



Music Progression of Knowledge, Skills and Vocabulary



Early Years Foundation Stage

Communication and Language

- a. Listen attentively and respond to what they hear with relevant questions, comments, and actions
- b. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Personal, Social and Emotional Development

- a. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- b. Work and play cooperatively and take turns with others.

Physical Development

- a. Negotiate space and obstacles safely, with consideration for themselves and others.
- b. Use a range of small tools (e.g. instrument beaters).

Literacy

- a. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play.

Expressive Arts and Design

- a. Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

KS1 National Curriculum

1. Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
2. Pupils play tuned and untuned instruments musically.
3. Pupils listen with concentration and understanding to a range of high-quality live and recorded music.
4. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.

KS2 National Curriculum

1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
2. Improvise and compose music for a range of purposes using the inter-related dimensions of music.
3. Listen with attention to detail and recall sounds with increasing aural memory.
4. Use and understand staff and other musical notations.
5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
6. Develop an understanding of the history of music.

The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.

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	Garden Class			Meadow Class			
	Year A	Year B	Year C	Year A	Year B	Year C	Year D
Autumn 1	Menu Song (KS1 Unit)	Tont Chesnut (KS1 Unit)	I've got a Grumpy Face (R Unit)	I've been to Harlem (LKS2 Unit)	Chilled-out clap rap (LKS2 Unit)	This Little Light of Mine (LKS2 Unit)	My Fantasy Football Team (LKS2 Unit)
	<i>Improvise and Compose</i>	<i>Improvise and Compose</i>	<i>Improvise and Compose</i>	<i>Improvise and Compose</i>	<i>Improvise and Compose</i>	<i>Improvise and Compose</i>	<i>Improvise and Compose</i>
	Participate in creating a dramatic group performance using kitchen-themed props.	Improvise rhythms along to a backing track using the note C or G.	Make up new words and actions about different emotions and feelings.	Compose a pentatonic ostinato.	Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers.	Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).	Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, and crotchet rests.
	<i>Sing and Play</i>	<i>Sing and Play</i>	Explore making sound with voices and percussion instruments to create different feelings and moods.	<i>Sing and Play</i>	Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes.	<i>Sing and Play</i>	<i>Sing and Play</i>
	Sing a cumulative song from memory, remembering the order of the verses.	Play the melody on a tuned percussion instrument.		Sing a call-and-response song in groups, holding long notes confidently.		Sing in a Gospel style with expression and dynamics.	Perform a whole-class 'rondo' made up of playing and singing.
	Play classroom instruments on the beat.	Sing with good diction	<i>Sing and Play</i>	Play melodic and rhythmic accompaniments to a song.	<i>Sing and Play</i>	Play a bass part and rhythm ostinato along with This little light of mine.	Sing a stepping melody accurately, and with clear articulation and diction.
	Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.	<i>Listen and Appraise</i>	Sing with a sense of pitch, following the shape of the melody with voices.	<i>Listen and Appraise</i>	Rap accurately and rhythmically with dynamic contrasts.	Sing Part 1 of a partner song rhythmically.	<i>Listen and Appraise</i>
	<i>Listen and Appraise</i>	Recognise and play echoing phrases by ear.	Mark the beat of the song with actions.	Listen and identify where notes in the melody of the song go down and up.	Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	<i>Listen and Appraise</i>	Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skippy' (dotted quaver/semiquaver), and 'shh' (crotchet rest).
	Listen and move in time to the song.		<i>Listen and Appraise</i>		<i>Listen and Appraise</i>	Listen and move in time to songs in a Gospel style.	
			Colonel Haithi's March (KS1 Unit)		N/A		
			<i>Improvise and Compose</i>				
			Compose music to march to using tuned and untuned percussion.				
			<i>Listen and Appraise</i>				
			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,				

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			naming the instruments playing in the clips).				
Vocabulary	Pitch, beat, echo singing, instruments	Beat, rhythm, melody, echo, call-and-response, tuned percussion, untuned percussion, improvise, rhythms	Timbre, beat, pitch, march, pitch, flim music, tempo, dymnamics, steady beat, compose	Pitch shape, ostinato, round, pentatonic, call-and-response, notes, accompaniments	Crotchet, quaver, paired quavers, notes C-D-E, crotchet rest.	Pentatonic scale, Gospel music, off-beat, bass	Rondo, rhythm notation, stepping melody, articulation, dictation, minims, dotted quaver/ semiquaver



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Vocabulary	
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	Garden Class			Meadow Class			
	Year A	Year B	Year C	Year A	Year B	Year C	Year D
Spring 1	Football (KS1 Unit) <i>Improvise and Compose</i> Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). <i>Sing and Play</i> Chant together rhythmically, marking rests accurately. Play a simple ostinato on untuned percussion. Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. <i>Listen and Appraise</i> Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Grandma Rap (KS1 Unit) <i>Improvise and Compose</i> Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. <i>Sing and Play</i> Chant Grandma rap rhythmically, and perform to an accompaniment children create. Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. Learn a clapping game to Hi lo chicka lo that shows the rhythm. <i>Listen and Appraise</i> Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).	The Sorcerer's Apprentice (R Unit) <i>Improvise and Compose</i> Explore storytelling elements in the music and create a class story inspired by the piece. <i>Sing and Play</i> N/A <i>Listen and Appraise</i> 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. Magical Musical Aquarium (KS1 Unit) <i>Improvise and Compose</i> Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. <i>Sing and Play</i> Sing a unison song rhythmically and in tune. Play percussion instruments expressively, representing the character of their composition. <i>Sing and Play</i> N/A	What shall we do with a drunken sailor? (UKS2 unit) <i>Improvise and Compose</i> Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. <i>Sing and Play</i> Sing a sea shanty expressively, with accurate pitch and a strong beat. Play bass notes, chords, or rhythms to accompany singing. Sing in unison while playing an instrumental beat (untuned). Keep the beat playing a 'cup' game. <i>Listen and Appraise</i> Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	Why we sing (UKS2 unit) <i>Improvise and Compose</i> N/A <i>Sing and Play</i> Develop and practise techniques for singing and performing in a Gospel style. <i>Listen and Appraise</i> 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 music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.). Introduction to song writing (UKS2 unit) <i>Improvise and Compose</i> Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that can develop into fully fledged songs. <i>Sing and Play</i> N/A <i>Listen and Appraise</i>	Hello Mr Miller (UKS2 unit) <i>Improvise and Compose</i> Compose a syncopated melody using the notes of the C major scale. <i>Sing and Play</i> Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. <i>Listen and Appraise</i> Listen to historical recordings of big band swing and describe features of the music using music vocabulary.	Fanfare for the common man (LKS2 unit) <i>Improvise and Compose</i> 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. <i>Sing and Play</i> N/A <i>Listen and Appraise</i> Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. Spain (LKS2 unit) <i>Improvise and Compose</i> Invent a melody Fit two patterns together. Structure musical ideas into compositions. <i>Sing and Play</i> Play repeating rhythmic patterns. Count musically. <i>Listen and Appraise</i> N/A

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			<i>Listen and Appraise</i> Listen to 'Aquarium', reflecting the character of the music through movement.		Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the songwriting process.		
Vocabulary	Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), chant	Duration (crotchet, quavers, crotchet rest), unison, round	Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre, pitch, structure, graphic symbols, classical music.	Sea shanties, chords, bass, dot notation, bass notes, unison, rhythm grids	Gospel music, instruments, structure, texture, vocal decoration, Structure (verse/chorus), hook, lyric writing, melody.	Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation), C major scale	Fanfare, timbre, dynamics, texture, silence, habanera rhythm, triplet rhythm, count musically,



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	Year A	Year B	Year C	Year A	Year B	Year C	Year D
Spring 2	Who stole my chicken and my hens (KS1 Unit)	Swing-a long with Shostakovich (KS1 Unit)	Carnival of the animals (KS1 Unit)	Latin Dance (Classroom Percussion) (LKS2 Unit)	Building a Groove (UKS2 Unit)	The doot doot song (classroom percussion) (LKS2 unit)	Ain't gonna let nobody (UKS2 unit)
	<i>Improvise and Compose</i>	<i>Improvise and Compose</i>	<i>Improvise and Compose</i>	<i>Improvise and Compose</i>	<i>Improvise and Compose</i>	<i>Improvise and Compose</i>	<i>Improvise and Compose</i>
	Compose new lyrics and create short body percussion patterns to accompany the song.	Create action patterns in 2- and 3-time.	Select instruments and compose music to reflect an animal's character.	Compose a 4-beat rhythm pattern to play during instrumental sections.	Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.	'Doodle' with voices over the chords in the song.	Improvise over the chords C minor and G7.
	<i>Sing and Play</i>	<i>Sing and Play</i>	<i>Sing and Play</i>	Working in small groups, sing a call-and-response song with an invented drone accompaniment.	<i>Sing and Play</i>	<i>Sing and Play</i>	<i>Sing and Play</i>
	Sing familiar songs in low and high voices, recognising higher and lower.	Create action patterns in 2- and 3-time.	N/A			Sing swung rhythms lightly and accurately.	Sing accurately in three parts.
	Play a partner clapping game while singing a song.	<i>Listen and Appraise</i>	<i>Listen and Appraise</i>	<i>Sing and Play</i>	N/A	Learn a part on tuned percussion and play as part of a whole-class performance.	Play chords on tuned percussion, ukulele, keyboard, or apps.
	<i>Listen and Appraise</i>	Listen actively and mark the beat by tapping, clapping, and swinging to the music.	Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.	Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.	<i>Listen and Appraise</i>	Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.	<i>Listen and Appraise</i>
	Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments.	Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy').	Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.	Play a one-note part contributing to the chords accompanying the verses.	Epoca (UKS2 unit)		Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.
		Understand and explain how beats can be grouped into patterns and identify them in familiar songs.	Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.	<i>Listen and Appraise</i>	<i>Improvise and Compose</i>	<i>Listen and Appraise</i>	
		Move freely and creatively to music using a prop.		Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.	Listen and identify similarities and differences between acoustic guitar styles.	

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		<i>Sing and Play</i> Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. <i>Listen and Appraise</i> N/A	Create, interpret, and perform from simple graphic scores. <i>Sing and Play</i> Create, interpret, and perform from simple graphic scores. <i>Listen and Appraise</i> Recognise how graphic symbols can represent sound.				
Vocabulary	4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skipty' rhythm), clapping games.	2- and 3-time, beat, beat groupings, 20th century classical music, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).	Timbre, tempo, dynamics, pitch, classical music., musical conversations, question-and-answer, graphic score.	Salsa, beat, clave rhythm, timbre, chords, rhythm pattern	Beat, rhythm, basslines, riffs, texture, articulation, rhythm, tango, groove	Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases	Musical styles (Gospel, rhythm and blues, choral), spiritual turned protest song, vocal improvisation, chords C minor and G7.



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	Garden Class			Meadow Class			
	Year A	Year B	Year C	Year A	Year B	Year C	Year D
Summer 1	Dancing and drawing to Nautilus (KS1 Unit)	The Rockpool Rock (KS1 Unit)	Time (KS1 Instrumental Unit)	Madina tun nabi (UKS2 unit)	Fly with the stars (classroom percussion) (LKS2 unit)	Dona nobis pacem (UKS2)	Favourite song (classroom percussion) (LKS2 unit)
	<i>Improvise and Compose</i> N/A	<i>Improvise and Compose</i> N/A	<i>Improvise and Compose</i> N/A	<i>Improvise and Compose</i>	<i>Improvise and Compose</i> N/A	<i>Improvise and Compose</i>	<i>Improvise and Compose</i> N/A
	<i>Sing and Play</i>	<i>Sing and Play</i>	<i>Sing and Play</i>	Improvise freely over a drone.	<i>Sing and Play</i>	Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.	<i>Sing and Play</i>
	Perform actions to music, reinforcing a sense of beat.	Learn an interlocking spoken part.	Hold beaters and instruments correctly, achieving a good tone from the instruments.	<i>Sing and Play</i>	Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style.	<i>Sing and Play</i>	Sing with expression and a sense of the style of the music.
	<i>Listen and Appraise</i>	Sing a rock 'n' roll-style song confidently.	Play the triangle, tambourine, and clave rhythms over a steady beat.	Sing a song in two parts with expression and an understanding of its origins.	<i>Listen and Appraise</i>	Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat.	Understand triads and play C, F, G major, and A minor.
	Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.	Play an introduction on tuned percussion.	Sing and play a C major scale.	Sing a round and accompany themselves with a beat.	Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.	<i>Listen and Appraise</i>	Play an instrumental part as part of a whole-class performance.
	Develop awareness of duration and the ability to move slowly to music.	<i>Listen and Appraise</i>	Play parts 1 and 2 of TIME (tuned percussion).	Play a drone and chords to accompany singing.	<i>Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</i>		Sing a part in a partner song, rhythmically and from memory.
	Create art work, drawing freely and imaginatively in response to a piece of music.	Listen actively and learn about rock 'n' roll music.	Participate in an ensemble performance.	<i>Listen and Appraise</i>			<i>Listen and Appraise</i>
	Cat and Mouse (KS1 Unit)		<i>Listen and Appraise</i> N/A	Listen and copy back simple rhythmic and melodic patterns.			Identify similarities and differences between pieces of music in a folk/folk-rock style.
	<i>Improvise and Compose</i>						
	Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.						
	Attempt to record compositions with stick and other notations.						
	<i>Sing and Play</i>						
	Sing and chant songs and rhymes expressively.						
	<i>Listen and Appraise</i>						
	Listen and copy rhythm						

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	patterns.						
Vocabulary	Dancing and drawing to Nautilus (KS1 Unit) Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music. Cat and Mouse (KS1 Unit) Mood, tempo, dynamics, rhythm, timbre, dot notation.	2-part singing, rock 'n' roll, structure, timbre.	Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers – adding and taking away), C major scale, alternating chords C and G major.	Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones	Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest)	Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony,	Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles,
	Garden Class			Meadow Class			
	Year A	Year B	Year C	Year A	Year B	Year C	Year D

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Summer 2	Come dance with me (KS1 Unit) <i>Improvise and Compose</i> Create musical phrases from new word rhythms that children invent. <i>Sing and Play</i> Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with teacher leading, then move on to pair singing in echo format. <i>Listen and Appraise</i> Copy call-and-response patterns with voices and instruments.	Tanczmy labada (KS1 Unit) <i>Improvise and Compose</i> N/A <i>Sing and Play</i> Demonstrate an internalised sense of pulse through singing games. Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. <i>Listen and Appraise</i> Listen and match the beat of others and recorded music, adapting speed accordingly. Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.	Time (KS1 Instrumental Unit) <i>Improvise and Compose</i> N/A <i>Sing and Play</i> Hold beaters and instruments correctly, achieving a good tone from the instruments. Play the triangle, tambourine, and clave rhythms over a steady beat. Sing and play a C major scale. Play parts 1 and 2 of TIME (tuned percussion). Participate in an ensemble performance. <i>Listen and Appraise</i> N/A	Baloo baleerie (UKS2 Unit) <i>Improvise and Compose</i> Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale and question-and-answer phrasing. <i>Sing and Play</i> Sing a lullaby accurately and with expression. Play an accompaniment using tuned percussion. <i>Listen and Appraise</i> Show an understanding of why people sing lullabies to babies. Understand the differences between 3/4 and 4/4 time signatures.	Kisne banaaya (UKS2 Unit) <i>Improvise and Compose</i> Compose a simple accompaniment using tuned instruments. Create and perform their own class arrangement. <i>Sing and Play</i> Sing and play the melody of Kisne banaaya. Sing in a 4-part round accompanied with a pitched ostinato. <i>Listen and Appraise</i> N/A	Global pentatonics (LKS2 Unit) <i>Improvise and Compose</i> Compose a pentatonic melody. Improvise and create pentatonic patterns. Use notation to represent musical ideas. <i>Sing and Play</i> N/A <i>Listen and Appraise</i> Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. The horse in motion (LKS2 Unit) <i>Improvise and Compose</i> Create ostinatos. Layer up different rhythms. Create and follow a score. <i>Sing and Play</i> N/A <i>Listen and Appraise</i> Watch a film and analyse it in a musical context.	Ame sau vala tara bal (UKS2 unit) <i>Improvise and Compose</i> Create a rhythmic piece for drums and percussion instruments. <i>Sing and Play</i> Sing the chorus of Throw, catch in three-part harmony with dancing. <i>Listen and Appraise</i> Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. Demonstrate coordination and keeping a steady beat by dancing to bhangra music
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Vocabulary	Call-and-response, echo singing and playing, percussion, crotchet, quavers, crotchet rest, beat skills,	Singing games, traditional Polish dances, changing beat and tempo, percussion accompaniment, body percussion	Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers – adding and taking away), C major scale, alternating chords C and G major.	Lullaby, 3/4, 4/4, pentatonic scale, question-and-answer, accompaniment.	Melody, accompaniment, four-part singing in a round, arrangement, pitched ostinato	Pentatonic scale, different music traditions and cultures, graphic/dot notation, graphic score, orchestration, ostinatos, dynamics.	Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles (bhangra, Bollywood, Indian classical), three-part harmony
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Cross-curricular links

English – Music in response to stories, illustration

Maths – Patterns

Science – Music to represent scientific learning e.g. learning about Space and the planets

History – Music through time

Computing – Digital music

Art – Creating artwork in response to music

PSHE – Emotions through music