



Music Enquiry Questions and Assessment Checkpoints

EYFS

EYFS	Autumn 1		Spring 1	
	Autumn 2			
Lead Enquiry Question (Composite Outcome)	Can you sing and dance with me? (Nursery songs)		What sounds can musical instruments make? (Sing Up-Shake my sillies out)	
Component Questions (components to be explored throughout the unit)	C1: Which songs do you know? C2: How does the music make you want to move?		C1: What fast or slow sounds can we make? C2: Can you match the sound to the picture? C3; Can you move in time with the music?	
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Use large muscle movements to wave streamers and flags (PD) ✓ Remember and sing entire songs (EAD) ✓ Sing the melodic shape of a familiar song(EAD) ✓ Sing a large repertoire of songs (C&L) 		Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Remember and sing entire songs (EAD) ✓ Sing the melodic shape of a familiar song(EAD) ✓ Sing a large repertoire of songs (C&L) ✓ Play instruments with control to express their feelings and ideas (EAD) ✓ Listen attentively and respond to what they have heard. (EAD) 	
	Spring 2		Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	Can you feel the beat? (Sing Up- Row your boat)		Which sounds are loud or quiet? (Sing Up-It's oh so quiet)	What does fast and slow music sound like? (Sing Up-Five Fine bumblebees)

Music Enquiry Questions and Assessment Checkpoints

Component Questions (components to be explored throughout the unit)	C1: Can you listen to the song and row in time with the music?? C2: How can we sing songs in different ways? C3: Can you make sounds to match different ways of travelling?	C1: Can you hear when the music is loud or quiet? C2: Can you make your voice or instrument loud or quiet?	C1: How do we play fast/slow sounds? C2: Can you notice when the music changes speed?
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Remember and sing entire songs (EAD) ✓ Sing the melodic shape of a familiar song(EAD) ✓ Sing a large repertoire of songs (C&L) ✓ Play instruments with control to express their feelings and ideas (EAD) ✓ Listen attentively and respond to what they have heard. (EAD) ✓ Listen carefully to songs and pay attention to how they sound. (C&L) <p>Vocab check: tempo, fast, slow, beat.</p>	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Play instruments with control to express their feelings and ideas (EAD) ✓ Listen attentively and respond to what they have heard. (EAD) ✓ Listen carefully to songs and pay attention to how they sound. (C&L) <p>Vocab check: dynamics, loud, quiet.</p>	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Play instruments with control to express their feelings and ideas (EAD) ✓ Listen attentively and respond to what they have heard. (EAD) ✓ Listen carefully to songs and pay attention to how they sound. (C&L) <p>Vocab check: tempo, fast, slow.</p>
Components to be explored throughout the units	Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. <ul style="list-style-type: none"> • Sing songs observing contrasting speeds and volumes and pitch. • Clap or play a steady beat. • Listen to music and respond through movement. • Explore sounds and create their own music. 		

Year One

Year 1	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can we sing together? (Sing up- Menu Song)	What is a march? (Sing up-Colonel Hathi's March)	How can we compose a musical picture? (Great Fire of London)
Component Questions (components to be explored throughout the unit)	C1: What is a steady beat? C2: What is pitch? C3: Can you listen and move in time to the song? C4: Can you sing the song from memory?	C1: What instruments can you hear in a marching band? C2: Can you move in time to the beat in the march music? C3: Does the music change (speed) tempo? C4: How does march music make you feel?	C1: What is a chant? C2: What sounds shall we use? C3: Which order should we play our sounds in? C4: Can we use sounds to represent pictures?
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Copy a leader in a call-and-response song, waiting their turn to sing. ✓ Sing a cumulative song from memory, remembering the order of the verses. ✓ Play classroom instruments on the beat. ✓ Listen and move in time to the song. Vocab check: pitch, beat	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Compose music to march to using tuned and untuned percussion. ✓ Respond to musical characteristics through movement. ✓ Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). Oracy assesment: I think that a march... Vocab check: beat, tempo, march	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Recognise that changing the dynamics or tempo to a piece of music can create excitement and emotions. ✓ Describe how different instruments can be used to replicate different sounds ✓ Choose and organise musical sounds to create a composition. Vocab check: chant, compose,dynamics, tempo

Music Enquiry Questions and Assessment Checkpoints

	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can we change sounds? (Timbre) (Sing Up- Who stole my chickens)	What is a musical theme? (Sing Up-Down)	What is a call and response song? (Sing Up-Come dance with me)
Component Questions (components to be explored throughout the unit)	C1: How can we make a loud/soft sound? C2: How many different ways can we play an instrument? C3: Can you make a different sound with your voice? C4: Can we sing a song in different ways?	C1: Can you listen and describe the different parts of the song using musical vocabulary(pitch, beat) C2: What does the music make you think of? C3: How do we know when to play or sing as part of a group?(signals)	C1: How can we play rhythm patterns on instruments? C2: What are the parts of a call and response song? C3: Can you copy the pattern? C4: Can you make an answer pattern? ACP: Teacher tap a question, child tap an answer back.
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Listen to and copy short rhythm patterns by ear. ✓ Mark rests in the song with actions, their voices, and instruments. ✓ Sing the rhythm of the melody accurately. ✓ Compose new lyrics and create short body percussion patterns to accompany the song. ✓ Play a partner clapping game while singing a song. ✓ Vocab check: timbre, rest, rhythm,	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Sing a simple singing game, adding actions to show a developing sense of beat. ✓ Listen actively by responding to musical signals and musical themes using appropriate movement. ✓ Create a musical movement picture. Vocab check: beat, theme,	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Copy call-and-response patterns with voices and instruments. ✓ Echo sing a line independently with teacher leading, then move on to pair singing in echo format. ✓ Create musical phrases from new word rhythms that children invent. ✓ Sing either part of a call-and-response song. ✓ Play the response sections on tuned percussion using the correct beater hold. Vocab check: echo, percussion, beat, rhythm



Music Enquiry Questions and Assessment Checkpoints

<p>Components to be explored throughout the units</p>	<p>C1: Perform Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch.</p> <p>C2: Compose Create short, musical patterns.</p> <p>C3: Transcribe Use symbols to represent a composition and use them to help with a performance</p> <p>C4: Describe Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>		

Year Two

Year 2	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	What is pitch? (Sing Up- Tony Chesnut)	How can beats be grouped into patterns? (Sing Up-Swing along..)	How does the music make you feel? (BBC 10 pieces 'Finlandia')
Component Questions (components to be explored throughout the unit)	C1: What is the melody of a song? C2: Can you hear when the melody changes? C3: How can we draw the melody of a song? C4: How can we improve our singing? C5: How do we play a melody on an instrument?	C1: Can you hear the beat and move in time? C2: How many beats can you hear in the pattern? C3: Can you recognise beat groupings in familiar songs? C4: How does the music make you feel?	C1: Can you describe the sounds that you hear? C2: Can you move to the music? C3: Can you show how the music changes with your movements?
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Improvise rhythms along to a backing track using the note C or G. ✓ Compose call-and-response music. ✓ Play the melody on a tuned percussion instrument. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Create action patterns in 2- and 3-time. ✓ Listen actively and mark the beat by tapping, clapping, and swinging to the music. ✓ Listen and move, stepping a variety of rhythm patterns (walking, jogging, skipping). ✓ Understand and explain how beats can be grouped into patterns, and identify them in familiar songs. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Listen to music and talk about loud and quiet sounds they can hear. ✓ Make a graphic score by creating and identifying a sound to match a picture. ✓ Move in time to the beat. ✓ Perform from a graphic score on classroom instruments. Vocab check: dynamics, graphic score, beat

Music Enquiry Questions and Assessment Checkpoints

	<p>ACP: Record on Ipad in small groups</p> <ul style="list-style-type: none"> ✓ Sing with good diction. ✓ Recognise and play echoing phrases by ear. <p>Vocab check: improvise, melody, diction, phrase</p>	<p>ACP- Listen to a selection of music in 2/3 time. Ask children to hold up 2/3 fingers.</p> <p>Vocab check: time signature, rhythmic pattern</p>	
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can we create our own rhythm patterns? (Sing Up- Grandma Rap)	How is timbre used in music? (Sing Up-Carnival of the animals)	What is rock and roll music? (Sing Up- Rockpool Rock)
Component Questions (components to be explored throughout the unit)	<p>C1: How many beats are there?</p> <p>C2: How can we record our rhythms using stick notation?</p> <p>C3: Can we perform our rhythm pattern?</p> <p>C4: What is a round?</p>	<p>C1: How does the music reflect an animals character?</p> <p>C2: How can we describe the quality of sounds?</p> <p>C3: How can we show the character of the music through movement?</p>	<p>C1: Why was rock and roll music popular?</p> <p>C2: Is it easy to feel the beat?</p> <p>C3: Can you control long and short sounds?</p> <p>C4: How does the pitch of the tune change?</p> <p>C5: How is the music sequenced?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Compose a 4- beat pattern ✓ Chant a rap rhythmically ✓ Play rhythms using stick notation using 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Select instruments and compose music to reflect an animal's character. ✓ Listen with increased concentration and respond to music by talking about them using music vocabulary, or physically with movement and dance. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Sing a rock 'n' roll-style song confidently. ✓ Play an introduction on tuned percussion. ✓ Listen actively and talk about features of rock 'n' roll music. <p>Vocab check: tuned percussion, sequence,</p>

Music Enquiry Questions and Assessment Checkpoints

	<p>crotchet, minim and crotchet rest.</p> <p>Vocab check: notation, minim, crotchet, round,</p>	<ul style="list-style-type: none"> ✓ Identify different qualities of sound (timbre) and how they are made. ✓ Recognise and respond to tempo, duration, articulation, and pitch using music vocabulary, and/or movement. <p>Vocab check: timbre, tempo, duration, articulation, pitch</p>	
<p>Components to be explored throughout the units</p>	<p>C1: Perform Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch.</p> <p>C2: Compose Create short, musical patterns.</p> <p>C3: Transcribe Use symbols to represent a composition and use them to help with a performance</p> <p>C4: Describe Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>		

Year Three

Year 3	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	What is a melody? (Sing up- I've been to Harlem')	How is music written down? (Sing Up-Just 3 notes)	How do you play the violin?
Component Questions (components to be explored throughout the unit)	C1: Can you copy the pitch? C2: When is the pitch high or low in the song? C3: What is the shape of the melody? C4: What is a pentatonic scale? C5: Can you create your own melody? C6: Do you like the melody?	C1: What is rhythm? C2: Can you listen and copy a rhythm pattern of short and long notes? C3: What is a note duration? C4: Can you play a rhythm pattern on a pitched instrument? ACP: Rhythm card snap. Teacher clap a rhythm, children have to find the corresponding card.	C1: Learn how to hold and play notes on the violin. C2: Sing and play short patterns by ear and from notation. C3: Learn some notes on the musical stave C4: Improvise in a call and response format C5: Take part in an ensemble performance.
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Compose a pentatonic ostinato. ✓ Sing a call-and-response song in groups, holding long notes confidently. ✓ Play melodic and rhythmic 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Invent simple patterns using rhythms and notes C-D-E. ✓ Compose music, structuring short ideas into a bigger piece. ✓ Notate, read, and follow a 'score'. ✓ Recognise and copy rhythms and pitches C-D-E. ACP: Using the notes C-D-E and walk/jogging compose a 4 bar melody. Vocab check: structure, notation, score	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Hold the violin correctly ✓ Play a part in a call and response with the bow and pizzicato ✓ Recognise and play crotchets, minims and rests.

Music Enquiry Questions and Assessment Checkpoints

	<p>accompaniments to a song.</p> <ul style="list-style-type: none"> ✓ Listen and identify where notes in the melody of the song go down and up <p>Vocab check: pentatonic, ostinato, accompaniment, melodic</p> <p>ACP: compose and play a pentatonic melody.</p>		<ul style="list-style-type: none"> ✓ Learn a part and play as part of an ensemble performance. <p>Vocab check: performance, crotchet, minim, rest, pizzicato,</p>
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How do you play the violin?	How are musical elements combined to compose a musical picture? (River plan)	How do rhythms fit together? (Sing Up-Chilled out Clap rap)
Component Questions (components to be explored throughout the unit)		<p>C1: What is the structure of the piece?</p> <p>C2: How might the feel of the music make you think of a river?</p> <p>C3: How can we record the structure of our musical ideas?</p> <p>C4: What instruments can you hear and when?</p>	<p>C1: What are note values? (crotchet, quaver)</p> <p>C2: How do we adapt our rhythm when the speed of the music changes?</p> <p>C3: What do layers of sound, sound like?</p> <p>C4: How do you maintain a part within a group?</p> <p>ACP: quiz on note values.</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify and describe the structure of a piece of music. ✓ Identify and describe the musical elements of pitch, dynamics, tempo, rhythm, timbre. ✓ Create a structured composition using different timbres. ✓ Perform and appraise their composition. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Create clapping patterns using the durations crotchet,

Music Enquiry Questions and Assessment Checkpoints

		Vocab check: composition, structure, timbre, tempo, pitch	<p>crotchet rest, pair of quavers.</p> <ul style="list-style-type: none"> ✓ Transfer clapping patterns to tuned instruments and as a group create a layered piece of music. ✓ Rap accurately and rhythmically with dynamic contrasts. ✓ Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes. <p>Vocab check: dynamics, tempo, texture, quavers</p>
<p>Components to be explored throughout the units</p>	<p>C1: Perform</p>	<p>Perform from memory with accurate control, pitch and tune. Maintain a simple part within a group</p>	
	<p>C2: Compose</p>	<p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p>	
	<p>C3: Transcribe</p>	<p>Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning.</p>	
	<p>C4: Describe</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p>	

Year Four

Year 4	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	What are the features of Gospel music? (Sing up- This little light of mine)	How can we create our own ensemble music? (Sing up- Spain)	What do pentatonic melodies sound like? (Sing Up-Global Pentatonics)
Component Questions (components to be explored throughout the unit)	C1: What voices can you hear? C2: What is the structure? C3: How is the song accompanied? C4: What is improvisation? C5: What are the lyrics about?	C1: What is an ostinato? C2: How do we count musically? C3: What is texture? C4: How can we structure musical ideas into a composition?	C1: What is a pentatonic scale? C2: Which music traditions and cultures does the pentatonic scale feature? C3: Can you improvise a pentatonic melody?
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). ✓ Sing in a Gospel style with expression and dynamics. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Play repeating rhythmic patterns. ✓ Count musically. ✓ Invent a melody. ✓ Fit two patterns together. ✓ Structure musical ideas into their own compositions Vocab check: melody, structure, ostinato	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. ✓ Create accompaniment patterns to a pentatonic song. ✓ Use notation to represent musical ideas. ✓ Compose a pentatonic melody. Vocab check: pentatonic, accompaniment, musical traditions, musical cultures.

Music Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> ✓ Sing Part 1 of a partner song rhythmically. ✓ Play a bass part and rhythm ostinato along with This little light of mine. ✓ Listen and move in time to songs in a Gospel style. <p>Vocab check: improvise, pentatonic, ostinato, bass line.</p>		
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	What is a graphic score? (Sing Up-composing with colour)	How does music create dramatic effect and atmosphere? (Sing Up -Fanfare)	What are the features of Latin music? (Sing Up- Latin Dance)
Component Questions (components to be explored throughout the unit)	<p>C1: What is timbre? C2: How can colours inspire sounds? C3: How can we structure our composition? C4: How can we use symbols to represent musical ideas?</p>	<p>C1: What is a fanfare? C2: Can you describe the music in terms of pitch, dynamics, tempo? C3: How can we improvise a melody with 3 notes? ACP: In small groups, improvise using 3 notes with an awareness of dynamics and tempo.</p>	<p>C1: What are the origins of Latin music? C2: What is a syncopated rhythm? C3: What is an accompaniment? C4: What is a 4 beat pattern? C5: How can we record our compositions? ACP: Clap a 4 beat pattern.</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Create short sounds inspired by colours and shapes. ✓ Understand that instruments can 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ 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. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Recognise some of the musical features of Cuban music. ✓ Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure. ✓ Sing a call-and-response song with an invented drone accompaniment.

Music Enquiry Questions and Assessment Checkpoints

	<p>be used individually and in combination to create different effects of timbre and texture.</p> <ul style="list-style-type: none"> ✓ Structure their musical ideas into a composition. ✓ Create and read graphic scores. <p>Vocab check: graphic score, timbre, texture, structure</p>	<ul style="list-style-type: none"> ✓ Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. <p>Vocab check: timbre, texture, dynamics, fanfare, appraise,</p>	<ul style="list-style-type: none"> ✓ Play a one-note part in a group to make chords. ✓ Compose a 4-beat rhythm pattern. <p>Vocab check: syncopation, Latin, drone, chords</p>
<p>Components to be explored throughout the units</p>	<p>C1: Perform Perform from memory with accurate control, pitch and tune. Maintain a simple part within a group</p> <p>C2: Compose Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> <p>C3: Transcribe Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning.</p> <p>C4: Describe Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p>		

Year Five

Year 5	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	What are the features of a sea shanty? (Sing Up- What shall we...)	How do composers use music to tell a story? (BBC 10 Pieces 'Mars'	What is Ternary form? (Sing Up- Composing in Ternary Form)
Component Questions (components to be explored throughout the unit)	C1: Why do people sing sea shanties with a strong beat? C2: What does unison mean? C3: How can we use body percussion to keep a strong beat? C4: What is the structure of the song? C5; Why are the lyrics important? C6: What time signature were they often written in?	C1: What is a musical motif? C2: How is texture used to create an effect? C3: How do the dynamics change the mood of a piece? C4: What is the importance of time signatures?	C1: What is structure? C2: How do the two sections sound different? C3: Can you compose your own Ternary form piece and write it down?
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. ✓ Keep the beat playing a 'cup' game. ✓ Sing a sea shanty expressively, with accurate pitch and a strong beat. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ listen and reflect on a piece of orchestral music ✓ learn musical motifs from Holst's Mars and structure them into a piece. ✓ invent their own musical motifs and structure them into a piece. ✓ perform as an ensemble. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. ✓ Notate their ideas to form a simple score to play from. ✓ Listen, appraise, and respond to music using drawings and words.

Music Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> ✓ Sing in unison while playing an instrumental beat (untuned). ✓ Play bass notes, chords, or rhythms to accompany singing. ✓ Talk about the purpose of sea shanties and describe some of the features using music vocabulary. <p>ACP: dictation of rhythms using notation</p> <p>Vocab check: notation, unison, bass, chords, rhythm grid.</p>	<ul style="list-style-type: none"> ✓ Describe the music using appropriate musical vocabulary. <p>Oracy Assessment: I think that...</p> <p>Vocab check: orchestral, motif, structure, ensemble,</p>	<ul style="list-style-type: none"> ✓ Understand and recognise ternary form. <p>Vocab check: ternary form, pentatonic scale, notation,</p>
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	What is musical texture? (Sing Up- Epoca or Viking Song)	How can we create music to describe a character or event? (BBC 10 pieces – In the hall of the mountain king)	What are the features of Reggae music?(Sing Up-3 little birds)
Component Questions (components to be explored throughout the unit)	<p>C1: What are the different instrumental/vocal parts?</p> <p>C2: How do the parts interact with each other?</p> <p>C3: Can you describe the timbre of the different instruments?</p> <p>C4: How can you describe the melody?</p>	<p>C1: What musical vocabulary can we use to describe the music?</p> <p>C2: How are the motifs similar/different?</p> <p>C3: What is the structure of the music?</p> <p>ACP: Use oracy to describe the music.</p>	<p>C1:How can we describe the features of the music?</p> <p>C2: What is a riff?</p> <p>C3: What were the origins of Reggae music?</p> <p>C4: What is harmony?</p> <p>C5: What is a triad?</p> <p>ACP: In groups of 3 play the chord of D major/g major (one note each)</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Develop listening skills and an understanding of how different instrumental parts 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ listen and reflect on a piece of orchestral music using appropriate musical vocabulary. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Sing the verse in unison and the Chorus in harmony. ✓ Know what a triad is and how to play one.

Music Enquiry Questions and Assessment Checkpoints

	<p>interact (texture) by responding to each part through movement.</p> <ul style="list-style-type: none"> ✓ Demonstrate an understanding of the history of Argentine tango. <p>Vocab check: texture, timbre, instrumental part.</p>	<ul style="list-style-type: none"> ✓ Invent their own musical motifs and structure them into a piece. ✓ Perform as an ensemble. <p>Vocab check: motif, ensemble,</p>	<ul style="list-style-type: none"> ✓ Play the chords D and G major, following a score of the chorus. ✓ Play a melodic riff (or melody of the Chorus) by ear. ✓ Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music. <p>Vocab check: unison, chorus, harmony, triad, score, melodic riff</p>
<p>Components to be explored throughout the units</p>	<p>C1: Perform Sing or play expressively, with control and in tune from memory. Hold a part within a round or a harmony.</p> <p>C2: Compose Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody. Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</p> <p>C3: Transcribe Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</p> <p>C4: Describe Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, Harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.</p>		

Year Six

Year 6	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How do I compose a song? (Sing Up-Protest Song)	What is a Theme and Variations? (Sing Up-Twinkle Theme..)	What music was popular in the 1940's? (Sing Up- Hey Mr Miller)
Component Questions (components to be explored throughout the unit)	<p>C1: What are the meaning of lyrics?</p> <p>C2: How can we notate a melody?</p> <p>C3: How will we structure our song using verse and chorus?</p> <p>ACP: Whiteboards- draw a crotchet, minim, semibreve. On a staff draw a 5 note melody.</p>	<p>C1: What is a musical score?</p> <p>C2: How can you identify a theme in music?</p> <p>C3:What techniques can be used to create variations?</p> <p>C4: What is a bass line?</p>	<p>C1: What is swing music?</p> <p>C2: Can you sing in a jazz style?</p> <p>C3: What was the purpose of Jazz music in WW2?</p> <p>C4: Can you sing in an ensemble?</p> <p>C5: Can you improvise a syncopated rhythm using the scale of C major?</p> <p>ACP: Small groups improvise over a given backing track. Record ipad.</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Create their own song lyrics. ✓ Fit their lyrics to a pulse, creating a chant. ✓ Write a melody and sing it. ✓ Structure their ideas into a complete song. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Decipher a graphic score. ✓ Play Twinkle, twinkle, little star. ✓ Create variations using a wide variety of composing techniques. ✓ Improvise on top of a repeating bassline. <p>ACP: Children write a 4 bar compositions down using a musical staff. Provide rhythm and notation cards as ref.</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Compose a syncopated melody using the notes of the C major scale. ✓ Sing a syncopated melody accurately and in tune. ✓ Sing and play a class arrangement of the song with a good sense of ensemble. ✓ Listen to historical recordings of big band swing and describe features of the music using music vocabulary. <p>Vocab check: syncopation, major scale, ensemble, big band</p>

Music Enquiry Questions and Assessment Checkpoints

	Vocab check: structure, lyrics, pulse, chant, stave, semi-breve	Vocab check: variations, stave, notation, graphic score.	
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How do rhythms fit together? (BBC 10 pieces 'Mambo')	How can musical ideas be structured into a soundtrack? (Sing Up- Race!)	What is singing in harmony? (End of term production)
Component Questions (components to be explored throughout the unit)	C1: What is syncopation? C2: Can you describe how the music makes you feel? C3: Which beat is the strongest? C4: What do the rhythms look like in standard notation? C5: What is a rhythm grid? ACP: Children write a rhythm grid- one beat per box.	C1: What is an accompaniment? C2: What is a musical phrase? C3: How does harmony change the sound? C4: What is a soundtrack? C5: Why is musical structure important?	C1: What is a round? C2: What is a drone? C3: What is a musical ostinato? C4: What are chords? C5: How can you describe the combined sound?
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Listen and reflect on a piece of orchestral music. ✓ create their own Latin inspired rhythmic ostinatos. ✓ learn rhythms from Bernstein's 'Mambo' and structure them into a piece. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Create an accompaniment. ✓ Create an extended melody with four distinct phrases. ✓ Experiment with harmony. ✓ Structure their ideas into a full soundtrack. Vocab check: structure, phrase, ostinato, harmony	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Sing from memory and with confidence ✓ Perform as part of an ensemble. ✓ Sing expressively and in tune. ✓ Hold a part within a round. ✓ Perform with controlled breathing. Vocab check: round, phrase, drone, chord

Music Enquiry Questions and Assessment Checkpoints

	<p>✓ Perform as an ensemble</p> <p>Vocab check: Mambo, ensemble, ostinato, orchestral music,</p>		
<p>Components to be explored throughout the units</p>	<p>C1: Perform Sing or play expressively, with control and in tune from memory. Hold a part within a round or a harmony.</p> <p>C2: Compose Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody. Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</p> <p>C3: Transcribe Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</p> <p>C4: Describe Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, Harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.</p>		