

	Year 3	Year 4	Year 5	Year 6
Music	<ul style="list-style-type: none"> <li>• <b>Bhangra Beats</b> Explore Indian bhangra music. Perform and improvise more complex rhythms in a solo and ensemble.</li> <li>• <b>Pentatonix</b> Understand that a composer creates a melody within boundaries. Show further understanding of formal notation.</li> <li>• <b>Zorba the Greek!</b> Confidently identify recognise a range of instruments</li> <li>• <b>Digging Deeper</b> Continue to experiment with, create, select, and combine sounds using the interrelated dimensions of music with confidence.</li> <li>• <b>Brilliant Baroque</b> Begin to explore the history of classical music. Listen with direction, beginning to recall sounds with increasing aural memory.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Danzon to the Beat</b> Exploring Latin rhythms. Copy and perform increasingly complex rhythms, developing understanding of formal written notation.</li> <li>• <b>Motif Makers</b> Continue to develop an understanding of formal written notation.</li> <li>• <b>Asia</b> Confidently recognize and explore a range of musical styles and traditions and know their basic style indicators.</li> <li>• <b>Royal Fireworks</b> Begin to use musical language to describe and evaluate a piece of music, using this knowledge to make creative decisions.</li> <li>• <b>Classical Creatives</b> Continue to explore and understand the history of music, listening with, and recalling sounds with</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Djembe Drumming</b> Compose complex rhythms from an increasing aural memory, improvising with increasing confidence using a variety of rhythms and drum tones.</li> <li>• <b>Scales and Sets</b> Use formal, written notation with confidence, showing an understanding of the differences between major and minor and other scale sets.</li> <li>• <b>Café Central</b> Continue to explore a range of styles and traditions, showing some awareness of the dimensions of music and begin to recognise them in music heard.</li> <li>• <b>Mango Walk</b> Develop an increasing understanding of the context of music, beginning to demonstrate and awareness of how the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Samba Carnival</b> Play and perform with confidence in solo and ensemble contexts with increasing accuracy, control, fluency, and expression.</li> <li>• <b>Leitmotifs</b> Deepen an understanding of formal notation and explore how melody can be used to create a character theme.</li> <li>• <b>The New World</b> Continue to explore a range of styles and traditions, appropriately discuss the dimensions of music and recognise them in music heard.</li> <li>• <b>Mahler's Feast</b> Develop a deeper understanding of the context of music and appropriately discuss the dimensions of music and recognise them with confidence.</li> <li>• <b>Modern Masters</b> appreciate and understand a wide range of music drawn from different traditions from great composers.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Alice in Wonderland</b> Sing and perform songs with multiple parts with increasing confidence.</li> <li>• <b>Instrument focus: Recorder.</b></li> </ul>	<p>increasing understanding.</p> <ul style="list-style-type: none"> <li>• <b>The Chorus Tells a Story</b> Confidently recognise different voice types. Sing in an ensemble with confidence and precision.</li> <li>• <b>Instrument focus: Flute.</b></li> </ul>	<p>dimensions of music work together.</p> <ul style="list-style-type: none"> <li>• <b>Remarkable Romantics</b> Develop an increasing understanding of the history and context of the classical canon.</li> <li>• <b>The Flying Dutchman</b> Sing as part of an ensemble with increased confidence, demonstrating accuracy, control, fluency and accuracy.</li> <li>• <b>Instrument focus: Ukulele.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hiawatha's Wedding Feast</b> Sing and play in an ensemble with full confidence, with increasing accuracy, control and expression.</li> <li>• <b>Instrument focus: Culmination of skills.</b></li> </ul>
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