

# 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><b><u>Ourselves</u></b> Exploring sounds: pitch, dynamics and structure</p> <p><b><u>Our School</u></b> Exploring sounds: dynamics; timbre and structure</p>	<ul style="list-style-type: none"> <li>- to create and respond to vocal sounds; to explore pitch; to add high, low and sliding vocal sounds</li> <li>- to explore how sounds change; how to use their voice in different ways; how to match actions to song</li> <li>- 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</li> <li>- 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</li> <li>- 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</li> <li>- to create two contrasting textures through composing their own music</li> </ul>	Reception	<p><b>Music Express</b> - Year 1 - Ourselves - Medium Term Planning &amp; Online Resource</p> <p><b>Music Express</b> - Year 1 - Our School - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 1)</p>
AUTUMN 2	<p><b><u>Animals</u></b> Pitch: explore pitch</p> <p><b><u>Our Bodies</u></b> Beat: explore timbre, structure, and tempo</p>	<ul style="list-style-type: none"> <li>- more about pitch, making high and low vocal sounds; to perform chants with high and low pitched voices</li> <li>- 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</li> <li>- to understand pitch through singing with high and low contrasting melodies; to perform a song</li> <li>- 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</li> <li>- to explore and develop an understanding of pitch using their voice and body movements; to vary pitch</li> <li>- to perform a steady beat at two different speeds (<b>tempi</b>); to practise a steady-beat, co-ordinating left and right</li> <li>- 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</li> <li>- to identify a repeated rhythm pattern through the use of actions</li> <li>- to combine arhythm pattern and a steady beat</li> <li>to perform together with concentration, practising a steady beat using body percussion</li> <li>- to invent and perform new rhythms to a steady beat</li> </ul>	<p>Reception</p> <p>Year 1 - Autumn 1 - Ourselves</p>	<p><b>Music Express</b> - Year 1 - Animals - Medium Term Planning &amp; Online Resource</p> <p><b>Music Express</b> - Year 1 - Our Bodies - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 1)</p>

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

Password: Coopers2012\*

# MUSIC CURRICULUM - YEAR 2 OBJECTIVES TO BE TAUGHT

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AUTUMN 1	<p><b><u>Ourselves</u></b> Exploring sounds: pitch, dynamics and structure</p> <p><b><u>Our Land</u></b> Exploring sounds: dynamics; timbre and structure</p>	<ul style="list-style-type: none"> <li>- to create and respond to vocal sounds and body percussion.</li> <li>- to explore how sounds change; how to use their voice in different ways; how to match actions to song</li> <li>- 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.</li> <li>- 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.</li> <li>- to explore timbre and texture to understand how sounds can be descriptive</li> <li>- to create and perform descriptive instrumental music inspired by British myths and legends.</li> </ul>	Year 1 - Autumn 1, <i>Ourselves and Our School</i>	<p><b>Music Express</b> - Year 2 - Ourselves - Medium Term Planning &amp; Online Resource</p> <p><b>Music Express</b> - Year 2 - Our Land - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 2)</p>
AUTUMN 2	<p><b><u>Seasons</u></b> Pitch: explore pitch</p> <p><b><u>Weather</u></b> Beat: explore timbre, structure, and tempo</p>	<ul style="list-style-type: none"> <li>- to sing with expression, paying attention to the pitch shape of the melody.</li> <li>- to use sign language in a song.</li> <li>- to accompany a song with vocal and instrumental ostinati (repeating patterns).</li> <li>- to identify rising and falling pitch; to perform a rising pitch sequence in a song.</li> <li>- to listen and respond to pitch changes with movements.</li> <li>- to sing with expression and pay attention to the pitch shape of the melody.</li> <li>- to perform a rhythmic chant and play an independent rhythm pattern to accompany it.</li> <li>- to listen in detail to a piece of orchestral music.</li> <li>- to perform an updated version of a traditional nursery rhyme with a rap section included.</li> <li>- to accompany a song with three different repeated word patterns.</li> <li>- to compose music to illustrate a story.</li> </ul>	Year 1 - Spring 2 - Seasons	<p><b>Music Express</b> - Year 2 - Seasons - Medium Term Planning &amp; Online Resource</p> <p><b>Music Express</b> - Year 2 - Weather - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 2)</p>
SPRING 1	<p><b><u>Our Bodies</u></b> Beat: explore tempo, structure, and appropriate forms of notation</p> <p><b>Key Musician:</b></p> <p><b><u>Animals</u></b> Beat: explore timbre, structure, and dynamics</p> <p><b>Key Musician:</b></p>	<ul style="list-style-type: none"> <li>- to recognise and respond to steady beat; to recognise and respond to a rhythm ostinato pattern; to recognise and play rhythmic patterns.</li> <li>- to recognise and respond to a steady beat at different tempi.</li> <li>- to play steady beats at different tempi on body percussion and instruments.</li> <li>- to sing in two parts and combine steady beats.</li> <li>- to recognise and respond to different steady beats.</li> <li>- to perform rhythmic movement patterns to a steady beat</li> <li>- to perform rhythmic patterns on percussion.</li> <li>- 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.</li> <li>- to understand and perform upwards and downwards pitch direction; to read pitch line notation.</li> <li>- to play pitch lines on tuned percussion; to combine pitch change with changes in other elements/dimensions.</li> </ul>	Year 1 - Autumn 2, <i>Animals and Our Bodies</i>	<p><b>Music Express</b> - Year 2 - Our Bodies - Medium Term Planning &amp; Online Resource</p> <p><b>Music Express</b> - Year 2 - Animals - Medium Term Planning &amp; 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



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

## 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 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><b><u>In the Past</u></b> Exploring sounds: pitch, dynamics and structure</p> <p><b><u>Communication</u></b> Exploring sounds: dynamics; timbre and structure</p>	<ul style="list-style-type: none"> <li>- to understand pitch; to learn to read simple pitch notation.</li> <li>- to understand and use pitch notations; to work with a partner to demonstrate changes in pitch.</li> <li>- to read simple rhythm notation; to learn a Tudor dance.</li> <li>- to represent sounds with symbols; to understand that musical notation is the same as this.</li> <li>- to perform a song in cannon and in groups; to use voices creatively and expressively to show meaning.</li> <li>- to work collaboratively creating and performing from a symbol score.</li> </ul>	Year 2 - Autumn 1 & 2 - <i>Ourselves &amp; Our Land</i>	<p><b>Music Express</b> - Year 3 - <b>In the Past and Communication</b>- Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 3)</p>
AUTUMN 2	<p><b><u>Environment</u></b> Pitch: explore pitch</p> <p><b><u>Poetry</u></b> Beat: explore timbre, structure, and tempo</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- to explore timbre to create a descriptive piece of music; to learn about ternary form; to sing a song with expression.</li> <li>- 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.</li> <li>- 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.</li> <li>- to explore contrasting moods and effects as part of a performance.</li> <li>- to combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece.</li> </ul>		<p><b>Music Express</b> - Year 3 - Environment - Medium Term Planning &amp; Online Resource</p> <p><b>Music Express</b> - Year 3 - Poetry- Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 3)</p>
SPRING 1	<p><b><u>Ancient Worlds</u></b> Beat: movement, steady beat, changes in tempo</p> <p><b><u>Building</u></b> Beat: explore tempo, structure, and appropriate forms of notation</p>	<ul style="list-style-type: none"> <li>-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.</li> <li>- to explore musical phrases, melodic imitation and rounds.</li> <li>- to performing a round in three parts; to arrange an accompaniment with attention to balance and musical effect.</li> <li>to understand how music can be organised in sequences ; to use voices and actions to perform simple rhythms within a steady beat.</li> <li>- to combine rhythms in layers.</li> <li>- to create music using their own ideas; to make choices about musical structure.</li> <li>- to conduct others performing their compositions.</li> <li>- to understand pitch through melody; to develop a song.</li> <li>- to understand pitch through singing and playing a melody.</li> <li>- to recognise pitch shapes; to read notations to play a melody.</li> </ul>	Year 2 - Summer 2, <i>Pattern</i>	<p><b>Music Express</b> - Year 3 - Building - Medium Term Planning &amp; Online Resource</p> <p><b>Music Express</b> - Year 3 - Singing French - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 3)</p>

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

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

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

## MUSIC EXPRESS WEBSITE LOGIN INFORMATION

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# 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><b><u>Our Community</u></b></p> <p>Performing: using the local area as inspiration for song writing</p> <p><b>Key Musician:</b> Hubert Parry, lyrics by William Blake</p>	<ul style="list-style-type: none"> <li>- to explore four-beat metre through a stepping pattern and conducting</li> <li>- to sing and play a melodic ostinato</li> <li>- to write lyrics for a song they have already learnt</li> <li>- to extend an arrangements for a song evaluating its effectiveness; thinking about rhythm and metre</li> <li>- to perform their invented lyrics with confidence</li> <li>- 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</li> <li>- to develop accompaniments using ostinato and invented or improvised rhythms</li> <li>- to rehearse for a performance</li> <li>- to develop a performance by adding other media; to perform with awareness of audience</li> </ul>		<p><b>Music Express</b> - Year 5 - Our Community - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 5)</p>
AUTUMN 2	<p><b><u>Celebration &amp; Christmas</u></b></p> <p>Performing: expression, awareness of an audience, confidence</p>	<ul style="list-style-type: none"> <li>- to sing a song in unison and three-part harmony</li> <li>- a melody and harmony part on instruments to accompany a song</li> <li>- to perform ostinati and body percussion accompaniments to a song</li> <li>- to explore a song arrangement and its structure</li> <li>- to perform a song with a complex structure in four parts</li> <li>- to develop a song performance with awareness of audience</li> <li>- to apply singing techniques to improve a performance</li> <li>- to develop accurate ensemble playing; to control short, loud sounds on a variety of instruments</li> <li>- to rehearse and improve an ensemble performance</li> </ul>	Year 4 - Autumn 2; Christmas	<p><b>Music Express</b> - Year 5 - Celebration &amp; Christmas - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 5)</p>
SPRING 1	<p><b><u>Solar System</u></b></p> <p>Listening: expression of notes to create an image; dynamics, timbre</p> <p><b>Key Musicians:</b> Debussy, Holst, Crumb</p>	<ul style="list-style-type: none"> <li>- to listen to music with focus and analysing using musical vocabulary</li> <li>- to relate sound sequences to images</li> <li>- to interpret images to create descriptive sound sequences</li> <li>- to develop the use of dynamics in a song</li> <li>- to listen to music, focusing on dynamics and texture</li> <li>- a melodic ostinato using staff notation</li> <li>- to develop techniques of performing rap using texture and rhythm</li> <li>- a song with a complex texture; about the sound of the whole tone scale</li> <li>- to listen to music and describe its effects and use of the musical dimensions</li> <li>- to perform a song with expression and with attention to tone and phrasing</li> <li>- to create a musical background to accompany a poem</li> <li>- to create and present a performance of song, music and poetry</li> </ul>	<p><b>Links with Y5 Science curriculum</b></p> <p>Year 4 - Autumn 1; In the past</p>	<p><b>Music Express</b> - Year 5 - Our Solar System - Medium Term Planning &amp; 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><b><u>Keeping Healthy</u></b></p> <p>Beat: rhythms, syncopation, patterns</p>	<ul style="list-style-type: none"> <li>- to explore beat at different tempi</li> <li>- to sing syncopated melodies</li> <li>- to develop rhythm skills through singing, playing and moving</li> <li>- to sing and play scales and chromatic melodies</li> <li>- to use steady beat and syncopated rhythms</li> <li>- to accompany a song with sung and played drones</li> <li>- to sing in unison and two parts</li> <li>- to develop an arrangement of a two-part song</li> <li>- to create accompaniments for a song</li> <li>- to read grid or staff notation to play a bass-line</li> <li>- to arrange a complete performance of music and songs</li> <li>- to use a score to notate and guide selected elements of a performance</li> </ul>	<p>Year 3 - Summer 1; Human Body</p> <p><b>Links with Science curriculum</b></p>	<p><b>Music Express</b> - Year 5 - Keeping Healthy - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 5)</p>
SUMMER 1	<p><b><u>Life Cycles</u></b></p> <p>Beat: movement, steady beat, changes in tempo</p> <p><b>Key Musicians</b> - Brahms, Lizst, Montiverdi</p>	<ul style="list-style-type: none"> <li>- to read a melody in staff notation</li> <li>- to accompany a song with tuned and untuned instruments</li> <li>- to compose and perform together</li> <li>- to sing in two parts</li> <li>- to combine vocal sounds in performance</li> <li>- to create a performance using voices and instruments in four parts</li> <li>- to explore extended vocal techniques</li> <li>- to develop a structure to combine sounds</li> <li>- to create musical effects using contrasting pitch</li> <li>- learn about the music of an early opera</li> <li>- to create descriptive music</li> <li>- to develop a performance with awareness of audience</li> </ul>	<p><b>Links with Science curriculum</b></p> <p>Year 4 - Spring 2; Time</p>	<p><b>Music Express</b> - Year 5 - Life Cycles - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 5)</p>
SUMMER 2	<p><b><u>At the Movies</u></b></p> <p>Composing; looking at music from films in the 1920s up to modern day</p>	<ul style="list-style-type: none"> <li>- to understand music narrative</li> <li>- to interpret notation</li> <li>- to use a storyboard to structure sounds</li> <li>- about the use of sound effects to movies</li> <li>- to explore and use narrative structure</li> <li>- to compose sound effects to perform with a movie</li> <li>- to identify changes in tempo and their effects</li> <li>- to explore and understand phrase structure of a song melody</li> <li>- to create and perform a sequence of melodic phrases with a movie</li> <li>- about the use of musical clichés in movie soundtracks</li> <li>- to explore the effects of music on movies</li> <li>- to use the musical dimensions to create and perform music for a movie</li> <li>- about techniques used in movie soundtracks</li> <li>- to explore techniques used in movie soundtracks</li> <li>- to create sounds for a movie, following a timesheet</li> </ul>		<p><b>Music Express</b> - Year 5 - At the Movies - Medium Term Planning &amp; 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><b><u>World Unite</u></b></p> <p>Exploring rhythm, melody and movement</p>	<ul style="list-style-type: none"> <li>- to explore beat and syncopation through a song and body percussion</li> <li>- to develop co-ordination and rhythm skills</li> <li>- to perform a rhythmic sequence to a piece of music</li> <li>- to develop the idea of pitch shape and relating it to movement</li> <li>- to understand pitch through movement and notation</li> <li>- to create rhythm patterns</li> <li>- to arrange different musical sections to build a larger scale performance</li> <li>- to explore rhythm through dance</li> <li>- to combine different rhythms</li> <li>- to explore ways of combining and structuring rhythms through dance</li> <li>- to identify the structure, then perform rhythm patterns in two groups</li> <li>- to improvise and develop a dance sequence</li> </ul>	<p>Year 5 - Autumn 1; Our community</p> <p>Year 5 - Christmas performance</p>	<p><b>Music Express</b> - Year 6 - World Unite - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 6)</p>
AUTUMN 2	<p><b><u>Journeys</u></b></p> <p>Performing: singing in different combinations; exploring themes; transitions</p>	<ul style="list-style-type: none"> <li>- to sing sections of a song and feel the three-beat metre using body movements</li> <li>- to explore expressive singing in a part-song with echoes</li> <li>- to develop song cycles for performance</li> <li>- to stage a performance with awareness of audience</li> <li>- the melody and explore the structure of a given song</li> <li>- to sing a pop song with backing harmony</li> <li>- to learn about a song's structure</li> <li>- to sing major and minor note patterns accurately</li> <li>- to develop a song cycle performance incorporating mixed media</li> <li>- to develop planning, directing and rehearsal skills</li> </ul>	<p>Year 5 - Autumn 1; Our community</p> <p>Year 5 - Christmas performance</p>	<p><b>Music Express</b> - Year 6 - Journeys - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 6)</p>
SPRING 1	<p><b><u>Growth</u></b></p> <p>Performance: rhythmical mime; acoustic accompaniment</p> <p><b>Key Musician:</b> Ravel</p>	<ul style="list-style-type: none"> <li>- to feel and move to a three-beat pulse and revising rhythmic ostinato - Revel's Bolero</li> <li>- to perform and improvise rhythmic and melodic ostinati</li> <li>- to perform a melodic and chordal ostinato to accompany a song</li> <li>- about flash mobs; to perform a rhythm pattern on drums and tuned percussion</li> <li>- to invent movements to perform with Flash mob</li> <li>- to revise, rehearse and develop music for performance</li> <li>- to understand the process of a musical performance; to clarify the structure of the final performance</li> <li>- to perform to a friendly audience and evaluate</li> </ul>	<p>Year 5 - Spring 1; Solar System</p> <p>Year 5 - Spring 2; Keeping healthy</p>	<p><b>Music Express</b> - Year 6 - Growth - Medium Term Planning &amp; 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><b>Roots</b></p> <p>Performance: integrate music features and percussion rhythms</p>	<ul style="list-style-type: none"> <li>- to sing a traditional Ghanaian song</li> <li>- to devise rhythmical actions to music</li> <li>- to develop a performance of a musical</li> <li>- to improvise descriptive music</li> <li>- to sing a traditional children's game song from Ghana</li> <li>- to compose music using classroom percussion and soundmakers</li> <li>- to perform three traditional Ghanaian rhythms on bodies</li> <li>- to combine rhythm cycles in a percussion piece</li> <li>- to sing call and response songs in two groups</li> <li>- to develop a descriptive composition</li> <li>- to plan and structure pieces to make a finale</li> <li>- to combine songs with rhythmic cycles</li> <li>- to develop and rehearse for a performance</li> </ul>	<p>Year 5 - Autumn 1; Our community</p> <p>Year 5 - Summer 2; At the movies</p>	<p><b>Music Express</b> - Year 6 - Roots - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 6)</p>
SUMMER 1	<p><b>Class Awards</b></p> <p>Performance: use all of their previously learnt skills regarding composing and performing</p>	<ul style="list-style-type: none"> <li>- music for a special occasion</li> <li>- 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</li> <li>- to sing a verse and chorus song</li> <li>- to write new verses for a rap</li> <li>- to rehearse a Show song and explore ways to create an impact</li> <li>- percussion parts to play</li> <li>- to develop an extended performance</li> <li>- to finalise their Class Awards show script and running order</li> <li>- to rehearse for a performance</li> <li>- to perform together with an awareness of audience</li> </ul>	<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><b>Music Express</b> - Year 6 - Class Awards - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 6)</p>
SUMMER 2	<p><b>Moving On</b></p> <p>Performing; linking two contrasting songs; explore common themes</p>	<ul style="list-style-type: none"> <li>- to sing a song with expression and sustained notes</li> <li>- to sing in two-part harmony</li> <li>- to sing a song with expression and sustained notes</li> <li>- to perform complex song rhythms confidently</li> <li>- to identify the structure of a piece of music</li> <li>- to play a melody with chordal accompaniment</li> <li>- to experience the effect of harmony changing</li> <li>- to sing in two or three part harmony</li> <li>- to play instrumental parts to accompany a song</li> <li>- to perform a song with complex structure</li> <li>- to listen to and understand modulation in a musical bridge</li> </ul>	<p>Year 5 - Summer 2; At the movies</p> <p>Year 6 - Christmas performance</p> <p>Year 6 - End of year production</p>	<p><b>Music Express</b> - Year 6 - Moving On - Medium Term Planning &amp; Online Resource</p> <p>(Google Drive, Curriculum 2020, Music, Year 6)</p>

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