



Harvington C of E First and Nursery School

Music

Intent and Implementation

Progression of Knowledge and Skills for Music

Music Curriculum Intent Statement:

The music curriculum at Harvington C of E First and Nursery School is one of enjoyment, repetition and practice following the National Curriculum using the Kapow music scheme, whole class instrumental teaching and an understanding of music throughout time.

In recognition of the starting points of many of our children, our music curriculum provides a breadth of exciting, purposeful learning experiences to ensure a rapid development of knowledge, skills, independence and confidence. We strive to follow our school's Christian values ensuring these are a focus throughout the children's musical learning. The aim is for our children to enjoy music and develop the necessary skills and experience in musical history, listening, appraising, composition and performance, both singing and playing instruments.

Our curriculum intent includes planned opportunities to:

- Ensure a love and desire to learn music
- To reinforce the Christian values and vision statement
- Enrich and challenge all learners
- Develop the musical skills to prepare children for life in the world we live in
- Become resilient, positive, aspirational learners
- Develop 'pupil voice' and children as leaders in their learning
- Close all learning gaps
- Develop ambitious vocabulary choices
- Learn in a stimulating environment both inside and outside the classroom
- Engage in purposeful learning, opportunities including: visits to the Symphony Hall, Worcester Swan Theatre, Young Voices, and Evesham Arts Centre for School Cluster events, performances to a wide range of audiences, workshops and theme days.
- Engage families in providing the skills and understanding to support as partners in learning through participation in music concerts and communication with music teachers.
- Develop mastery skills by engaging in repetition and practice activities.
- Appreciate music in the world they live in and understand our local and global music too.
- Develop a voice to promote change and a confidence to speak out about issues that are important to us.
- Develop the social, moral, spiritual and cultural development of all our learners.
- Learn how to play instruments correctly and to develop practice skills
- Experiences to aspire and learn about different musical career opportunities.

Children leave our school as able, confident, respectful musicians ready to develop and enjoy further learning experiences.

Music Curriculum Implementation:

The music curriculum follows the National Curriculum using the Kapow music scheme, whole class instrumental teaching and an understanding of music throughout time.

Lessons are taught weekly for 30 - 45 minutes. Children also enjoy whole school weekly singing for 15 mins. The LA Fame project through Severn Arts also teaches Year Four the cornet for one hour per week. All lessons (apart from the LA Fame project through Severn Arts) are taught by class teachers.

Individual music are offered to all children these are taught by private teachers. The children may violin, cello, keyboard, piano or singing.

Children sing in Collective Worship, often our iSing Pop repertoire, hymns or songs related to the focus area.

Children also participate in music through their theme lessons, for example, composing music linked to the theme, phonic and maths songs or singing action and general songs on a daily basis.

The children listen to music across the chronological history starting with medieval chants, Renaissance period, Baroque, Classical, Romantic and Contemporary. All children also have the opportunity to listen and appraise 'World Music.'

Differentiation is through support and questioning recognising some children may need instruments to be simplified or modelled more closely. Those who are more able are also supported and tasks and instrument choices extended.

Music is monitored by the Music Lead following the Monitoring policy. This includes observations of lessons, discussions with children and analysing assessments. Training and support is planned following all monitoring. The Music Lead is responsible for writing, updating and evaluating the Music Action plan.

There are a range of resources including instruments available for use in individual music lessons, tuned and un-tuned instruments, CDs, Out of the Ark resources internet links.

The teaching of music is enriched through:

- Whole school and Class Assemblies
- Learning songs for Church celebrations ie Harvest, Christmas, Easter
- Singing prayers at the end of the day.
- Chronology focus and discussion of features of different musical eras in weekly assemblies.
- Whole school learning about different composers in assembly.
- Visit to the Symphony Hall in KS2

- Listening to musicians perform in school
- Listen to children perform in school.
- Participation in the music concert.
- Performance in the Nativity (EYFS and KS1)
- Performance in the KS2 show (KS2)
- Performance in the carol concert (KS2)
- Theme music days
- Teachers choose assembly music on a rotating basis, exposing the children to different genres and artists.
- Choir for KS2 children
- Year 4 have cornet lessons through FAME severn arts.
- Teaching of music through Kapow encourages a variety of genres.

Assessment

Assessment is an integral part of the whole teaching process. We aim to set tasks to enable pupils to demonstrate their attainment.

In order to assess pupil progress in music we:

- understand the requirements of the aims and subject content
- define the purposes of any assessment tasks we set
- identify what we understand by progression in music (see below)
- identify relationships between teaching, learning and attainment
- recognise when pupils are achieving certain levels
- understand why it is that pupils do not achieve a given level – is it the result of a conceptual misunderstanding, a failure to grasp the processes involved or a procedural difficulty
- The children in Reception will be assessed at the end of the year to say if they are working towards or expected
- EYFS will track progress within the EYFS curriculum
- Staff will use the assessment knowledge documents for each half term from Kapow.
- We use 'Excel' to record our assessments. Children are assessed half termly. The judgements are: working below the year group, working towards, expected and greater depth. Results are monitored as part of the monitoring cycle by the subject lead.

Resources:

There are a wide range of resources available and easily accessible in school. There are enough glockenspiels for one between two and there are many more tuned and untuned instruments. There are also a range of books in our library as well as in the resource area to support all topic areas.

Monitoring:

Music is monitored by the subject lead following the monitoring policy. This includes observations of lessons, discussions with children and analysing assessments. The music lead is responsible for writing, updating and evaluating the action plan.

Expectations at the end of Nursery	Vocabulary - Nursery
<u>Communication and Language</u> - Sing a large repertoire of songs. <u>Physical Development</u> - Use large-muscle movements to wave flags and streamers, paint and make marks. <u>Expressive Arts and Design</u> - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. <u>Continuous Provision</u> Musical instruments Space to dance/ sing/ be imaginative! Poetry books Song bag Whole class singing opportunities Opportunities for chn to sing songs- before lunch/ home time? Music apps on iPads Creating musical instruments Props to encourage performing	high low fast slow performance loud quiet listen sounds voice instruments
	Planned learning visits or activities. Performance in Harvest service Performance in Nativity Singing embedded in curricular themes and day to day Nursery life.
	Global Learning opportunities Listening to 'World Music' e.g. Diwali & Chinese New Year Together Day, Playing instruments from different parts of the world. Greater Depth Listening to 'World Music' e.g. Diwali & Chinese New Year Together Day, Playing instruments from different parts of the world.

Nursery Yearly Music Breakdown

Cycle 1

Autumn 1-all about me	Autumn 2-people who help us	Spring 1-space	Spring 2- Julia Donaldson Stories and Rhymes	Summer 1-growing	Summer 2-travel
Head, shoulders, knees and toes One finger one thumb I've got a body Miss Polly had a dolly Rockabye baby	This is the way we lay bricks One man went to mow I'm a baker man London's burning	5 Little Men in their flying saucers Zoom, Zoom, Zoom, we're going to the Moon I'm a little snowman Twinkle, Twinkle Little Star Countdown to blastoff	5 Little Speckled Frogs The Wheels on the Bus 5 Hot Cross Buns in the Bakers Shop Little Peter Rabbit 5 Little leaves so bright a guy Ring a roses	Old MacDonald had a Farm Oats and beans and barley grow Head, shoulders, knees and toes One finger one thumb I've got a body Miss Polly had a dolly Rockabye baby One tomato two tomato	The wheels on the bus Row row row your boat The big ship sails Onwards we row Sea shanty
Identify and match sounds. Make sounds with bodies. Name and play instruments. Make loud and quiet sounds.	Stop and start playing an instrument on signal. Copy sequences. Move in time to the beat.	Identify sounds. Remember and repeat a rhythm. Perform a short instrumental piece for others	Move in time to the beat fast, low, skipping, marching Identify a high pitch and a low pitch	Listen to & sing a variety of songs. Listen to a recorded voice and identify the speaker	Identify and name instruments Perform a short instrumental piece for others. Use a microphone to make sounds with voices Make own instruments
Vocabulary high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	Vocabulary high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	Vocabulary high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	Vocabulary high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	Vocabulary high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	Vocabulary high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments
Extra-curricular/musical opportunities Performance in Harvest service.	Extra-curricular/musical opportunities Christmas KS1 nativity.	Extra-curricular/musical opportunities	Extra-curricular/musical opportunities Music theme days. Easter service	Extra-curricular/musical opportunities	Extra-curricular/musical opportunities Nursery graduation.

Nursery Yearly Music Breakdown

Cycle 2

Autumn 1-Growing and changing	Autumn 2-Celebrations	Spring 1-Dangerous Dinosaurs!	Spring 2-Once upon a time	Summer 1-Nature	Summer 2-Around the World
If your happy and you know it. Head, Shoulder, knees and toes. The Hokey Cokey	Jack and Jill Head shoulders knees and toes The wheels on the bus Hickory Dickory Dock Row, row, row your boat.	The big dinosaurs go stamp A dinosaur went stomping one day Dinosaur movement song Dinosaurs lived long ago I am a giant T-Rex Prehistoric dinosaur song	1,2,3,4,5 once I caught a fish alive The Grand Old Duke Humpty Dumpty Wind the bobbin up	Old Macdonald Incy Wincy Spider The animals went in two by two 5 little ducks Wiggly woo	Down at the airport (BBC school radio) Into the sea Summer Clothes
Explore the world and develop a range of ways to communicate before expressing own ideas Move their whole body to sounds they enjoy, for example, a regular beat or music Begin to move to music Listen to, or join in, rhymes or songs	Imitate and improvise actions they have observed, eg. waving or clapping Begin to move to music Listen to, or join in, rhymes or songs	Express themselves through physical actions and sound Join in singing favourite songs Create sounds by banging, tapping, shaking or blowing Show an interest in the way musical instruments sound	Express themselves through physical actions and sound Join in singing favourite songs Create sounds by banging, tapping, shaking or blowing Show an interest in the way musical instruments sound	Enjoy joining in with dancing circle games Sing a few familiar songs Begin to move rhythmically Imitate movement in response to music Tap out simple, repeated rhythms Explore, and learn, how sounds can be changed Sing to themselves and make up simple songs, including rhythms	Sing a few familiar songs Begin to move rhythmically Tap out simple, repeated rhythms Sing to themselves and make up simple songs, including rhythms Notice what adults do, imitate what is observed and then do it when the adult is not there Develop forms of expression preferences
Vocabulary high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	Vocabulary high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	Vocabulary high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	Vocabulary high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	Vocabulary high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments	Vocabulary high ,low, fast, slow, performance, loud, quiet, listen, sounds, voice, instruments
Extra-curricular/musical opportunities Performance in Harvest service.	Extra-curricular/musical opportunities Christmas KS1 nativity.	Extra-curricular/musical opportunities	Extra-curricular/musical opportunities Music theme days. Easter service	Extra-curricular/musical opportunities	Extra-curricular/musical opportunities Nursery graduation.

Expectations at the end of Reception			Vocabulary - Reception
<u>Communication and Language</u> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. <u>Physical Development</u> • Combine different movements with ease and fluency. <u>Expressive Arts and Design</u> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. <u>Early Learning Goal</u>			
Expressive Arts and Design	Being Imaginative and Expressive	• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Planned learning visits or activities. Performance in Harvest service Performance in Nativity Visit to pantomime (every 2yrs) Learning iSing Pop and other songs in Collective Worship Singing embedded in curricular themes
<u>Continuous Provision</u> Musical instruments Space to dance/ sing/ be imaginative! Poetry books Song bag Whole class singing opportunities Opportunities for chn to sing songs- before lunch/ home time Music apps on iPads Creating musical instruments Props to encourage performing			Global Learning opportunities Listening to 'World Music' e.g. Diwali & Chinese New Year Together Day, Playing instruments from different parts of the world.
			Greater Depth- Listening to 'World Music' e.g. Diwali & Chinese New Year Together Day, Playing instruments from different parts of the world, Asking appropriate questions.

Reception Yearly Music Breakdown

	Autumn 1- Exploring Sound	Autumn 2-Celebration Music	Spring 1- Music and Movement	Spring 2- Musical Stories	Summer 1- Transport	Summer 2-Big Band
Key Knowledge	To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly. To know that music often has more than one instrument being played at a time	To know that there are special songs we can sing to celebrate events. To understand that my voice or an instrument can match an action in a song. To know that moving to music can be part of a celebration. To recognise that different sounds can be long or short. To recognise music that is 'fast' or 'slow'	To know that the beat is the steady pulse of a song. To know that tempo is the speed of the music. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing.	To understand that a piece of music can tell a story with sounds. To know that different instruments can sound like a particular character To understand what 'high' and 'low' notes are	To use their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time. To understand that performing means playing a finished piece of music for an audience.
Vocabulary	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase.	Pulse, rhythm, pitch, high sounds, low sounds, tempo (fast/slow), perform, rap, unison.	Pulse, rhythm, pitch, high sounds, low sounds, tempo (fast/slow), perform, rap, unison, funk.	Pulse, rhythm, pitch, high sounds, low sounds, tempo (fast/slow), perform, unison.	High, low, tempo (fast/slow), becoming louder, faster, slower etc., performance, loud, quiet, listen, voice, instruments pattern.
Extra-curricular/musical opportunities	Music in collective worship. Performance in Harvest service.	Music in collective worship. Christmas KS1 nativity. Music concert. Pantomime visit (every 2 years).	Music in collective worship. Music theme days. Music concert Easter service	Music in collective worship.	Music in collective worship.	Music in collective worship. Music concert.

Expectations at the End of Year One	Planned learning visits or activities.
<u>Listening & Appraising</u> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike). • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. <u>Composing</u> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Creating a simple graphic score to represent a composition. • Beginning to make improvements to their work as suggested by the teacher. <u>Performing</u> • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation.	Performance in Harvest service Performance in Nativity Visit to pantomime (every 2yrs) Learning iSing Pop and other songs in Collective Worship Singing embedded in curricular themes using Out of the Ark resources Music theme days. <u>Global Learning opportunities</u> Listening to World Music linked to curricular work. Playing instruments from different countries <u>Greater Depth</u> Opportunity to learn a different musical instrument within school. Independently asking appropriate questions. Discussing composers and their styles/instruments used.

Year 1 Yearly Music Breakdown

	Autumn 1-Keeping the Pulse	Autumn 2-Tempo	Spring 1-Dynamics	Spring 2-Sound Patterns	Summer 1-Pitch	Summer 2-Musical Symbols
Key Skills	- Listening with concentration to short pieces of music or excerpts from longer pieces of music - Engaging with and responding to longer pieces of music - Beginning to move in time with the beat of the music. - Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). - Recognising simple patterns and repetition in pitch (e.g. do-re-mi). - To recognise and name the following instruments: up to three instruments from Group A and B. - Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. - Singing simple songs, chants and rhymes from memory. - Competently singing songs with a very small pitch range (two notes that are different but close together). - Practising singing songs with a wider pitch range	- Recognising basic tempo changes. - Describing the character, mood, or 'story' of music they listen to (verbally or through movement). - Describing the differences between two pieces of music. - Expressing a basic opinion about music (like/dislike). - Listening to and repeating short, simple rhythmic patterns. - Listening and responding to other performers by playing as part of a group. - Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. - Combining instrumental and vocal sounds within a given structure. - Choosing dynamics, tempo and timbre for a piece of music. - Beginning to make improvements to their work as suggested by the teacher. - Using their voices expressively to speak and chant. - Singing short songs from memory, maintaining the overall shape of the	- Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Coordinating the speed of their movements to match the speed of the music (not the beat). - Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy) - Identifying some common instruments when listening to music. - Relating sounds in music to real-world experiences (eg. 'It sounds like squelching mud'). - Talking about the tempo of music using the vocabulary fast and slow. - Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. - Talking about the pitch of music, using the vocabulary high and low. - To recognise and name the following instruments: up to three instruments from Group A and B.	- Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). - Identifying some common instruments when listening to music. - Relating sounds in music to real-world experiences (e.g., "It sounds like squelching mud"). - Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). - Stating what they enjoyed about their peers' performances. - Developing an awareness of how dynamics are affected by the force with which an instrument is played. - Using instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye coordination to play/hold instruments using both hands.	- Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Coordinating the speed of their movements to match the speed of the music (not the beat). - Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). - Recognising simple patterns and repetition in pitch (e.g. do-re-mi). - Talking about the tempo of music using the vocabulary fast and slow. - Talking about the pitch of music, using the vocabulary high and low. - Stating what they enjoyed about their peers' performances. - Using instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. - Maintaining a comfortable position when sitting or	- Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Coordinating the speed of their movements to match the speed of the music (not the beat). - Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). - Identifying some common instruments when listening to music. - Relating sounds in music to real-world experiences (e.g. "it sounds like squelching mud"). - Talking about the tempo of music using the vocabulary fast and slow. - Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. - Talking about the pitch of music, using the vocabulary high and low. - Stating what they enjoyed about their peers' performances. - Developing an awareness of how sound is affected by the way an instrument is held.

	(e.g. pentatonic melodies) which is gradually getting higher or lower. • Exploring changing their singing voice in different ways • Breathing at appropriate times when singing. • Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. • Maintaining a comfortable position when sitting or standing to sing and play instruments. • Reading different types of notation by moving eyes from left to right as sound occurs. • Using pictorial representations to stay in time with the pulse when singing or playing. • Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests. • Improvising simple question and answer phrases, using untuned percussion or voices. • Starting to maintain a steady beat throughout short performances. • Keeping instruments still until their part in the performance. • Performing actively as part of a group; keeping in time with the beat.	melody and keeping in time. Responding to simple musical instructions such as tempo changes as part of a class performance.	Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods. Developing an awareness of how sound is affected by the way an instrument is held. (Group A, B and C.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notation by moving eyes from left to right as sound occurs. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character.	Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher). Offering positive feedback on others' performances. Keeping instruments still until their part in the performance.	standing to sing and play instruments Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs. Recognising pitch patterns using dots. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher). Offering positive feedback on others' performances. Keeping instruments still until their part in the performance. Showing awareness of the leader, particularly when starting or ending a piece.	Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notation by moving eyes from left to right as sound occurs. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Offering positive feedback on others' performances. Showing awareness of the leader, particularly when starting or ending a piece.
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	Showing awareness of the leader, particularly when starting or ending a piece.		Offering positive feedback on others' performances. Showing awareness of the leader, particularly when starting or ending a piece.			
Key Knowledge	To know that: Notation is read from left to right. Pictorial representations of rhythm show sounds and rests.	To know: That sound can help tell a story. That an instrument or voice can be played at different speeds. That pulse can be fast and slow.	To know that: Sections of music can be described as loud, quiet or silent and the meaning of these terms. Notation is read from left to right. To be able to recognise and name up to three instruments from Groups A and B	To know that: Sections of music can be described as loud, quiet or silent and the meaning of these terms.	To know that: Sounds within music can be described as high or low sounds and the meaning of these terms. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds	To be able to recognise and name the following instruments: Up to three instruments from Group A and B. To know that notation is read from left to right
Vocabulary	pulse singing voice speaking voice thinking voice	beat fast singing voice slow speaking voice warm up	dynamics instrument seaside soundscape symbol volume	character voice sound pattern	high low pattern performance pitch tempo	dynamics pitch rest sound pattern tempo
Extra-curricular/musical opportunities	Music in collective worship. Performance in Harvest service.	Music in collective worship. Christmas KS1 nativity. Music concert. Pantomime visit (every 2 years).	Music in collective worship.	Music in collective worship. Music theme days. Music concert Easter service	Music in collective worship.	Music in collective worship. Music concert.

Expectations at the End of Year Two	Planned learning visits or activities.
<u>Listening & Appraising</u> • Recognising timbre changes in music they listen to. • Recognising structural features in music they *listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. <u>Composing</u> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from five or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. <u>Performing:</u> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	Performance in all Church services Performance in Nativity Visit to pantomime (every 2yrs) Learning iSing Pop and other songs in Collective Worship Singing embedded in curricular themes Performing the recorder in the music concert.
	Global Learning opportunities Listening to World Music linked to curricular work. Playing instruments from different countries.
	Greater Depth Opportunity to learn a different musical instrument within school. Opportunity to perform with the choir Using musical curiosity to independently ask appropriate questions. Discussing historical time periods including composers from different periods and their styles/instruments used.

Year 2 Yearly Music Breakdown

	Autumn 1- Call and response	Autumn 2-Instruments	Spring 1-Singing	Spring 2-Contrasting Dynamics	Summer 1-Structure	Summer 2-Pitch
Key Skills	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Breathing at appropriate times when singing. Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how dynamics are affected by the force with which an instrument is played. Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Maintaining a comfortable position when sitting or standing to sing and play instruments.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (eg. It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Stating what they enjoyed about their peers' performances. To recognise and name the following instruments: up to three instruments from Group A and B. Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods. Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music using the vocabulary loud, quiet and silent. Stating what they enjoyed about their peers' performances. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Appreciating music from a wide variety of cultures and historical periods. Using instruments imaginatively to create soundscapes which convey a sense of place.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience. Identifying some common instruments when listening to music. Stating what they enjoyed about their peers' performances. Creating sound imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands.	Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Singing simple songs, chants and rhymes from memory. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C). Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling.

	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. Standing or sitting appropriately when performing or waiting to perform. Performing actively as a group, clearly keeping in time with the beat.	Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Breathing at appropriate times when singing. Singing part of a given song in their head (using their "thinking voice"). Using instruments imaginatively to create soundscapes which convey a sense of place. Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notation are read by moving eyes from left to right as sound occurs. Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Offering positive feedback on others' performances. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Following a leader to start and end a piece appropriately.	Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notation by moving eyes from left to right as sound occurs. Confidently reading simple rhythmic patterns comprising of one-beat sounds and one-beat rests. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance.	Starting to understand how to produce different sounds on tuned instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. Beginning to read simple rhythmic patterns which include paired half beats (quavers). Composing and improvising. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Performing. Offering positive feedback on others' performances.	Starting to understand how to produce different sounds on pitched instruments (Group C). Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notation by moving eyes from left to right as sound occurs. Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches). Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance. Standing or sitting appropriately when performing or waiting to perform.
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					Starting to maintain a steady beat throughout short performances. Standing or sitting appropriately when performing or waiting to perform. Following a leader to start and end a piece appropriately.	
Key Knowledge	To: Recognise and name the following instruments: up to three instruments from Group A and B. Know that dynamics can change the effect a sound has on the audience. Be able to recognise and name up to three instruments from Group A and B	To know that: Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. Sounds within music can be described as high or low sounds and the meaning of these terms. To be able to: Recognise and name up to three instruments from Group A and B	To know that: Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. Sounds within music can be described as high or low sounds and the meaning of these terms. Notation is read from left to right	To know that: Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Pictorial representations of rhythm show sounds and rests	To know that: Pictorial representations of rhythm show sounds and rests	To know that: Notation is read from left to right. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Sounds within music can be described as high or low sounds and the meaning of these terms.
Vocabulary	Call and response Dynamics Sound pattern	dynamics encore instrumental sound sound effect tempo	composer composition dynamics inspiration pitch tempo phrase	composer dynamics pitch pattern planet representation soundscape tempo	one-beat notes composition paired half-beat notes legend myth notation pulse rest rhythm structure tempo thinking voice	dot high low musical sentence notation phrase pitch pitch pattern stave
Extra-curricular/ musical opportunities	Music in collective worship. Performance in Harvest service.	Music in collective worship. Christmas KS1 nativity. Music concert. Pantomime visit	Music in collective worship.	Music in collective worship. Music theme days. Music concert Easter service	Music in collective worship.	Music in collective worship. Music concert

Expectations at the End of Year Three	Planned learning visits or activities.
<u>Listening & Appraising</u> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understanding that music from different parts of the world has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <u>Composing</u> • Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. <u>Performing:</u> • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	Performance in all Church services. Performance in KS2 show Visit to pantomime (every 2yrs) Learning iSing Pop and other songs in Collective Worship Singing embedded in curricular themes Learn to play the recorder Performing in the music concert.
	<u>Global Learning opportunities</u> Listening to World Music linked to curricular work. Playing instruments from different countries.
	<u>Greater Depth</u> Opportunity to learn a different musical instrument within school. Opportunity to perform with the choir Using musical curiosity to independently ask appropriate questions. Discuss the historical time periods and give examples of composers from different periods and their styles used. To read musical notation.

Year 3 Yearly Music Breakdown

	Autumn 1-Ballads	Autumn 2-Creating compositions in response to animation	Spring 1-Developing singing technique	Spring 2-Pentatonic melodies and composition	Summer 1-Jazz	Summer 2-Traditional instruments and improvisation
Key Skills	- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. - Composing a piece of music in a given style with voices and instruments. - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Understanding that music from different parts of the world, and different times, has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. - Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. - Suggesting and implementing improvements to their own work, using musical vocabulary. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	- Understanding that music from different parts of the world, and different times, has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. - Composing a piece of music in a given style with voices and instruments. - Combining melodies and rhythms to compose a multi-layered composition in a given style. - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. - Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.	- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Understanding that music from different parts of the world, and different times, has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. - Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). - Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. - Suggesting and implementing improvements to their own work, using musical vocabulary. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Understanding that music from different parts of the world, and different times, has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. - Composing a piece of music in a given style with voices and instruments. - Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - Singing and playing in time with peers, with some degree of accuracy and awareness of	- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Understanding that music from different parts of the world, and different times, has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. - Composing a piece of music in a given style with voices and instruments. - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. - Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

						Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.		- their part in the group performance. - Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology.			
Key Knowledge	- To know that a ballad tells a story through song. - To know that lyrics are the words of a song. - To know that in a ballad, a 'stanza' is a verse	- To understand that the timbre of instruments played affect the mood and style of a piece of music. - To know that an ensemble is a group of musicians who perform together. - To know that to perform well, it is important to listen to the other members of your ensemble.		- To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. - To know that different notes have different durations, and that crotchets are worth one whole beat. - To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. - To know that written music tells you how long to play a note for.		- To know that the word 'crescendo' means a sound getting gradually louder. - To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. - To understand that a pentatonic melody uses only the five notes C D E G A.		- To understand that 'syncopation' means a rhythm that is played off the natural beat. - To know that Ragtime is piano music that uses syncopation and a fast tempo. - To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. - To know that 'scat singing' is using made-up words to create the sound of an instrument playing.		- To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. - To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. - To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. - To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. - To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	
Vocabulary	ballad ensemble compose	influence listen dynamics timbre pitch repeated	rhythm pattern notation ensemble compose	composition melody notation tempo minim	crotchet quaver coordinated disciplined	tempo crescendo	dynamics timbre duration	call and response dixieland jazz motif Ragtime rhythm	scat singing straight quaver swung quaver syncopation	Bollywood drone dynamics notation rag sitar	tabla tanpura tala tempo
Extra-curricular/ musical opportunities	Music in collective worship. Performance in Harvest service. Recorder	Music in collective worship. Music concert. Pantomime visit Recorder Carol concert		Music in collective worship. Recorder		Music in collective worship. Music theme days. Music concert Recorder Easter service		Music in collective worship. Recorder Symphony hall visit (every 3 years)		Music in collective worship. Music concert. Recorder End of summer production/play.	

Expectations at the End of Year Four	Planned learning visits or activities
<u>Listening & Appraising</u> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <u>Composing</u> • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. • Suggesting improvements to others' work, using musical vocabulary. <u>Performing:</u> • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency.	Performance in all Church services. Performance in KS2 show Visit to pantomime (every 2yrs) Learning iSing Pop and other songs in Collective Worship Singing embedded in curricular themes Learn to play the cornet Performing the cornet in the music concert.
	<u>Global Learning opportunities</u> Listening to World Music linked to curricular work. Playing instruments from different countries.
	<u>Greater Depth</u> Opportunity to learn a different musical instrument within school. Opportunity to perform with the choir Using musical curiosity to independently ask appropriate questions. To read and comment on musical notations. Discuss the historical time periods and give examples of composers from different periods and their styles used. Discuss composers including facts about their life, their styles, instruments used and what historical time period they are from.

Year 4 Yearly Music Breakdown

	Autumn 1- Body and tuned percussion	Autumn 2 Rock and Roll	Spring 1 Changes in pitch, tempo and dynamics	Spring 2 Haiku, music and performance	Summer 1 Samba and carnival sounds	Summer 2 Adapting and transposing motifs
Key Skills	• Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Suggesting improvements to others work, using musical vocabulary. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style.	• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	• Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion and looping. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Singing longer songs in a variety of musical styles from memory, with accuracy,	• Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Beginning to improvise musically within a given style. • Creating a piece of music with at least four different layers and a clear structure. • Suggesting improvements to others' work, using musical vocabulary. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing syncopated rhythms with accuracy, control and fluency.	• Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Suggesting improvements to others work, using musical vocabulary. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance.

			control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance				Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.					
Key Knowledge	- To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. - To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. - To know that a 'loop' in music is a repeated melody or rhythm. - To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.		- To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. - To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. - To know that playing in time means all performers playing together at the same speed. - To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.		- To know that when you sing without accompaniment it is called 'A Cappella'. - To know that harmony means playing two notes at the same time that usually sound good together. - To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. - To know that 'performance directions' are words added to musical notation to tell the performers how to play.		- To know that a glissando in music means a sliding effect played on instruments or made by your voice. - To know that expressive language (like a poem) can be used as inspiration for composing music. - To understand that both instruments and voices can create audio effects that describe something you can see. - To know that grouping instruments according to their timbre can create contrasting 'textures' in music.		- To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. - To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. - To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.		- To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). - To know that 'transposing' a melody means changing its key, making it higher or lower pitched. - To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.	
	Vocabulary	pitter patter raindrop clapping clicking body percussion tempo rhythm boom snap structure	texture contrast higher lower compose loop melody pitch inspiration keyboard	rock and roll hand jive 1950's tempo	dynamic notation style	acappella breathing dynamics harmony listen texture	tempo ostinato percussion layer	Hanami cherry blossom pitch sound glissando pizzicato composer composition	col legno haiku syllables melody dynamics tempo	agogo bateria caixa carnival chocalho composition crescendo cowbell dynamics ensemble features ganza influenced	percussion pulse repique rhythm rhythmic break Samba Samba breaks structure surdo syncopated rhythm tamborim texture unison	backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics minim

									metronome off-beat	untuned percussion	motif	
Extra-curricular/ musical opportunities	Music in collective worship. Performance in Harvest service. Cornet	Music in collective worship. Music concert. Pantomime visit Cornet Carol concert	Music in collective worship. Cornet	Music in collective worship. Cornet	Music in collective worship. Music theme days. Music concert Cornet Easter service	Music in collective worship. Cornet Symphony hall visit (every 3 years)	Music in collective worship. Cornet End of summer production/play.					

Expectations at the End of Year Five	Planned learning visits or activities.
<u>Listening & Appraising</u> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. <u>Composing</u> • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work.. <u>Performing</u> • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Performing with accuracy and fluency from graphic and simple staff notation. • Playing a simple chord progression with accuracy and fluency.	Performance in all Church services. Performance in KS2 show Visit to pantomime (every 2yrs) Learning iSing Pop and other songs in Collective Worship Performing in the music concert
	Global Learning opportunities Listening to World Music linked to curricular work. Playing instruments from different countries.
	Greater Depth Opportunity to learn a different musical instrument within school. Opportunity to perform with the choir Using musical curiosity to independently ask appropriate questions. To read and comment on musical notation. To make compositions using musical notation. To discuss a piece of music from looking at the musical notation. Discuss the historical time periods and give examples of composers from different periods and their styles used. Discuss composers including facts about their life, their styles, instruments used and what historical time period they are from.

Year 5 Yearly Music Breakdown

	Autumn 1-Composition Notation	Autumn 2-Blues	Spring 1-South and West Africa	Spring 2-Composition to represent the festival of colour	Summer 1-Looping and remixing	Summer 2-Musical theatre
Key Skills	- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). - Improvising coherently within a given style. - Using staff notation to record rhythms and melodies. - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work. - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - 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Key Knowledge	- To know that simple pictures can be used to represent the structure (organisation) of music. - To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. - To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.		- To understand that a chord is the layering of several pitches played at the same time. - To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. - To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. - To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. - To understand that a chord is the layering of several pitches played at the same time.		- To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. - To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. - To understand that major chords create a bright, happy sound. - To know that poly-rhythms means many rhythms played at once.		- To know that a vocal composition is a piece of music created only using voices. - To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. - To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. - To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.		- To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. - To know that a loop is a repeated rhythm or melody, and is another word for ostinato. - To know that remix is music that has been changed, usually so it is suitable for dancing to.		- To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. - To know that choreography means the organisation of steps or moves in a dance. - To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.
Vocabulary	features notation repeating unison composition structure repetition	melody tempo compose ensemble minor key	Blues chord 12-bar Blues bar scale Blues scale	bent notes ascending scale descending scale improvisation	a cappella call and response dynamics performance chord improvisation ostinato	break poly- rhythms master drummer syncopation metronome	synesthesia dynamics Holi graphic score vocal composition performance	accuracy backbeat body percussion fragment layers loop looped rhythm melody	melody line notation ostinato remix rhythm riff structure	Action song Backdrop Book musical Character song Choreographer Composer Comic opera Costumes Designer Dialogue Director Duet Ensemble Hip-hop musical Jukebox musical Librettist	Libretto Lyricist Musical director Musical theatre Opera Operetta Performers Props Rock musical Scene Solo Tempo Timbre Transitions

Extra-curricular/ musical opportunities	Music in collective worship. Performance in Harvest service. Collaboration with St Egwins.	Music in collective worship. Music concert. Pantomime visit (every 2 years). Carol concert	Music in collective worship.	Music in collective worship. Music theme days. Music concert Collaboration with St Egwins. Easter service	Music in collective worship. Symphony hall visit (every 3 years)	Music in collective worship. Music concert. End of summer production/play. Collaboration with St Egwins.
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Greater depth

Children working at a greater depth level are expected to:

- Independently and confidently discuss their views and opinions with justification.
- Confidently discuss a piece of music using the correct vocabulary (texture, tempo, dynamics, etc.) and their predictions of the composer's message.
- Confidently answer questions using the correct musical vocabulary for their year current year group and above their current year group.
- Confidently perform in front of their peers.
- Use their previously learnt skills to help them develop new skills (e.g. use their knowledge of instruments to help them to choose appropriate instruments for the given task).
- To use above age related vocabulary independently and without being prompted to.
- Make a conscious effort to explore their musical curiosity by asking appropriate questions (e.g. Do you think the composer used a single violin in the piece to make it feel sad?)
- To confidently compare with justification two pieces of music using the correct vocabulary.
- To be able to read musical notation.
- To be able to comment on a piece of music from the notation.
- Confidently repeat riffs and rhythms using a variety of instruments (body percussion, glockenspiel etc).
- Confidently explore their musical abilities by 'challenging' themselves in lesson.
- To use their 'musical ear' when composing a piece that is appropriate for the task (e.g. when creating a piece of music called 'battle' using loud beat and percussion instruments).
- To confidently evaluate their performance/composition and think of ways to improve for next time.
- To confidently evaluate other children's performances whilst being respectful in the feedback given.
- Confidently discuss a composer including facts about their life including examples of their compositions.
- Confidently discuss a variety of composers including their style, historical time period and instruments used.
- Confidently discuss the historical time periods and give examples of composers from different time periods.

Examples of Cultural Capital in Music

Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

- All children through the school (from Nursery to year 5) are exposed to a variety of high quality tuned and untuned instruments and learn song on the instruments (drums, shakers, glockenspiel, triangle, cymbals, xylophone etc).
- Year 4 are taught the cornet.
- Children from year 1 to year 5 are exposed to note names and KS2 are taught how to read music off a stave.
- All children able to join the KS2 choir club.
- All KS2 children are involved in learning carols for the Christmas carol concert.
- All KS2 are involved in learning songs for the end of year performance.
- All EYFS/KS1 children are involved in learning songs for the Christmas play.
- The children are exposed to new songs in whole school and class assemblies.
- Children are taught how to sing happy birthday in a variety of languages (French, Spanish, German, Latvian, etc.)
- The whole school (Nursery to year 5) is involved in learning songs for specific events such as Harvest festival, Christmas, Easter.
- All children have the opportunity to perform in the music concert either as a class or as a solo.
- Performing at the 'Big Sing' Event.
- Private music lessons offered at school.
- All children involved with ising pop singing and dancing.
- Exposure to different types of music including world and classical music throughout the whole school during music lessons and outside including collective worship. A variety of genres include classical, pop, rock, reggae.
- Children are always encouraged to persevere and to have a go.
- Trip to symphony hall every 3 years for KS2.
- Music theme days in school to explore new musical genres and instruments.
- Children have the opportunity to explore music in a variety of settings, in their classroom in music lesson, in cross curricular lesson (e.g. French or theme-Celtic music), collective worship, forest school.
- High quality resources for teachers to use to expose children to a variety of genres.
- Resources sent home with links to different musical resources sites so that families can enjoy music together at home.
- Giving children the opportunity to be curious about different cultures and their music and giving them the chance to explore this through instruments and research.

- Develop excitement and interest during Theme Days and Cross curricular lessons
- Developing an interest in the world around them through explore different music from around the world.
- Children are exposed to the history of music and information about composers and this is shared during the Monday singing assembly. The children listen to music across the chronological history starting with medieval chants, Renaissance period, Baroque, Classical, Romantic and Contemporary. All children also have the opportunity to listen and appraise 'World Music'.

Examples of how Music skills are relevant for future jobs:

Please use this list to suggest to children how these skills can be used. Suggest that this format is used to display with the learning objective:

Learning Objective:
How you can use this learning for a job when you are older:

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|--|
| Learning Objective: |
| How you can use this learning for a job when you are older: |
- Music teacher in a school
 - Music lecturer
 - Professional musician
 - Individual music instrument teacher
 - Work on television
 - Theatre musician
 - Sound technician for TV and film
 - Musical conductor
 - Music journalist
 - Musician for theatre productions or live shows.
 - Performing artists
 - Audio engineer
 - Record producer
 - Composer
 - Songwriter
 - Singer in a band

- Tour manager
- DJ
- Music producer
- Music arranger
- Music therapist
- Sensory and music lesson teacher for baby and toddler groups.