on movies - to use the musical dimensions to create and perform music for a movie - about techniques used in movie soundtracks - to explore techniques used in movie soundtracks - to create sounds for a movie, following a timesheet 		<p>Music Express - Year 5 - At the Movies - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 5)</p>

MUSIC CURRICULUM - YEAR 6 OBJECTIVES TO BE TAUGHT

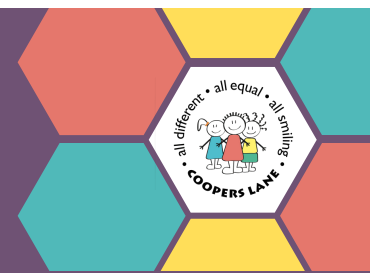
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>World Unite</u></p> <p>Exploring rhythm, melody and movement</p>	<ul style="list-style-type: none"> - to explore beat and syncopation through a song and body percussion - to develop co-ordination and rhythm skills - to perform a rhythmic sequence to a piece of music - to develop the idea of pitch shape and relating it to movement - to understand pitch through movement and notation - to create rhythm patterns - to arrange different musical sections to build a larger scale performance - to explore rhythm through dance - to combine different rhythms - to explore ways of combining and structuring rhythms through dance - to identify the structure, then perform rhythm patterns in two groups - to improvise and develop a dance sequence 	<p>Year 5 - Autumn 1; Our community</p> <p>Year 5 - Christmas performance</p>	<p>Music Express - Year 6 - World Unite - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 6)</p>
AUTUMN 2	<p><u>Journeys</u></p> <p>Performing: singing in different combinations; exploring themes; transitions</p>	<ul style="list-style-type: none"> - to sing sections of a song and feel the three-beat metre using body movements - to explore expressive singing in a part-song with echoes - to develop song cycles for performance - to stage a performance with awareness of audience - the melody and explore the structure of a given song - to sing a pop song with backing harmony - to learn about a song's structure - to sing major and minor note patterns accurately - to develop a song cycle performance incorporating mixed media - to develop planning, directing and rehearsal skills 	<p>Year 5 - Autumn 1; Our community</p> <p>Year 5 - Christmas performance</p>	<p>Music Express - Year 6 - Journeys - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 6)</p>
SPRING 1	<p><u>Growth</u></p> <p>Performance: rhythmical mime; acoustic accompaniment</p> <p>Key Musician: Ravel</p>	<ul style="list-style-type: none"> - to feel and move to a three-beat pulse and revising rhythmic ostinato - Revel's Bolero - to perform and improvise rhythmic and melodic ostinati - to perform a melodic and chordal ostinato to accompany a song - about flash mobs; to perform a rhythm pattern on drums and tuned percussion - to invent movements to perform with Flash mob - to revise, rehearse and develop music for performance - to understand the process of a musical performance; to clarify the structure of the final performance - to perform to a friendly audience and evaluate 	<p>Year 5 - Spring 1; Solar System</p> <p>Year 5 - Spring 2; Keeping healthy</p>	<p>Music Express - Year 6 - Growth - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 6)</p>

MUSIC CURRICULUM - YEAR 6 OBJECTIVES TO BE TAUGHT (CONTINUED)

Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2	<p>Roots</p> <p>Performance: integrate music features and percussion rhythms</p>	<ul style="list-style-type: none"> - to sing a traditional Ghanaian song - to devise rhythmical actions to music - to develop a performance of a musical - to improvise descriptive music - to sing a traditional children's game song from Ghana - to compose music using classroom percussion and soundmakers - to perform three traditional Ghanaian rhythms on bodies - to combine rhythm cycles in a percussion piece - to sing call and response songs in two groups - to develop a descriptive composition - to plan and structure pieces to make a finale - to combine songs with rhythmic cycles - to develop and rehearse for a performance 	<p>Year 5 - Autumn 1; Our community</p> <p>Year 5 - Summer 2; At the movies</p>	<p>Music Express - Year 6 - Roots - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 6)</p>
SUMMER 1	<p>Class Awards</p> <p>Performance: use all of their previously learnt skills regarding composing and performing</p>	<ul style="list-style-type: none"> - music for a special occasion - to compose programme music from a visual stimulus; to listen to extracts from Pictures at an Exhibition; to compose music for their own artwork; to perform and record their picture compositions - to sing a verse and chorus song - to write new verses for a rap - to rehearse a Show song and explore ways to create an impact - percussion parts to play - to develop an extended performance - to finalise their Class Awards show script and running order - to rehearse for a performance - to perform together with an awareness of audience 	<p>Year 5 - Autumn 1; Our community</p> <p>Year 5 - Summer 2; At the movies</p> <p>Year 6 - Autumn 2; Journies</p>	<p>Music Express - Year 6 - Class Awards - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 6)</p>
SUMMER 2	<p>Moving On</p> <p>Performing; linking two contrasting songs; explore common themes</p>	<ul style="list-style-type: none"> - to sing a song with expression and sustained notes - to sing in two-part harmony - to sing a song with expression and sustained notes - to perform complex song rhythms confidently - to identify the structure of a piece of music - to play a melody with chordal accompaniment - to experience the effect of harmony changing - to sing in two or three part harmony - to play instrumental parts to accompany a song - to perform a song with complex structure - to listen to and understand modulation in a musical bridge 	<p>Year 5 - Summer 2; At the movies</p> <p>Year 6 - Christmas performance</p> <p>Year 6 - End of year production</p>	<p>Music Express - Year 6 - Moving On - Medium Term Planning & Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 6)</p>

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Password: Coopers2012*