

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS – Year R</b>						
<b>The Big Question</b>	What makes a great friend?	What is the secret life of pets?	What animal would you be?	Where do you find magic?	If you go down to the woods today would you believe your eyes?	Look up. Look down. What is all around?
	Songs based around friends and family (inc pets)	Songs based around journeys (home and abroad) inc travel	Songs based around local area (inc neighbours, buildings, people that help us)	Songs based around growth.	Songs based around habitats (woodland)	Songs based around space.
<b>Year 1/2</b>						
<b>The Big Question</b>	<b>Would you go down to the rainforest today?</b>	<b>Would you go down to the rainforest today?</b>	<b>How was London changed by the Great Fire?</b>	<b>How do plants help us survive?</b>	<b>How is Cirencester different to other towns?</b>	<b>How is Cirencester different to other towns?</b>
	<p>Music theory: IRD's</p> <p>L1: What instruments do we know the name of ?</p> <p>L2: What is meant by the term dynamics?</p> <p>L3: What is the meaning of pitch?</p> <p>L4: What is meant by the terms pulse and tempo? (2 sessions?)</p> <p>L5: What is meant by the term rhythm?</p> <p>L6: What is meant by the musical term duration?</p> <p>L7: How can we play instruments and change pitch, dynamics, pulse, tempo? (this will be taught alongside each of the above.</p>	<p>Composition: Story telling</p> <p>L1: What sound effects can we use to accompany a story?</p> <p>L2: What influences our choice of instruments in storytelling?</p> <p>L3: How can we use symbols to record our musical ideas?</p>	<p>Singing</p> <p>L1: What sounds can we make with our voices?</p> <p>L2: How can we use our voices expressively and creatively?</p> <p>L3: What skills does a performer need?</p> <p>L4: What makes a good performance?</p>	<p>Composition: Feelings</p> <p>L1: What music makes me feel happy?</p> <p>L2: How does music create a calming effect on our feelings?</p> <p>L3: What 3 notes can we make a melody with?</p> <p>L4: How can we play instruments to a create calm or happy feeling?</p> <p>L5: How can we use symbols to record our musical ideas? (revision from last term)</p>	<p>Composers</p> <p>L1: Who are famous local composers?</p> <p>L2: Who is Holst and what music has he composed?</p> <p>L3: What IRD's can we hear in compositions by Holst? (new LP)</p> <p>L4: How do composers compare to composers and popular musicians today?</p>	<p>Live and Recorded Music</p> <p>L1: What is live music?</p> <p>L2: What is recorded music?</p> <p>L3: What similarities are there between live and recorded music?</p> <p>L4: What differences are there between live and recorded music?</p>

Year 3						
The Big Question	How can I change my local environment?	How did Cirencester people's experiences of the First World War differ?	What makes living things flourish?	How are mountains made?	What did the Ancient Egyptians believe?	What are other parts of the UK like?
Year 3	<b>Whole Class Instrumental - Recorder</b> L1: What 3 notes can we make a melody with? (across 7 weeks)	<b>Singing</b> L1: How can we use our voices to imitate an artist's song?  L2: Why is it important to listen to others in group performances?	<b>Theory:</b> L1: What differences are there between classical and modern music? L2: What instruments can we hear in each piece of music? L3: What are the different instrument families? L4: What is the meaning of dynamics, rhythm, and pitch? <i>Revision</i> L5: What is the meaning of tempo?	<b>Composition, Notation</b> L1: What 3 notes can we make a melody with? (repeated) L2: How can we record our musical ideas? <i>(Introduce basic formal notation)</i> L3: How can we tell a story through music?	<b>Music: Mood</b>  L1: What different feelings do we experience through music? L2: How does music give you strength to succeed?  L3: What composers do we know? L4: Who is John Williams? L5: How does John Williams' music make you feel?  (NB L3-5 moved from sum 1)	<b>Live vs Recorded</b>  L1: What are the possibilities to experience live music? L2: What are the possibilities for experiencing recorded music?  L3: How can we tell a story through music?  (NB L3 moved from Spring 2)
Year 4						
The Big Question	What is it like to live near a volcano?	What different people lived in Ancient Greece?	What does silence feel like?	How do tourists affect Italy's great sites?	What would I experience on the Silk Road?	
	<b>Whole class Instrumental Glockenspiel</b>  Building on from Y3 - giving further input on notation. L1: What is notation? (across 4 weeks) L2: What 5 notes can we play a melody with? (across 3 weeks)	<b>Singing: Music and Feelings</b> L1: What power does music have to change our feelings?  L2: How can we control our voices to sing in a small group?	<b>WCET provided by GCC inc composition and notation</b> <i>This Big Question focuses on sound, or the lack of it. Discuss how powerful music is and how we should be grateful for the music that many of us can hear.</i>  <b>PPA</b> Sing and sign (link to sci - vibration)	<b>WCET provided by GCC inc composition and notation</b>  <b>PPA</b> Theory: L1: What similarities are there between instruments within instrument families?	<b>Music Study: Live and Record/Composer</b> Link to the music heard along the silk roads. You may choose to focus on India as a common country of research at CPS	<b>Composition (inc digital): Storytelling</b> L1: What music can we suggest to improve a story?

			L1: How might music be felt instead of heard?	L2: What different sound effects can we hear produced by an instrument? L3: What are the inter-related dimensions of music?	L1: How has recorded music changed over time? L2: How can we describe a A.R Rahman in regards to his composer style? L3: What features can help us recognise when a piece of music was written? L4: Why might some people prefer live music over recorded music?	
<b>Year 5</b>						
<b>The Big Question</b>	<b>What makes things move?</b>	<b>How did Anglo-Saxon settlers change Britain?</b>	<b>What is life like in Brazil?</b>	<b>What magic have people believed in?</b>	<b>How was England created?</b>	<b>What makes a river?</b>
	<p><b>Theory - Musical genres over time - Oracy outcome TBC</b></p> <p>From the first ‘bangs’ to the modern music we hear today. Listen to music through the ages. Timeline of music (followed in depth in Y6 with influential events).</p> <p>L1 How has music changed overtime (2 sessions) L2: What instruments and examples of inter-related dimensions of music would we expect to hear in different genres? (3 sessions)</p> <p>Combination of L1&amp;2 in the latter session through listening &amp; appraising, singing and performance.</p>	<p><b>Singing</b></p> <p>L1: What makes a good ensemble performance? L2: How can we control our voices to sing in a large group? L3: What challenges live performers</p>	<p><b>Composer- inc Samba</b></p> <p>L1: Where in society has music changed the way a community feels? L2: Who is the composer Ary Barroso? L3: How else can we benefit from music? L4: What influences have there been on the music written by composers I know?</p>	<p><b>Whole class instrumental inc notation (ukulele)</b></p> <p>L1: What is a pentatonic scale? L2: What notes and musical symbols can we identify?</p>	<p><b>Theory:</b></p> <p>L1: What instruments and instrument families can we hear in a piece of music? L2: How can the interrelated dimensions of music be changed to create a different effect?</p>	<p><b>Composing (inc digital)</b></p> <p>L1: What challenges do musicians face when recording their music?</p>

Year 6						
The Big Question	What makes the Earth unstable?	How did England become English?	How has tourism affected Italy's great sites?	What would it be like if we couldn't hear?	How has globalisation changed the world?	
	<b>Theory &amp; composer</b> L1: What are the inter-related dimensions of music? L2: Who are famous classical composers? (Knowledge of classical composers: Mozart, Beethoven, Strauss, Pachabel, Tchaikovsky, Brahms) L3: What similarities are there between classical composers? (comparing classical composers: Mozart, Beethoven, Strauss, Pachabel, Tchaikovsky, Brahms) L4: How are instrument families organised in an orchestra? L5: What similarities are there between instruments within instrument families?	<b>Live vs Recorded (inc singing)</b> L1: How has recorded music changed over time? L2: Why might some people prefer live music over recorded music? L3: What challenges do audiences face while watching live performances? L4: How can we control our voices to sing in a small group?	<b>Whole class instrumental inc Notation (Ukulele)</b> L1: What are the inter-related dimensions of music? L2: What is notation? L3: What 5 notes can we play a melody with? L4: How can time signatures determine various note durations?	<b>This Big Question focuses on sound, or the lack of it. Discuss how powerful music is and how we should be grateful for the music that many of us can hear.</b>  L1: What power does music have to change our feelings? L2: How might music be felt instead of heard? L3: What different sound effects can we hear produced by an instrument? L4: Is it possible to have powerful music if an element of the inter-related dimensions is absent?	<b>Composer and digital composition</b> L1: How can we describe A.R Rahman in regards to his composer style? L2: What similarities are there between AR Rahman and other composers? L3: What features can help us recognise when a piece of music was written? L4: What music can we suggest to improve a story? (inc: digital composition)	<b>This term will be musical preparation for the performance Singing</b> L1: How can we control our voice to sing the entire scale? L2: How can we control our voices to sing in a small group? L3: What makes a good musical performance (solo and ensemble)? L4: What vocabulary can we use to appraise and evaluate the music for various purposes?