

PILTON BLUECOAT - LEARNING INTENTIONS & KNOWLEDGE

	Autumn		Spring		Summer	
<p>Cycle 1 2024 - 2025 Y3 & Y4</p>	<p>Djembe Drums Y3 Pulse & Rhythm: Identify a pulse in a piece of music. Beats are the pulse of the music. Y3 Performance: Play a part with increased control. Y3 Composition: Improvise & compose sequences of sounds. Sequences of sounds combine rhythm, dynamics & pulse. Sequences can be written down using informal pictures or symbols in a graphic score. To have a clear structure to the composition which includes a clear beginning, middle & end, & also includes a call & response section. Y3 Notation: Recognise & respond to invented notation.</p>	<p>Djembe Drums Y4 Pulse & Rhythm: Play & create repeated rhythmic patterns. Repeated rhythmic patterns are a series of long & short sounds that are played over & over again. Short. Y4 Composition: Improvise & compose a sequence of sounds & record them using invented notation. Sequences of sounds for different players are written on separate lines in a graphic score. To have a clear structure to the composition which includes a section where at least 2 different rhythms are played at the same time.</p>	<p>The Planets Suite (Gustav Holst) Y3 Listening: Specific terms can be used to describe the sounds & changes in a piece of music, including pitch, timbre, dynamics & tempo. Y3 Music Appreciation: Listen & respond to pieces of music written around the same theme. Features could include the orchestral instruments used, the images or patterns the music creates, and the dynamics of the music, the mood created, and the story the music tells. Y3 Composition: Improvise & compose sequences of sounds, combining pitch, rhythm, dynamics and pulse.</p>	<p>The Planets Suite (Gustav Holst) Y4 Listening: Describe how different orchestral instruments are used throughout a piece of music to add interest & meaning. Composers choose instruments for the timbre, pitch & duration of the notes they can create to show mood & feelings. Y4 Significant People: Describe the life & music of Gustav Holst; a 20th-century composer. 20th century music was from 1901 to 2000. Y4 Composition: Improvise & compose a sequence of sounds for different instruments.</p>	<p>Recorder Y3 Performance: Play with increased breath control, fluency & expression & with accurate pitch, rhythm & volume. Y3 Pulse & Rhythm: Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar e.g. the time signature 4/4 shows 4 crotchet beats in a bar.. Y3 Notation: Recognise & respond to standard musical notation, rests such as crotchet rests, minim rests & semibreve rests tell musicians when not to play. Y3 Composition: Sequences written down using basic standard notation.</p>	<p>Recorder Y4 Performance: Play music from notation & memory with increasing accuracy, fluency & breath control. When playing from notation, the shape & colour of a note or rest denotes its length. The position of the note on the staff denotes the pitch & letters above or below the notes, such as *p* or *f*, denote the dynamics. Y4 Notation: Play simple melodies from standard notation. Y4 Composition: Create an arrangement of Hot Cross Buns composing a drone accompaniment. Create a composition using the notes B, A & G & record using basic notation.</p>
<p>Cycle 1 2024 - 2025 Y5 & Y6</p>	<p>Djembe Drums Y5 Performance: Maintain their part in a piece with confidence, accuracy, fluency, control. Y5 Pulse & Rhythm: Play & create rhythmic patterns, including rests. Extended rhythmic patterns usually contain repetition & may include short repeated phrases called motifs. Rests provide a break in a rhythmic pattern & should be counted in the same way as notes. Y5 Composition: Create a composition that combines layers of sound & shows an awareness of structure, tempo, rhythm & dynamics. Compositions include</p>	<p>Djembe Drums Y6 Performance: Take the lead in an instrumental performance & provide suggestions for improvement to others. Y6 Pulse & Rhythm: Play & create pieces of music with a clear understanding of pulse & rhythm. Y6 Composition: Compose & perform a group score using a wide variety of textures, rhythms & motifs. A score contains all the information musicians need to rehearse & perform a piece of music, including separate lines for different players & markings to show dynamics, such as *mp* & *mf*.</p>	<p>John Williams Y5 Listening: Explain how pitch, tempo, rhythm, melody, dynamics & major & minor tonality have been used to create particular feelings & mood in the listener. Music written in a major key sounds happy, & music written in a minor key sounds sad. Y5 Music Appreciation: Use descriptive words & relevant musical vocab when talking about the elements of music within a piece including rhythm, pulse, duration, structure, dynamics, tempo, timbre & texture as well as instrumentation. Y5 Composition: Create a composition that combines layers of sound.</p>	<p>John Williams Y6 Listening: Words such as tempo, rhythm, dynamics, pulse & timbre can be used to comment on the genre of music. Know that an orchestra is divided into 4 families of instruments and consider why specific instruments are chosen. Y6 Music Appreciation: Identify and explain how John Williams uses leitmotifs. A motif in music is a short musical idea that is repeated and developed throughout a piece. Significant People: Describe the lives & music of famous 20th-century composers. Composers of</p>	<p>Hip Hop Beats Y5 Pulse & Rhythm: Create extended rhythmic patterns that contain repetition & short repeated phrases. Rests provide a break in a rhythmic pattern. Y5 Composition: Create a composition that combines layers of sound & vocalisations & shows an awareness of tempo, rhythm, & dynamics. Effective compositions include a track that uses interesting samples as well as the layering of well chosen beats & bass line. Y5 Music Appreciation: Use relevant musical vocabulary when talking about the elements of hip hop music.</p>	<p>Hip Hop Beats Y6 Listening: Listen to & comment on music from the hip hop genre. Words such as upbeat tempo, rapping, electronic beats and samples should be used. Y6 Pulse & Rhythm: Create repeated rhythmic patterns with the bass drum on the 1st & 3rd beats of the bar & the hi-hat on the 2nd & 4th beats of the bar to create a traditional hip hop beat. Y6 Composition: Using the online Charanga/YUMU platform, compose an online graphic score using a variety of timbres, textures, rhythms and motifs. A score includes separate lines for each instrument or voice</p>

	repeated & contrasting rhythms & dynamics.	Composition to have a "Ternary ABA" structure.		20th century music worked from 1901 to 2000.		part & shows pitch and duration of sounds.
	Autumn		Spring		Summer	
Cycle 2 2025 - 2026 Y3 & Y4	<p>Violin</p> <p>Y3 Performance: Play with increased control, fluency, expression & accuracy. Play with controlled bow strokes & accurate pitch, rhythm & volume.</p> <p>Y3 Pulse & Rhythm: Identify a pulse, realising that two, three, four or more beats to the bar can be counted. Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar. These beats are the pulse of the music.</p> <p>Y3 Notation: Recognise & respond to standard musical notation & symbols. Rests such as crotchet rests, minim rests & semibreve rests tell musicians when not to play.</p>	<p>Violin</p> <p>Y4 Performance: Play music from notation & memory with increasing accuracy, & control. When playing from notation, the shape & colour of a note denotes its length. The shape of a rest denotes its length. The position of the note on the staff denotes the pitch of the note & letters above or below the notes, such as *p* or *f*, denote the dynamics.</p> <p>Y4 Notation: Play simple melodies from standard notation. Dynamics, such as *mp, p, pp, ppp, mf, f, ff, fff* tell musicians how loudly or quietly they should play.</p> <p>Y4 Composition: Improvise & compose a sequence of sounds & record them using basic notation.</p>	<p>Proms Concert</p> <p>Y3 Singing: Use their voice in different ways, including using a loud or soft voice, & identify simple repeated patterns. The voice can be used to create notes of different pitches, durations & dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.</p> <p>Y3 Performance: Sing a part with increased control, fluency, expression & accuracy. Control in music can include breath control, where singers ensure they have enough breath to sing to the end of phrase.</p>	<p>Proms Concert</p> <p>Y4 Singing: Sing songs accurately as part of an ensemble. Accurate singing includes good timing & accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, & follow the signals & instructions of a conductor.</p> <p>Y4 Performance: Sing music from memory, with increasing accuracy, fluency, control & expression.</p>	<p>Genres of Music</p> <p>Y3 Significant People: Describe the life & music of Mozart from the classical period & the romantic period composer; Beethoven. Know that romantic composers broke the strict rules laid down during the Classical period which then continued to be rebelled against into the 20th Century.</p> <p>Y3 Music Appreciation: Features of music that can be listened & responded to include the musical instruments used, dynamics, and the mood created.</p> <p>Y3 Composition: Create a composition using a sequence of rhythms with a rondo structure inspired by Mozart's "Horn Concerto No.4".</p>	<p>Genres of Music</p> <p>Y4 Music Appreciation: Compare & evaluate different genres of music using musical vocabulary e.g. jazz, rock, classical, blues, pop, folk, country & world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; typical rhythms, tempos & dynamics.</p> <p>Y4 Composition: Improvise and compose a sequence on the glockenspiel using only notes from the pentatonic scale in order to create a piece inspired by tradition Chinese music.</p>
Cycle 2 2025 - 2026 Y5 & Y6	<p>Ukulele</p> <p>Y5 Notation: Understand that Ukulele music can be notated in standard notation, but is usually written using chords. A chord is a combination of 2 or more notes played at the same time.</p> <p>Y5 Performance: Maintain their part when performing a piece with confidence, accuracy of chord changes & strumming patterns & control.</p> <p>Y5 Composition: Create a composition selecting either a major or minor key, which shows an awareness of pitch, tempo, rhythm, melody & dynamics.</p>	<p>Ukulele</p> <p>Y6 Performance: Provide suggestions to others for improvements to musical performances.</p> <p>Y6 Pulse & Rhythm: Play & create strumming patterns with a clear understanding of pulse & rhythm.</p> <p>Y6 Notation: Use features of chord notation when recording compositions.</p> <p>Y6 Composition: Compose and perform a group score which contains information musicians need to perform a piece of music. Correct chords to be chosen</p>	<p>Proms Concert</p> <p>Y5 Performance: Maintain their part in a performance with confidence, accuracy, fluency, control & expression, & with an awareness of what others are playing or singing. Accurate & confident group performances benefit from various factors: practice & preparation; the monitoring & adjustment of pitch, rhythm, timbre & dynamics; rapid responses to the actions of others & awareness of the role of each musician.</p> <p>Y5 Singing: Maintain a part within an ensemble.</p>	<p>Proms Concert</p> <p>Year 6 Performance: Take the lead in performances & provide suggestions to others for improvements e.g. include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience.</p> <p>Y6 Singing: Use gesture & expression to create a finished, polished performance. Gestures in music include eye contact, closing eyes to show emotion or exaggerated movements, such as a flourish at the end of a piece or movement away from the microphone.</p>	<p>Samba Band</p> <p>Y5 Performance: Maintain their part in a samba band with an awareness of what others are playing.</p> <p>Y5 Pulse & Rhythm: Rests provide a break and should be counted in the same way as notes.</p> <p>Y5 Composition: Create a composition that combines layers of sound and shows an awareness of structure, tempo, rhythm and instrumentation. Compositions to include a "main groove" section where 4 different rhythms are played at the same time.</p>	<p>Samba Band</p> <p>Y6 Performance: Take the lead in an instrumental performance and provide suggestions to others.</p> <p>Y6 Pulse & Rhythm: Play pieces of music with a clear understanding of structure, pulse and rhythm.</p> <p>Y6 Composition: Compose a group score using a wide variety of textures & rhythms and has a clear structure. A score contains all the information needed to perform a piece of music, including separate lines for each instrument. A ternary ABA structure provides a clear beginning, middle and end.</p>

		for either a major or minor composition.				
	Autumn		Spring		Summer	
Cycle 3 2026 - 2027 Y3 & Y4	<p>Taiko Drums</p> <p>Y3 Pulse & Rhythm: Identify a pulse in a piece of music. Beats are the pulse of the music & they can be played, clapped, counted or conducted.</p> <p>Y3 Performance: Play a part with increased control.</p> <p>Y3 Composition: Improvise & compose sequences of sounds that combine rhythm, dynamics & pulse. Sequences can be written down using informal notation. Compositions to have a clear ternary ABA structure resulting in a clear beginning, middle & end.</p> <p>Y3 Notation: Recognise and respond to invented notation.</p>	<p>Taiko Drums</p> <p>Y4 Pulse & Rhythm: Play & create repeated rhythmic patterns; a series of long & short sounds that are played over & over again.</p> <p>Y4 Performance: Play from notation and memory, with increasing accuracy, fluency, control and expression.</p> <p>Y4 Composition: Improvise & compose a sequence of sounds & record them using invented notation.</p> <p>Y4 Notation: Use standard musical notation symbols for dynamics, such as p (piano) and f (forte) which tell musicians how loudly or quietly they should play.</p>	<p>The Planets Suite (Gustav Holst)</p> <p>Y3 Listening: Specific terms can be used to describe the sounds & changes in a piece of music, including pitch, timbre, dynamics & tempo.</p> <p>Y3 Music Appreciation: Listen & respond to pieces of music written around the same theme. Features could include the orchestral instruments used, the images or patterns the music creates, and the dynamics of the music, the mood created, and the story the music tells.</p> <p>Y3 Composition: Improvise & compose sequences of sounds, combining pitch, rhythm, dynamics and pulse.</p>	<p>The Planets Suite (Gustav Holst)</p> <p>Y4 Listening: Describe how different orchestral instruments are used throughout a piece of music to add interest & meaning. Composers choose instruments for the timbre, pitch & duration of the notes they can create to show mood & feelings.</p> <p>Y4 Significant People: Describe the life & music of Gustav Holst; a 20th-century composer. 20th century music was from 1901 to 2000.</p> <p>Y4 Composition: Improvise & compose a sequence of sounds for different instruments.</p>	<p>Recorder</p> <p>Y3 Performance: Play with increased breath control, fluency & expression & with accurate pitch, rhythm & volume. Y3 Pulse & Rhythm: Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar e.g. the time signature 4/4 shows 4 crotchet beats in a bar..</p> <p>Y3 Notation: Recognise & respond to standard notation. In standard musical notation, rests such as crotchet rests, minim rests & semibreve rests tell musicians when not to play.</p> <p>Y3 Composition: Sequences written down using basic standard notation.</p>	<p>Recorder</p> <p>Y4 Performance: Play music from notation & memory with increasing accuracy, fluency & breath control. When playing from notation, the shape & colour of a note or rest denotes its length. The position of the note on the staff denotes the pitch & letters above or below the notes, such as *p* or *f*, denote the dynamics.</p> <p>Y4 Notation: Play simple melodies from standard notation. Y4 Composition: Create an arrangement of Hot Cross Buns composing a drone accompaniment. Create a composition using the notes B, A & G & record using basic notation.</p>
Cycle 3 2026 - 2027 Y5 & Y6	<p>Taiko Drums</p> <p>Y5 Performance: Maintain their part in a piece with confidence, accuracy, fluency, control.</p> <p>Y5 Pulse & Rhythm: Play & create rhythmic patterns. Extended rhythmic patterns usually contain repetition & may include short repeated phrases. Rests provide a break in a rhythmic pattern.</p> <p>Y5 Composition: Create a composition that combines layers of sound including an ostinato part & shows an awareness of ternary ABA structure, tempo, rhythm & dynamics. Effective compositions include repeated & contrasting</p>	<p>Taiko Drums</p> <p>Y6 Performance: Take the lead in an instrumental performance & provide suggestions for improvement to others.</p> <p>Y6 Pulse & Rhythm: Play & create pieces of music with a clear understanding of pulse & rhythm.</p> <p>Y6 Composition: Compose & perform a group score using a variety of rhythms & motifs. The composition needs to have a clear ternary ABA structure & include a separate line for an osintato part as well as markings to show dynamics, including crescendo or decrescendo.</p>	<p>John Williams</p> <p>Y5 Listening: Explain how pitch, tempo, rhythm, melody, dynamics & major & minor tonality have been used to create particular feelings & mood in the listener. Music written in a major key sounds happy, & music written in a minor key sounds sad.</p> <p>Y5 Music Appreciation: Use descriptive words & relevant musical vocabulary when talking about the elements of music within a piece including rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre & texture as well as instrumentation.</p>	<p>John Williams</p> <p>Y6 Listening: Words such as tempo, rhythm, dynamics, pulse & timbre can be used to comment on the genre of music. Know that an orchestra is divided into 4 families of instruments and consider why specific instruments are chosen.</p> <p>Y6 Music Appreciation: Identify and explain how John Williams uses leitmotifs. A motif in music is a short musical idea that is repeated and developed throughout a piece.</p> <p>Significant People: Describe the lives & music of famous 20th-century composers. Composers of</p>	<p>Hip Hop Beats</p> <p>Y5 Pulse & Rhythm: Create extended rhythmic patterns that contain repetition & short repeated phrases. Rests provide a break in a rhythmic pattern.</p> <p>Y5 Composition: Create a composition that combines layers of sound & vocalisations & shows an awareness of tempo, rhythm, & dynamics. Effective compositions include a track that uses interesting samples as well as the layering of well chosen beats & bass line.</p> <p>Y5 Music Appreciation: Use relevant musical vocabulary when talking about the elements of hip hop music.</p>	<p>Hip Hop Beats</p> <p>Y6 Listening: Listen to & comment on music from the hip hop genre. Words such as upbeat tempo, rapping, electronic beats and samples should be used.</p> <p>Y6 Pulse & Rhythm: Create repeated rhythmic patterns with the bass drum on the 1st & 3rd beats of the bar & the hi-hat on the 2nd & 4th beats of the bar to create a traditional hip hop beat.</p> <p>Y6 Composition: Using the online Charanga/YUMU platform, compose an online graphic score using a variety of timbres, textures, rhythms and motifs. A score includes separate lines for each instrument or voice</p>

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	Autumn		Spring		Summer	
Cycle 4 2027 - 2028 Y3 & Y4	<p>Violin</p> <p>Y3 Performance: Play with increased control, fluency, expression & accuracy. Play with controlled bow strokes & accurate pitch, rhythm & volume.</p> <p>Y3 Pulse & Rhythm: Identify a pulse, realising that two, three, four or more beats to the bar can be counted. Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar. These beats are the pulse of the music.</p> <p>Y3 Notation: Recognise & respond to standard musical notation & symbols. Rests such as crotchet rests, minim rests & semibreve rests tell musicians when not to play.</p>	<p>Violin</p> <p>Y4 Performance: Play music from notation & memory with increasing accuracy, & control. When playing from notation, the shape & colour of a note denotes its length. The shape of a rest denotes its length. The position of the note on the staff denotes the pitch of the note & letters above or below the notes, such as *p* or *f*, denote the dynamics.</p> <p>Y4 Notation: Play simple melodies from standard notation. Dynamics, such as *mp, p, pp, ppp, mf, f, ff, fff* tell musicians how loudly or quietly they should play.</p> <p>Y4 Composition: Improvise & compose a sequence of sounds & record them using basic notation.</p>	<p>Proms Concert</p> <p>Y3 Singing: Use their voice in different ways, including using a loud or soft voice, & identify simple repeated patterns. The voice can be used to create notes of different pitches, durations & dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.</p> <p>Y3 Performance: Sing a part with increased control, fluency, expression & accuracy. Control in music can include breath control, where singers ensure they have enough breath to sing to the end of phrase.</p>	<p>Proms Concert</p> <p>Y4 Singing: Sing songs accurately as part of an ensemble. Accurate singing includes good timing & accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, & follow the signals & instructions of a conductor.</p> <p>Y4 Performance: Sing music from memory, with increasing accuracy, fluency, control & expression.</p>	<p>Genres of Music</p> <p>Y3 Significant People: Describe the life & music of Mozart from the classical period & the romantic period composer; Beethoven. Know that romantic composers broke the strict rules laid down during the Classical period which then continued to be rebelled against into the 20th Century.</p> <p>Y3 Music Appreciation: Features of music that can be listened & responded to include the musical instruments used, dynamics, and the mood created.</p> <p>Y3 Composition: Create a composition using a sequence of rhythms with a rondo structure inspired by Mozart's "Horn Concerto No.4".</p>	<p>Genres of Music</p> <p>Y4 Music Appreciation: Compare & evaluate different genres of music using musical vocabulary e.g. jazz, rock, classical, blues, pop, folk, country & world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; typical rhythms, tempos & dynamics.</p> <p>Y4 Composition: Improvise and compose a sequence on the glockenspiel using only notes from the pentatonic scale in order to create a piece inspired by tradition Chinese music.</p>
Cycle 4 2027 - 2028 Y5 & Y6	<p>Ukulele</p> <p>Y5 Notation: Understand that Ukulele music can be notated in standard notation, but is usually written using chords. A chord is a combination of 2 or more notes played at the same time.</p> <p>Y5 Performance: Maintain their part when performing a piece with confidence, accuracy of chord changes & strumming patterns & control.</p> <p>Y5 Composition: Create a composition selecting either a major or minor key, which shows an</p>	<p>Ukulele</p> <p>Y6 Performance: Provide suggestions to others for improvements to musical performances.</p> <p>Y6 Pulse & Rhythm: Play & create strumming patterns with a clear understanding of pulse & rhythm.</p> <p>Y6 Notation: Use features of chord notation when recording compositions.</p> <p>Y6 Composition: Compose and perform a group score which contains information musicians need to perform a piece of music.</p>	<p>Proms Concert</p> <p>Y5 Performance: Maintain their part in a performance with confidence, accuracy, fluency, control & expression, & with an awareness of what others are playing or singing. Accurate & confident group performances benefit from various factors: practice & preparation; the monitoring & adjustment of pitch, rhythm, timbre & dynamics; rapid responses to the actions of others & awareness of the role of each musician.</p>	<p>Proms Concert</p> <p>Year 6 Performance: Take the lead in performances & provide suggestions to others for improvements e.g. include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience.</p> <p>Y6 Singing: Use gesture & expression to create a finished, polished performance. Gestures in music include eye contact, closing eyes to show emotion or exaggerated movements, such as a flourish at the end</p>	<p>Samba Band</p> <p>Y5 Performance: Maintain their part in a samba band with an awareness of what others are playing.</p> <p>Y5 Pulse & Rhythm: Rests provide a break and should be counted in the same way as notes.</p> <p>Y5 Composition: Create a composition that combines layers of sound and shows an awareness of structure, tempo, rhythm and instrumentation. Compositions to include a "main groove" section where 4 different rhythms are played at the same time.</p>	<p>Samba Band</p> <p>Y6 Performance: Take the lead in an instrumental performance and provide suggestions to others.</p> <p>Y6 Pulse & Rhythm: Play pieces of music with a clear understanding of structure, pulse and rhythm.</p> <p>Y6 Composition: Compose a group score using a wide variety of textures & rhythms and has a clear structure. A score contains all the information needed to perform a piece of music, including separate lines for each instrument. A ternary ABA structure provides a</p>

	awareness of pitch, tempo, rhythm, melody & dynamics.	Correct chords to be chosen for either a major or minor composition.	Y5 Singing: Maintain a part within an ensemble.	of a piece or movement away from the microphone.		clear beginning, middle and end.
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