



**Leverstock Green CE (VC) Primary School**  
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<b>Subject</b>	Music					
<b>Subject Leader</b>	Jenni Cresswell					
<b>Year group</b>	<b>Autumn term</b>		<b>Spring term</b>		<b>Summer term</b>	
<b>EYFS</b>	<b>I've Got A Grumpy Face</b>	<b>Row, Row, Row Your Boat</b>	<b>Shake My Sillies Out</b>	<b>Five Fine Bumble Bees</b>	<b>It's Oh So Quiet</b>	<b>Bow, Bow, Bow Belinda</b>
	<p><b>Musical Focus</b> Timbre, beat, pitch contour</p> <p><b>Programme of Study</b> Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p><b>Musical Focus</b> Beat, pitch (step/ leap) timbre</p> <p><b>Programme of Study</b> Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils play tuned and untuned instruments musically.</p>	<p><b>Musical Focus</b> Timbre, pitch (higher/ lower), tempo (faster/ slower), beat</p> <p><b>Programme of Study</b> Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p><b>Musical Focus</b> Timbre, tempo, structure (call and response), active listening</p> <p><b>Programme of Study</b> Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p><b>Musical Focus</b> Dynamics, timbre, musical storytelling, improving and composing, exploring instruments</p> <p><b>Programme of Study</b> Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p><b>Musical Focus</b> Beat, active listening, instrumental accompaniment</p> <p><b>Programme of Study</b> Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p>



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<b>Year 1</b>	<b>Colonel Hathi's Mrch</b>	<b>Magical Musical Aquarium</b>	<b>'Dawn' from Sea Interludes</b>	<b>Musical Conversations</b>	<b>Dancing and Drawing to 'Nautilus'</b>	<b>Cat and Mouse</b>
	<p><b>Musical Focus</b> Timbre, dynamics, pitch, classical music</p> <p><b>Programme of Study</b> Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p><b>Musical Focus</b> Timbre, pitch, structure, graphic symbols, classical music</p> <p><b>Programme of Study</b> Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p><b>Musical Focus</b> Beat, active listening (singing game, musical signals, movement), 20<sup>th</sup> Century classical music</p> <p><b>Programme of Study</b> Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p><b>Musical Focus</b> Question and answer, timbre, graphic scores</p> <p><b>Programme of Study</b> Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p><b>Musical Focus</b> Active listening (musical signals, internalising beat, draw to music, movement/ actions), electronic music</p> <p><b>Programme of Study</b> Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p><b>Musical Focus</b> Mood, tempo, dynamics, rhythm, timbre, dot notation</p> <p><b>Programme of Study</b> Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>
<b>Year 2</b>	<b>Carnival of the Animals</b>	<b>Composing Music inspired By Birdsong</b>	<b>Orawa</b>	<b>Trains</b>	<b>Swing-A-Long with Shostakovitch</b>	<b>Charlie Chaplin</b>
	<p><b>Musical Focus</b> Timbre, tempo, dynamics, pitch, classical music</p>	<p><b>Musical Focus</b> Composing using a non-musical stimulus, creating music inspired by birds and</p>	<p><b>Musical Focus</b> Beat, rhythm, repetition, structure, 20th century classical music.</p>	<p><b>Musical Focus</b> To create music inspired by train travel, volume/ dynamics (crescendo, diminuendo), speed/</p>	<p><b>Musical Focus</b> 2- and 3-time, beat, beat groupings, 20th century classical music.</p>	<p><b>Musical Focus</b> To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low),</p>



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	<p><b>Programme of Study</b> Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>birdsong, improving and playing a solo on instruments <b>Programme of Study</b> Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p><b>Programme of Study</b> Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>tempo (accelerando, ritenuto). <b>Programme of Study</b> Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p><b>Programme of Study</b> Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>duration (long and short), dynamics/volume (loud and soft). <b>Programme of Study</b> Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>
<b>Year 3</b>	<b>Nao Chariya de/ Mingulay Boat Song</b>	<b>Sound Symmetry</b>	<b>'March' from Nutcracker</b>	<b>From a Railway Carriage</b>	<b>Just Three Notes</b>	<b>Samba with Sergio</b>
	<p><b>Musical Focus</b> Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4. <b>Programme of Study</b> Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><b>Musical Focus</b> Structure (symmetry and pattern in melody, ternary form), melody, accompaniment. <b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,</p>	<p><b>Musical Focus</b> Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music <b>Programme of Study</b> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn</p>	<p><b>Musical Focus</b> Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music <b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><b>Musical Focus</b> Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. <b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p><b>Musical Focus</b> Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community. <b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>



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	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	<p>control and expression. Improve and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations</p>	<p>from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>increasing accuracy, fluency, control and expression. Improve and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>
<b>Year 4</b>	<b>The Pink Panther Theme</b>	<b>Composing With Colour</b>	<b>Fanfare for the Common Man</b>	<b>Spain</b>	<b>Global Pentatonics</b>	<b>The Horse In Motion</b>
	<p><b>Musical Focus</b> Timbre, tempo, rhythm, dynamics, atmosphere, music from a film <b>Programme of Study</b> Improvise and compose music for a range of purposes</p>	<p><b>Musical Focus</b> Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.</p>	<p><b>Musical Focus</b> Fanfare, timbre, dynamics, texture, silence. <b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p><b>Musical Focus</b> To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas. <b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and</p>	<p><b>Musical Focus</b> Pentatonic scale, different music traditions and cultures, graphic/dot notation <b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p><b>Musical Focus</b> To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</p>



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	<p>using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><b>Programme of Study</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p><b>Programme of Study</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>
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Year 5	Why We Sing	Introduction to Song writing	Building A Groove	Epoca	Balinese Gamelan	Composing in Ternary Form
	<p><b>Musical Focus</b> Gospel music, instruments, structure, texture, vocal decoration</p> <p><b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded</p>	<p><b>Musical Focus</b> Structure (verse/chorus), hook, lyric writing, melody, learning chords on the ukulele, accompany songs on the ukulele</p> <p><b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.</p>	<p><b>Musical Focus</b> Beat, rhythm, basslines, riffs, extend knowledge and skill on the ukulele</p> <p><b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><b>Musical Focus</b> Texture, articulation, rhythm, tango</p> <p><b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	<p><b>Musical Focus</b> Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles)</p> <p><b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from</p>	<p><b>Musical Focus</b> Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.</p> <p><b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>



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	music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Develop an understanding of the history of music.		great composers and musicians. Develop an understanding of the history of music.	Develop an understanding of the history of music.
<b>Year 6</b>	<b>Shadows</b>	<b>Composing for Protest</b>	<b>You To Me Are Everything</b>	<b>Twinkle Variations</b>	<b>Race!</b>	<b>Exploring Identity Through Song</b>
	<p><b>Musical Focus</b> Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul)</p> <p><b>Programme of Study</b> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><b>Musical Focus</b> To create music inspired by Ethel Smyth and a picture of the suffragettes. Composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p> <p><b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improve and compose music for a</p>	<p><b>Musical Focus</b> 1970s soul music, comparing cover versions</p> <p><b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><b>Musical Focus</b> To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.</p> <p><b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improve and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><b>Musical Focus</b> To create music to accompany a short film about a race, composing an extended melody and accompaniment.</p> <p><b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improve and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><b>Musical Focus</b> Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p> <p><b>Programme of Study</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>



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		<p>range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Develop an understanding of the history of music.</p>	<p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Develop an understanding of the history of music.</p>
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