

Hujjat Primary School

Music Curriculum Map (with Faith Links)



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Compassion	Music Focus: Listening and reflecting Composition Performance Pulse & Tempo - To recognise music that is fast or slow - To understand that we can match our body movements to the speed/tempo or pulse/beat of music	Music Focus: Pulse & Tempo - Vocal chants - Finding the pulse - Body percussion - Call and response - Playing in different tempi	Music Focus: Pulse & Tempo - Vocal chants - Finding the pulse - Keeping time - Body percussion - Call and response - Improvisation - Key vocabulary - Playing in different tempi	Music Focus: Pulse, Tempo & Metre Vocal chants - Finding the pulse - Keeping time - Metre 3/4 and 4/4 - Body percussion - Call and response - Improvisation - Key vocabulary - Playing in different tempi	Music Focus: Pulse, Tempo & Metre - Vocal chants - Finding the pulse - Keeping time - Metre 2/4 4/4 and 3/4 - Body percussion - Call and response - Improvisation - Key vocabulary - Playing in different tempi	Music Focus: Pulse, Tempo & Metre - Vocal chants - Finding the pulse - Keeping time - Metre 4/4, 3/4 and 2/4 - Conducting – 4/4 and 3/4 - Body percussion - Call and response - Improvisation - Composition - Key vocabulary - Playing in different tempi	Music Focus: Pulse, Tempo & Metre - Vocal chants - Finding the pulse - Keeping time - Metre - 4/4, 3/4 and 2/4 - Conducting – 4/4, 3/4 and 2/4 - Body percussion - Call and response - Improvisation - Composition - Key vocabulary - Changes in tempo
	Nasheed: Bismillah, in the name of Allah Clear and steady beat that children can hear and clap/tap along to Repetitive rhythmic structure with consistent tempo	Nasheed: Arabic Alphabet song (Subhi Alshalk) Clear and steady pulse, each letter fits a beat so syllables align with pulse Steady pulse makes it easier to explore tempo and pulse using nasheed. Nasheed: A is for Allah (Yusuf Islam, Zain Bikha) Strong pulse with predictable rhythmic pattern and repeated structure reinforcing tempo consistency and making it easier to	Nasheed: School Anthem (Zain Bikha) Steady beat with repetitive phrases. Ideal for finding pulse, keeping time and clapping or tapping to beat. Consistent tempo which can be experimented with by speeding up or slowing down to explore how tempo affects the music.	Nasheed: Ta'la Badru Alayna (traditional) Steady pulse, easily identified and adjusted to play in different tempi Can be and is often performed with 3/4 or 4/4 metre Other versions with the same lyrics for children to see effect of tempo: - Ta'la Al Badru Alayna (I look I see album) - Tala Al Badru Alayna by Zain Bhikha	Nasheed: Asmaa Al Husna (Traditional) Choir version Steady repetitive making it easy to identify and maintain pulse as well as clap/tap along with beat Suitable for 3/4 and 4/4 metre Allows for exploration of tempo changes	Nasheed: Mawla Ya Salli (Traditional) Alternative version of same nasheed Steady moderate tempo with easy to follow pulse Repetitive phrasing suitable for 4/4, 3/4 and 2/4 metre	Nasheed: Ya Muhammad (Vocals only) Muad Can be used to practice maintaining pulse and metre Can explore different tempi within sections

		explore tempo and pulse using nasheed					
	Faith and Values Quranic Link: بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ "In the name of Allah the most beneficent the most merciful." Listen to different reciters reciting this phrase and identify changes in tempo.	Faith and Values Quranic Link: Learn Arabic letters Opportunity to recite a short surah together maintaining the same pulse and varying the tempo	Faith and Values Values: compassion (encouraging students to support one another) respect (for peers, staff and community), gratitude (appreciating their school and what it provides), service and excellence (striving for excellence) Quranic Verse: 47:7 يَا أَيُّهَا الَّذِينَ آمَنُوا إِن تَتَصَدَّقُوا اللَّهَ يَتَّيِّبْهَا لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا "Oh believers! If you stand up/serve Allah, He will help you and make your steps firm." Opportunity to recite/listen to Quran together identifying the tempo and its effect.	Faith and Values Values: the lyrics express thankfulness for Prophet's guidance and presence Religious relevance – traditional Islamic poem Opportunity to recite/listen to Quran together identifying the tempo and its effect.	Faith and Values Values: opportunity to explore which names of Allah link to each school value There are 99 names of Allah. - Which ones do you know? - Have you spotted any in the school? What do they mean? Quran Verse part of 17:10 قُلْ أَدْعُوا اللَّهَ أَوْ ادْعُوا الرَّحْمَنَ ذَلِيلًا مَّا تَدْعُوا فَلَهُ الْأَسْمَاءُ الْحُسْنَى "say O Prophet, Call upon Allah or call upon the Most Comapssionate – whichever you call, He has the Most Beautiful Names...."	Faith and Values Translation of the nasheed The nasheed mentions that Prophet Muhammad had the best character. Which values do you think he showed? Make links to Arabic learning Quranic verse 68:4 talking to the prophet the Quran says: وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ "And you are truly (a man) of outstanding character." Opportunity to recite/listen to Quran together identifying the tempo and its effect.	Faith and Values Values: excellence of the Holy Prophet Muhammad Quranic Verse: 33:21 لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا "Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day, and remembers Allah often." Opportunity to recite/listen to Quran together identifying the tempo and its effect.
Autumn 2 Respect	Music Focus: Listening and reflecting Composition Performance Structure To recognise the chorus in a familiar song	Music Focus: Rhythmic Notation - Crotchets & quavers - Body percussion - Call and response - Improvisation	Music Focus: Rhythmic Notation - Crotchets, quavers and minims - Body percussion - Call and response - Composition	Music Focus: Rhythmic Notation - Crotchets, quavers, minims and dotted minims - Body percussion - Call and response - Composition	Music Focus: Rhythmic Notation - Crotchets, quavers, minims, dotted minims and semi-breves - Crotchet and quaver - Body percussion - Call and response - Composition	Music Focus: Rhythmic Notation - Crotchets, quavers, minims, dotted minims and semi-breves - Crotchet and minim rests - Body percussion - Call and response - Composition - Polyrhythms	Music Focus: Rhythmic Notation - Crotchets, quavers, minims, dotted minims, semi-breves and semi-quavers - Crotchet, quaver and minim rests - Body percussion - Metre - Call and response - Composition
	Nasheed: We love Muhammad (Noor Sadeh) Has clear sections of verse and chorus for	Nasheed: Months in Islam - Repetitive phrases with a musical structure that matches the rhythm	Nasheed: Give thanks to Allah (Zain Bikha) Clear syllable to beat alignment where each word/syllable falls neatly	Nasheed: Thank you Allah (Raihaan) Clear, repetitive rhythmic patter that can be	Nasheed: Madinah tun Nabi (Aashiq Al Rusulu) Strong, clear rhythmic patter – suitable for	Nasheed: Mountains of Makkah (Zain Bikha) Repeated rhythmic motifs – easy to notate using crochets, quavers,	Nasheed: Khairat Anaam (Aashiq Al Rusul) Complex rhythmic pattern to allow introduction of semi-

	students to see distinct parts of music.	making it good for call and response. Clear syllable to beat match and steady tempo. Repetition allows recognition of patterns transferring rhythms from listening to clapping to writing.	on beat makes it easy to map syllables to rhythmic values of crotchet, quaver and minims. Repetitive phrases allow students to recognise patterns and copy using body percussion.	mapped to crotchets, quavers, minims and dotted minims Suitable for body percussion and rhythmic composition exercises.	crotchets, quavers, minims, dotted notes Supports body percussion and writing down rhythms heard	minims, dotted notes and rests. Supports body percussion and polyrhythms Opportunities to experiment with composition using rhythmic pattern	quavers, dotted notes, rests Suitable for body percussion and polyrhythms
	Faith and Values Values: respect and gratitude for the prophet Quranic Verse: 3:31 قُلْ إِنْ كُنْتُمْ تُحِبُّونَ اللَّهَ فَاتَّبِعُونِي يُحْبِبْكُمُ اللَّهُ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ وَاللَّهُ غَفُورٌ رَحِيمٌ “Say, (Oh Muhammad) ‘If you love Allah follow me; Allah will love you and forgive you your sins. Allah is Forgiving, Merciful.”	Faith and Values Faith links: Islamic months Quranic Verse: part of 9:36 إِنَّ عِدَّةَ الشُّهُورِ عِنْدَ اللَّهِ اثْنَا عَشَرَ شَهْرًا فِي كِتَابِ اللَّهِ يَوْمَ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ “Indeed the number of months according to Allah is twelve in the Book of Allah on the day He created the heavens and the Earth...”	Faith and Values Values: Gratitude Quranic Verse: part of 14:7 لَوْلَا شَكَرْتُمْ لَأَزِيدَنَّكُمْ “...If you are grateful, I will certainly give you more...”	Faith and Values Values: Gratitude Quranic Verse: Part of 27:19 فَتَبَسَّمَ ضَاحِكًا مِنْ قَوْلِهَا وَقَالَ رَبِّ أَوْزِعْنِي أَنْ أَشْكُرَ نِعْمَتَكَ الَّتِي أَنْعَمْتَ عَلَيَّ وَعَلَىٰ وَلَدِي “So (Solomon) smiled, amused at her speech, and said, ‘My Lord, enable me to be grateful for Your favour which You have bestowed upon me and upon my parents...”	Faith and Values Values: Link to integrity by talking about why do we want to be like the prophet? How can we become an example for others Faith link: talk about the importance of Medina in Islamic History.	Faith and Values Values: Service of the Prophets to Allah. Quranic Stories: -Prophet Ibrahim build the ka'ba -Story of Amul Feel -Story of revelation of Quran to the Prophet Opportunity for children to create a verse for the nasheed based on a Quranic story they know/have learnt	Faith and Values Values: respect for the prophet, gratitude for his teachings, excellence in the example of the Prophet Faith/MFL link: chn to try to recognise some vocabulary from the arabic and reflect on what the words say. Quranic Verse: 33:21 لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِمَنْ كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ۚ “Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day, and remembers Allah often.”
Spring 1 Service	Music Focus: Listening and reflecting Composition Performance Pitch: To understand and recognize high and low notes	Music Focus: Singing - Vocal chants - Posture - Diction - Vocal Tone - Graphic score - Performing as an ensemble	Music Focus: Singing - Posture - Diction - Vocal Tone - Breathing - Phrasing - Graphic score - Performing as an ensemble	Music Focus: Singing African Songs - Posture - Diction - Vocal Tone - Breathing - Phrasing - Conveying mood and character - Simple part songs - Reading staff notation - Performing as an ensemble	Music Focus: Singing Folk Songs - Posture - Diction - Vocal Tone - Breathing - Phrasing - Simple part songs - Conveying mood and character - Songs with chromatic intervals - Reading staff notation	Music Focus: Singing Spirituals - Posture - Diction - Vocal Tone - Breathing - Phrasing - Part songs - Songs with chromatic intervals - Support - Vocal technique - Major and minor	Music Focus: Singing Spirituals - Posture - Diction - Vocal Tone - Breathing - Phrasing - Complex Part songs - Songs with chromatic intervals - Support - Vocal technique - Performing as an ensemble

					Performing as an ensemble		Major and minor
	Nasheed: I look, I look, I see (Yusuf Islam) Nasheed has simple, stepwise melody with pitches gradually moving up or down making it easier to hear and replicate. Variety of pitches in the nasheed	Nasheed: I am a Muslim (Yusuf Islam) - Uses comfortable but varied vocal range, lyrics clear and good for teaching diction and articulation	Nasheed: Mercy like the rain (Shaam) Smooth, flowing melodies good for practicing pitch accuracy, breath control, diction. Slow to moderate tempo allows for focus on technique of singing.	Nasheed: Sing Children of the World (Dawud Wharnsby) English lyrics with Africal-inspired rhythm Allows focus on posture, diction, vocal tone, breathing and ensemble performance Good for conveying mood and character whilst singing in a group.	Nasheed: Shukran ya rab Expressive lyrical melody to help teach posture, breath control, dictation, vocal tone and phrasing Encourages conveying mood and character Supports ensemble singing	Nasheed: Qasidah Muhammadiyah (Traditional) Other versions with same lyrics for children to see adaptations Qasidah Muhammadiyah Al Qasidah Tul Muhammadiyah Suitable for vocal tone development, posture, diction, breathing, phrasing and part singing Opportunities to explore chromatic intervals and major/minor tonality	Nasheed: Ya Rabbi Bil Mustafa (Traditional) Challenging intervals and phrasing to develop singing technique Opportunity to practice posture, diction, vocal tone, breathing Supports part singing and ensemble work Can be used to teach chromatic intervals and major/minor distinctions.
	Faith and Values Values: gratitude for the world Quranic verse: 6:162 قُلْ إِنْ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ “Say, ‘surely my prayer, and my worship, and my life nad my death are all for Allah – Lord of the worlds.” Listen for high and low pitches in a recitation of the Quran by different recitors or the same reciter reciting different verses.	Faith and Values Values: Integrity in adherence to faith Arabic phrases to learn: Bismillah – In the name of Allah Alhamdulillah – Praise to Allah. When would you say these? What value are you showing when you say Bismillah? What value are you showing when you say Alhamdulillah? Opportunity to use skills for posture, breathing, vocal tone and diction to improve Quranic recitation.	Faith and Values Values: gratitude or blessings of Allah Quranic Verse: 50:9 وَنَزَّلْنَا مِنَ السَّمَاءِ مَاءً مُبَارَكًا فَأَنبَتْنَا بِهِ جَنَّاتٍ وَحَبَّ الْحَصِيدِ “And we send down blessed rain from the sky, bringing forth gardens and grains for harvest” 16:10 هُوَ الَّذِي أَنزَلَ مِنَ السَّمَاءِ مَاءً فَتُكْمَلُ بِهِ شَرَابٌ وَمِنْهُ شَجَرٌ فِيهِ تُسِيمُونَ “He I the One Who sends down rain from the sky, from which you drink and by which plant grow for your cattle to graze.” The Prophet said “The doors of Heaven to mercy will be opened in four situations: when it	Faith and Values Values: link to respect of differences/diversity Quranic Verse: 49:13 يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ ۚ “Oh Mankind! Indeed, We created you from a male and a female, and made you into nations and tribe, so that you may get to know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All Knowing, All aware.” Opportunity to use skills for posture, breathing, vocal tone and diction to improve Quranic recitation.	Faith and Values Values: Gratitude Allow children to read translation of nasheed linking to MFL and faith Quranic Verse: 31:12 وَلَقَدْ ءَاتَيْنَا لُقْمَانَ الْحِكْمَةَ أَن اشْكُرْ لِلَّهِ ۚ وَمَنْ يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ ۖ إِنَّ اللَّهَ غَفِيرٌ خَمِيدٌ “Indeed, We blessed Luqman with wisdom (saying), ‘Be grateful to Allah, for whoever is grateful, it is only for their own good. And whoever is ungrateful, then surely Allah is self-sufficient, praiseworthy.’” Could also recap other verses on gratitude. Opportunity to use skills for posture, breathing, vocal tone and diction to	Faith and Values Values: excellence in the example of the Prophet Quranic Verse: Translation and lyrics of nasheed The nasheed mentions that Prophet Muhammad had the best character. Which values do you think he showed? Make links to Arabic learning Quranic verse 68:4 talking to the prophet the Quran says: وَإِنَّكَ لَمِنَ خُلُقٍ عَظِيمٍ “And you are truly (a man) of outstanding character.”	Faith and Values Values: excellence in the example of the prophet. Could look at some of the names of the Prophet and why he has them Quranic Verse: 33:21 لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ۚ “Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day and remembers Allah often.” Opportunity to use skills for posture, breathing, vocal tone and diction to improve Quranic recitation.

			rains, when a child looks kindly at his parent's face, hen the door of the Ka'bah is opened and when marriage (occurs)." Opportunity to use skills for posture, breathing, vocal tone and diction to improve Quranic recitation.		improve Quranic recitation.	Opportunity to use skills for posture, breathing, vocal tone and diction to improve Quranic recitation.	
Spring 2 Gratitude	Music Focus: Listening and reflecting Composition Performance Dynamics: To understand that instruments (or our voices) can be played/used loudly or softly	Music Focus: Drumming - Call & response - Improvisation - Polyrhythms	Music Focus: Drumming - Call & response - Improvisation - Polyrhythms	Music Focus: Drumming: <i>West African Tradition</i> - Call & response - Improvisation - Polyrhythms - Syncopation	Music Focus: Drumming West African Tradition - Call & response - Improvisation - Polyrhythms - Syncopation - Leadership - Breaks	Music Focus: Drumming <i>Samba Tradition</i> - Call & response - Improvisation - Complex Polyrhythms - Leadership - Syncopation - Breaks	Music Focus: Drumming <i>Samba Tradition</i> - Call & response - Improvisation - Complex Polyrhythms - Leadership - Syncopation - Breaks
	Nasheed: I look, I look, I see (Yusuf Islam) Repeated phrases allow for students to experiment singing softly or loudly	Nasheed: 25 Prophets (Zain Bikha) Strong rhythmic structure with clear beats makes suitable for following rhythm with body percussion or other percussion.	Nasheed: Colours of Islam (Dawud Wharmsby) Clear repeating rhythms and beat allows for identification and then repetition of beat through body percussion or other percussion instruments. Good for introducing polyrhythms as layered vocal lines allow students to experiment with multiple rhythms at once with one group keeping pulse and another adding accented rhythm.	Nasheed: All is for you (Noor) Strong rhythm lends perfect for drumming and group percussion. Lends itself to call and response, polyrhythms, syncopation and improvisation.	Nasheed: Qamarun (Mostafa Ateii) Rhythmic to support call and response, polyrhythms and syncopation Repetitive structure allows for improvisation and layering Opportunities for teaching ensemble coordination and leadership.	Nasheed: ya imam ar Rusuli Ya Imam ar Rusli (Choir version) Strong rhythmic pattern allows for call and response and drumming Supports teaching of complex polyrhythms, syncopation, breaks and leadership	Nasheed Kun Saeedan (Othman Al Ibrahim) Strong rhythmic motif supports call and response and drumming Opportunity to learn complex polyrhythms, leadership, syncopation and breaks Good for ensemble coordination development
	Faith and Values Values: Gratitude for creation Quranic Verse: 6:162 قُلْ إِنْ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ	Faith and Values Faith link : Names of the prophets and the values they taught Quranic Verse: 6:84-89 show children all these verses but memorise part of 6:89	Faith and Values Values: Compassion and respect for diversity Quranic Verse: 49:13 يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ	Faith and Values Values: Service Quranic Verse: 6:162 قُلْ إِنْ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ "Say, 'Surely my prayer, my worship, my life and	Faith and Values Values: excellence in the example of the prophet Quranic Verse: 33:40 أُولَٰئِكَ الَّذِينَ ءَاتَيْنَاهُمُ الْكِتَابَ وَالْحُكْمَ وَالنُّبُوَّةَ ۚ فَإِنْ يَكْفُرْ بِهَا هَٰؤُلَاءِ فَقَدْ	Faith and Values Look at translation and reflect on meaning. Which values are reflected?	Faith and Values Values: compassion, gratitude and service MFL links: arabic vocabulary. Children to read and reflect on translation.

	“Say, ‘Surely my prayer, my worship, my life and my death are all for Allah – Lord of the worlds” (learn translation with signs) Try reciting the verse softly and loudly	أُولَٰئِكَ الَّذِينَ ءَاتَيْنَاهُمُ الْكِتَابَ وَالْحُكْمَ وَالنُّبُوَّةَ ۚ فَإِنْ يَكْفُرْ بِهَا هَٰؤُلَاءِ فَقَدْ وَكَّلْنَا بِهَا قَوْمًا لَّيْسُوا بِهَا بِكَافِرِينَ ۝٨٩ “Those were the ones to whom we gave the scripture, wisdom and prophethood. But if these (pagans) disbelieve in this (message), then We have already entrusted it to a people who will never disbelieve in it.”	إِنِّ اِنَّ اَللهَ عَلِيْمٌ خَيْرٍ “Oh humanity! Indeed, we created you from a male and female and made you into peoples and tribes so that you may get to know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All-knowing, All aware.”	my death are all for Allah – Lord of the worlds”	وَكَّلْنَا بِهَا قَوْمًا لَّيْسُوا بِهَا بِكَافِرِينَ ۝٨٩ “Muhammad is not the farther of any of your men, but is the messenger of Allah and the seal of the prophets. And Allah has perfect knowledge of all things.”		The Holy Prophet said: “He who searches for knowledge is similar to a person who fasts during the day and keeps vigil at night and is busy worshipping. If a person acquires a branch of knowledge it is better for him than possessing as much gold as the height of Abu Qubais Mount which he would distribute in the way of Allah.” (Bihar ul anwar, vol 1, p.184)
Summer 1 Integrity	Music Focus: Listening and reflecting Composition Performance Timbre - To know that different instruments can sound like a particular character. Texture - To know that music often has more than one instrument being played at a time	Music Focus: Musical Elements - Tempo - Dynamics - Composition - Singing	Music Focus: Musical Elements - Tempo - Dynamics - Composition - Singing	Music Focus: Musical Elements - Tempo - Dynamics - Timbre - Structure (Verse, Chorus, Introduction) - Rhythm - Pitch - Key vocabulary - Composition - Singing	Music Focus: Musical Elements - Tempo - Dynamics - Timbre - Structure (Binary form) - Rhythm - Pitch - Texture - Key vocabulary - Composition - Singing	Music Focus: Musical Elements - Tempo - Dynamics - Timbre - Structure (Binary & Ternary form) - Rhythm - Pitch - Texture - Melody - Key vocabulary - Composition - Singing	Music Focus: Musical Elements - Tempo - Dynamics - Timbre - Structure (Binary, Ternary & Rondo form) - Rhythm - Pitch - Texture - Melody - Harmony - Key vocabulary - Composition - Singing
	Nasheed: Allah made everything (Zain Bikha) Nasheed has a variety of vocal timbres Layered vocal textures – overlapping harmonies and voices Opportunities for children to add their own layer (e.g. clapping, percussion, body percussion)	Nasheed: Your Mother (Yusuf Islam) Varied tempo so students can begin to identify changes in tempo and its effect. Varied dynamics some parts being softly sung and others more loudly so students can begin to identify changes in dynamics and its effect.	Nasheed Wonderful World (Zain Bikha) Moderate steady tempo allows students to identify pulse and experiment with the tempo of the piece and how this affects mood/energy. Soft verses and louder choruses give clear example of dynamics contrast.	Nasheed: Beloved (Aashiq al Rusul) Rich in tempo contrasts, dynamics, timbre and texture Clear structure suitable for teaching binary form and exploring pitch and rhythm. Listening analytically can help identify texture and how musical elements interact.	Nasheed: Call to Prayer (Aashiq Al Rusul) Rich in tempo, dynamics, timbre, pitch, texture, rhythm, structure Teachings binary form or compositional structure Opportunity to analyse effect of dynamics and timbre on the mood Ensemble performance will highlight texture and layering.	Nasheed: Subhanakha Rabbi Subhanak (Maher Zain) Rich in tempo, dynamics, timbre, pitch, texture and rhythm Clear structure for analysis Ideal for ensemble performance and expressive exploration	Nasheed: In Salawat Badriyya (Traditional) Alternative version with English translation Rich in tempo, dynamics, timbre, structure, rhythm, pitch, texture, melody and harmony

	Faith and Values Values: Gratitude for the creation. Children to learn name of Allah 'Al-Khaliq' meaning the Creator. Quranic verse: Part of 7:54 إِنَّ رَبَّكُمْ اللَّهُ الَّذِي خَلَقَ السَّمَوَاتِ وَالْأَرْضَ فِي سِتَّةِ أَيَّامٍ “Indeed, your Lord is Allah who created the heavens and earth in six days...”	Faith and Values Values: service, respect and gratitude for mother Quranic Verse: 4:36 وَبِالْوَالِدَيْنِ إِحْسَانًا وَبِذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَالْجَارِ ذِي الْقُرْبَىٰ وَالْجَارِ الْجُنُبِ وَالصَّاحِبِ بِالْجَنبِ وَابْنِ السَّبِيلِ وَمَا مَلَكَتْ أَيْمَانُكُمْ “... (Show) kindness unto parents, and unto near kindered, and orphans, and the needy, and unto the neighbour who is of kin and the neighbour who is not of kin, and the fellow traveller and the wayfarer and who your right hands possess...” Opportunity to listen to different quran reciters identifying differences/changes in tempo, dynamics, timbre, pitch, melody and its effect on the recitation.	Faith and Values Values: gratitude, compassion, service Quranic Verse: 55:13 (and repeated numerous times in surah 55 Ar-Rahman) “فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ” “Then which of the favours of your Lord will you deny?” - Encourages reflection on Allah's creation and blessings as signs of Allah - Links directly with a line in verse 5 of nasheed (<i>which of his favours can we ever deny</i>) Opportunity to listen to different quran reciters identifying differences/changes in tempo, dynamics, timbre, pitch, melody and its effect on the recitation.	Faith and Values Values: respect and gratitude for Prophet Link to sending blessings on the prophet and following his example. Use this opportunity to share stories from the life of the prophet. Quranic Verse: 33:56 إِنَّ اللَّهَ وَمَلَائِكَتَهُ يُصَلُّونَ عَلَى النَّبِيِّ يَا أَيُّهَا الَّذِينَ آمَنُوا صَلُّوا عَلَيْهِ وَسَلِّمُوا تَسْلِيمًا ٥٦ “Indeed Allah showers His blessings upon the Prophet, and His angels pray for him. Oh believers! Invoke Allah's blessings upon him, and salute him with worthy greetings of peace.” Opportunity to listen to different quran reciters identifying differences/changes in tempo, dynamics, timbre, pitch, melody and its effect on the recitation.	Faith and Values Values: respect for adhan Call to prayer is played in school everyday. Why? What does it mean? (Note: adhan differs between denominations) Quranic Verse: 62:9 يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا نُودِيَ لِلصَّلَاةِ مِنْ يَوْمِ الْجُمُعَةِ فَاسْعَوْا إِلَىٰ ذِكْرِ اللَّهِ وَذَرُوا الْبَيْعَ ۚ ذَلِكُمْ خَيْرٌ لَّكُمْ إِنْ كُنْتُمْ تَعْلَمُونَ “Oh believers! When the call to prayer I made on Friday, then proceed diigently to the remembrance of Allah and leave off your business. That is best for you, if only you knew. Opportunity to listen to different quran reciters identifying differences/changes in tempo, dynamics, timbre, pitch, melody and its effect on the recitation.	Faith and Values Values: Gratitude/Priase of Allah Quranic Verse: 17:44 تُسَبِّحُ لَهُ السَّمَوَاتُ السَّبْعُ وَالْأَرْضُ وَمَنْ فِيهِنَّ وَإِنْ مِنْ شَيْءٍ إِلَّا يُسَبِّحُ بِحَمْدِهِ وَلَكِنْ لَا تَفْقَهُونَ تَسْبِيحَهُمْ إِنََّّهُ كَانَ خَلِيمًا غُفُورًا “The seven heavens, the earth and all those in them glorify Him. There is not a single thing that does not glorify His praises – but you (simply) cannot comprehend their glorification. He is indeed Most Forbearing, All Forgiving.” Opportunity to listen to different quran reciters identifying differences/changes in tempo, dynamics, timbre, pitch, melody and its effect on the recitation.	Faith and Values Values: respect for prophet, gratitude for blessings. Faith links: look at translation of lyrics provided on the video link. Reflect on words and link to values and Arabic/MFL learning. Opportunity to listen to different quran reciters identifying differences/changes in tempo, dynamics, timbre, pitch, melody and its effect on the recitation. Listen to ajum recitation of the Quran (happy) and sab recitation of the Quran (Saba) and discuss differences in pitches and how it affects the mood
Summer 2 Excellence	Music Focus: Listening and reflecting Composition Performance Duration: To recognise that different sounds can be long or short Notation:	Music Focus: Soundscape Timbre - Listening and appraising - Composition - Improvisation	Music Focus: Carnival of the Animals: The Elephant - Tempo - Metre - Structure - Composition - Playing as an ensemble - Rhythm - Call and response - Musical elements	Music Focus: The Rite of Spring - Tempo - Metre - Structure - Composition - Playing as an ensemble - Rhythm - Call and response	Music Focus: The Four Seasons - Composition - Playing as an ensemble - Rhythm - Call and response - Musical elements - Characterisation	Music Focus: Beethoven's 5th Symphony - Tempo - Metre - Structure - Composition - Playing as an ensemble - Rhythm - Call and response - Motif	Music Focus: Minimalism - Composition - Body percussion - Drumming - Polyrhythms - Augmentation - Diminution - Retrograde - Call and response

	To know that signals can tell us when to start or stop playing		Characterisation				
	Nasheed: Allah made everything (Zain Bikha) Clear rhythmic phrases such that each syllable or word corresponds to note durations making it easy for students to perform different note lengths Repeated phrases allow practice of same rhythmic pattern to help develop duration and timing. Lends itself to counting or clapping beats while singing	Nasheed: La illah illallah Little or no instrumental backing allows for differences in vocal timbre to be heard/identified easily. Encourages students to notice difference in timbre and tone.	Nasheed: Allah knows (Zain Bikha) Tempo: Moderate, steady tempo similar to Carnival of animals: the Elephant. Metre: rhythmic structure is even and predictable making it easy to identify strong and weak beats. Structure: clear verses and repeated motifs Nasheed can be performed in ensemble. Characterisation: melody allows interpretation of mood changes (e.g. hopeful, reflective, celebratory)	Nasheed: Insha Allah Vocals Only Maher Zain Large scale structure and expressive variation Can be used for ensemble performance, exploring tempo changes and rhythm. Good for drawing parallels to 'Rite of Spring'	Nasheed: Shine (Sami Yusuf) Vocals Only Clear verse-chorus structure Allows for creation of own variations and short compositions Clear pulse and rhythm Contrasting tempo, dynamics, timbre within the nasheed Exploring Texture and Playing as ensemble – one group singing, one percussion and one vocal harmonies	Nasheed: Talama Ashku Gharami (Traditional) Structured and motif based – mirrors motif development in Beethoven Supports discussions around tempo, metre, structure and composition Allows performance as ensemble	Nasheed: Pearl (Sami Yusuf) Vocals only Sparse melodic motifs make it minimalist and reflective Allows for exploration of polyrhythms, augmentation, diminution and retrograde Opportunities for creative composition with minimalist style
	Faith and Values Values: gratitude and respect for Allah's creation Children to learn name of Allah 'Al-Khaliq' meaning the Creator. Quranic verse: Part of 7:54 إِنَّ رَبَّكُمْ اللَّهُ الَّذِي خَلَقَ السَّمَوَاتِ وَالْأَرْضَ فِي سِتَّةِ أَيَّامٍ "Indeed, your Lord is Allah who created the heavens and earth in six days..."	Faith and Values Quranic Verse: 3:18 شَهِدَ اللَّهُ أَنَّهُ لَا إِلَهَ إِلَّا هُوَ وَالْمَلَائِكَةُ وَأُولُو الْعِلْمِ قَائِمًا بِالْقِسْطِ لَا إِلَهَ إِلَّا هُوَ الْعَزِيزُ الْحَكِيمُ Allah bears witness that there is no god but Him, as do the angels and those who have knowledge. He upholds justice. There is no god but him, the almighty, the all wise."	Faith and Values Values: Compassion from Allah and for others Quranic verse: 3:29 قُلْ إِنْ تُخْفُوا مَا فِي صُدُورِكُمْ أَوْ تُبْدُوهُ يُعْلَمَهُ اللَّهُ بِمَا فِي السَّمُوتِ وَمَا فِي الْأَرْضِ وَاللَّهُ عَلَى كُلِّ شَيْءٍ قَدِيرٌ ٢٩ "Say, (O Prophet), 'Whether you conceal what is in your hearts or reveal it, it is known to Allah. For He knows whatever is in the heavens and whatever is on the earth. And Allah is most capable of everything.'	Faith and Values Values: integrity, excellence – trusting in God when planning for future. Quranic Verse: 18:23-24 وَلَا تَقُولَنَّ لِشَيْءٍ إِنِّي فَاعِلٌ ذَٰلِكَ غَدًا ٢٣ إِلَّا أَنْ يَشَاءَ اللَّهُ ۚ وَاتَّكِرْ رَبُّكَ إِذَا نَسِيتَ وَقُلْ عَسَى أَنْ يَهْدِيَنِّي رَبِّي لِأَقْرَبَ مِنْ هَٰذَا رَشَدًا ٢٤ "And never say of anything, 'I will definitely do this tomorrow', without adding, 'If Allah so wills.' But if you forget, then remember your Lord, and say, 'I trust my Lord will guide me to what is more right than this.'	Faith and Values Values: excellence Quranic Verse: 53:39 وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى ٣٩ "Nothing belongs to man except what he strives for."	Faith and Values Look at translation and reflect on meaning. Which values are reflected	Faith and Values Values: Compassion and gratitude and integrity Quranic Verse: Part of 40:60 وَقَالَ رَبُّكُمُ ادْعُونِي أَسْتَجِبْ لَكُمْ "Your Lord has proclaimed, 'Call upon Me, I will respond to you..."