



The Ribblesdale Federation of Schools

Music Curriculum Handbook

(Updated for 2023 -2024 Curriculum)



Music Curriculum Overview

Year Groups	Year A						Year B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception and Year 1	The Elements of Music	The Menu Song	Music For Film	Soundscapes	Music and Movement	Come and Dance with Me	The Elements of Music	Atmosphere and Emotion	Music and Nature	Our Surroundings	Music and Movement	Music and Sport
Year 2 and 3	Rhythm and Pulse	Music and Character	Music and Motion	Musical Journeys	Instrumental Project Play Percussion 'TIME'		Popular Music	20 th Century Classical and Minimalism	Rhythm and Samba	Sounds of Latin America	Instrumental Project Play Percussion 'Mangrove Twilight'	
Year 4 and 5	From and Structure	Theme and Variation	Song writing	'Aint Gonna Let Nobody' R&B/Soul	Instrumental/Production Project Play Ukulele 'Latin Dance'		Global Pentatonics	Sea Shanties Work Songs	Gospel Music	'Hey Mr Miller' Swing Music	Instrumental/Production Project Play Ukulele 'Fly with the Stars'	
	Year C											
	Music For Film and Art	Balinese Music Gamelan	Artists and Influence Tango	Indian Music	Instrumental/Production Project Play Ukulele 'The Doot Doot Song'							

Music

Intent

In each of our schools within the Ribblesdale Federation, provide our children with an enriching, high-quality and broad music curriculum that enables every child to engage with music from a variety of genres to inspire and foster a passion for music within our pupils. Our music curriculum is carefully planned to enable children to develop their knowledge and skills across the three areas of musical development: performance, composition and listening and appraising. Our aim is for our children to develop their talent as musicians, increasing their self-confidence as well as feeling pride and a sense of achievement when participating in musical activities, rehearsals and performances.

Performance underpins every lesson and children are taught to sing songs, with accuracy of pitch, awareness of pulse, rhythm and melody both in unison and when singing in harmony as part of a larger ensemble. In addition to singing, children have the opportunity to explore a range of instruments such as tuned and untuned percussion, recorders and ukuleles developing their instrumental skills as well as knowledge of timbre and sonority. We encourage our children to fully engage with music through movement to develop their appreciation of how music can affect our emotions and develop individual confidence in performance and expression.

As part of their learning, children are taught to read and follow music notation in the form of graphic scores as well as western notation and will further embed this learning through performance and composition opportunities from reception to year 6. To develop their listening and appraising skills, pupils are immersed in a diverse range of musical styles such as popular music, classical, orchestral, choral, music for film and world music amongst others. It is our intention that all children experience an enjoyable music education that enables them to develop their appreciation of music from different cultures as well as being able to respond to what they hear and comment on their experiences using appropriate musical vocabulary.

Pupils with SEND

We recognise that music can be a soothing or over-stimulating experience to children with a wide range of different sensory needs and as such endeavour to be flexible in our approach to music education for pupils with SEND. Notation can be modified to enable SEND learners to access performance through colour coding or imagery whilst enabling them to access the same learning as others. Ensemble performance enables our SEND pupils to participate regardless for

their musical ability and parts are differentiated accordingly. SING UP resources can be accessed externally from the classroom on an alternative device should the child become overwhelmed by the noise levels inside the classroom.

Implementation

Children are taught in mixed age classes within the federation: Reception and Year 1, Year 2 and Year 3 and finally Year 4, 5 and 6. Planning and delivery of lessons enables children to learn the stage related knowledge and skills whilst deepening their understanding with exposure to higher level content. It is not expected that all children within the class achieve the same standard.

Performance opportunities enable children to showcase their learning to their peers and parents in assemblies, the wider community as part of Harvest Festival, Christmas and Easter celebrations and end of year productions. Children participate in worship assemblies weekly in addition to their timetabled music lessons.

Our planning is modelled on the Sing Up scheme which follows both the National Curriculum framework and the New Model Music Curriculum and the Musical Development Matters in the Early Years.

In EYFS, the main areas of development: hearing and listening, vocalising and singing, moving and dancing and exploring and playing are woven into our music planning ensuring all children are encouraged to develop in each of these aspects of development through music.

Key stage 1

- Pupils are taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Pupils have the opportunity to play tuned and untuned instruments musically
- Pupils are encouraged to listen with concentration and understanding to a range of high-quality live and recorded music
- Pupils are free to experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

- Pupils are taught to sing and play musically with increasing confidence and control.
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music
- Pupils are encouraged to listen with attention to detail and recall sounds with increasing aural memory
- Pupils are taught to use and understand staff and other musical notations
- Pupils are encouraged to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Pupils develop an understanding of the history of music.

Impact

Children should be able to perform with confidence, maintain accuracy of pitch demonstrate an awareness of pulse and rhythm in unison parts and maintain their own musical line when performing as part of an ensemble with split parts or harmony. When reading music notation, children should be able to recognise and respond accurately to graphic score notation and western notation on the treble staff with fluency. In listening and appraising tasks, children should be able to comment on specific features of the music they hear with confidence, using appropriate and accurate musical vocabulary and demonstrate an awareness of mood and character. Children should enjoy taking part in musical experiences exploring different timbres, developing their work through careful review and reflection and focused peer/ self assessment.

Autumn Term (Year A): The Elements of Music / The Menu Song

In EYFS we...

Learn about new keywords such as beat, pulse (like a heartbeat), rhythm (pattern of sound), pitch (high and low sounds). Structure (how a piece is organised and put together), Dynamics (loud and quiet sounds), timbre (spiky, smooth, scratchy, tingly etc.), tempo (fast or slow). We also learn that the word instrument refers to anything that has sound-making possibilities.

Children develop their skills in all three areas of performing, listening and composing throughout the term and have opportunity for solo and group work.

Hearing and Listening

Children offer explanations about how the music makes them feel, why those sounds may have been chosen, what the music makes them think about and are encouraged to use the musical elements to structure their answers.

What do you like about the music?

What can you hear?

Children in EYFS respond to the music using images and markings.

Moving and Dancing

Children can use movement to demonstrate my feelings and interpretation of how the musical elements are being used. Children can move and express their opinions of the music through movement and actions.

Exploring and playing

Children can create their own music using tuned and untuned percussion instruments, voice and body percussion. Children can explore different timbres through composition.

In Year 1 we...

Knowledge

- I know what the terms tempo, dynamics, pitch and timbre mean.
- I can identify the names of classroom percussion instruments.
- I can learn about the singer and performer Bjork.
- I understand what the term 'call and response' means.

Performance

- I can sing an action song observing contrasting speeds.
- I can play a rhythmic accompaniment using percussion instruments.
- I can perform maintaining a steady pulse using my voice, body and percussion instruments.
- I can perform a melody line using my voice with awareness of pitch and rhythm.
- I can move to the music and understand dynamics.
- I can keep a steady beat.
- I can sing and perform lyrics from memory.

Composition

- I can replace action words with instrumental sounds showing awareness of timbre.
- I can create my own lyrics.
- I can select appropriate instruments to represent different sounds within a story.
- I can create characters and stories related to dynamics.
- I can create 'call and response' patterns.
- I can improvise and compose simple accompaniment using percussion instruments.

Listening

- I can recognise changes in pitch, tempo, dynamics and identify specific instruments within the music I am listening to.
- I can offer my ideas and opinions as to how music is being used to tell a story.
- I can pitch match a call and response song.

	<p>Communication</p> <ul style="list-style-type: none">• I can use appropriate vocabulary to comment on changes in tempo and pitch.• I can perform with confidence and projection in front of an audience.• I can express how the music makes me feel and share my thoughts and opinions.
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Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.
Christmas performances
Pupils can enhance their performances with costumes and props.

Spring Term (Year A): Music for Film and Soundscapes

In EYFS we...

Learn about new keywords such as beat, pulse (like a heartbeat), rhythm (pattern of sound), pitch (high and low sounds). Structure (how a piece is organised and put together), Dynamics (loud and quiet sounds), timbre (spiky, smooth, scratchy, tingly etc.), tempo (fast or slow). We also learn that the word instrument refers to anything that has sound-making possibilities.

Children develop their skills in all three areas of performing, listening and composing throughout the term and have opportunity for solo and group work.

Hearing and Listening

Children offer explanations about how the music makes them feel, why those sounds may have been chosen, what the music makes them think about and are encouraged to use the musical elements to structure their answers.

What do you like about the music?

What can you hear?

Children in EYFS respond to the music using images and markings.

Moving and Dancing

Children can use movement to demonstrate my feelings and interpretation of how the musical elements are being used. Children can move and express their opinions of the music through movement and actions.

Exploring and playing

Children can create their own music using tuned and untuned percussion instruments, voice and body percussion. Children can explore different timbres through composition.

In Year 1 we...

Knowledge

- I know about the composer Paul Dukas and his work 'The Sorcerer's Apprentice'.
- I know about the composer Tchaikovsky and his ballet 'the Nutcracker suite'.
- I know about the composer Camille Saint-Seans and his piece 'The Aquarium' from 'The Carnival of the animals'.
- I know about the different classroom percussion instruments and the specific timbres they make.
- I can name instruments belonging to the brass family and marching bands.
- I understand why instruments have different timbres.
- I can understand the term 'call and response'.
- I can recognise percussion instruments.

Performance

- I can sing an action song observing contrasting speeds.
- I can march in time to a steady beat.
- I can play a rhythmic accompaniment using percussion instruments.
- I can perform maintaining a steady pulse using my voice, body and percussion instruments.
- I can perform songs with 'stepping' and 'jumping' notes (intervals).
- I can perform a melody line using my voice with awareness of pitch and rhythm.
- I can move to the music and understand dynamics.
- I can keep a steady beat.
- I can take turns when singing and perform lyrics from memory.

Composition

- I can use the works of other composers to inform my own compositions.
- I can replace action words with instrumental sounds showing awareness of timbre.
- I can create a storyboard and select appropriate instruments to represent different sounds within a story.
- I can use my knowledge of marching bands, brass bands to create my own piece of marching music

- I can manipulate the elements of music in my music demonstrating some variety to suit the mood or character.
- I can create my own movements to respond to music 'March of the Toy Soldiers' from the Nutcracker Suite.
- I can create my own lyrics to accompany my sounds scape.
- I can create my own notation using images (Graphic Scores) to order my music.

Listening

- I can respond to music through movement and comment on what I have experienced using the elements of music tempo, pitch, dynamics and timbre.
- I can comment on others performances using the elements of music to describe what I hear.
- I can recognise brass instruments and other marching band instruments by their timbre and appearance.
- I can describe how music can be used to express movement using the elements of music.
- I can listen critically to my own work and refine it.

Communication

- I can use appropriate vocabulary to comment on elemental changes.
- I can move to music freely and with confidence.
- I can perform with confidence and projection in front of an audience.
- I can express how the music makes me feel and share my thoughts and opinions.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.

Easter services

Pupils can enhance their performances with costumes and props.

Summer Term (Year A): Music and Movement/ Come Dance With Me

In EYFS we...	In Year 1 we...
<p>Learn about new keywords such as beat, pulse (like a heartbeat), rhythm (pattern of sound), pitch (high and low sounds). Structure (how a piece is organised and put together), Dynamics (loud and quiet sounds), timbre (spiky, smooth, scratchy, tingly etc.), tempo (fast or slow). We also learn that the word instrument refers to anything that has sound-making possibilities.</p> <p>Children develop their skills in all three areas of performing, listening and composing throughout the term and have opportunity for solo and group work.</p> <p>Hearing and Listening Children offer explanations about how the music makes them feel, why those sounds may have been chosen, what the music makes them think about and are encouraged to use the musical elements to structure their answers. What do you like about the music? What can you hear?</p> <p>Children in EYFS respond to the music using images and markings.</p> <p>Moving and Dancing Children can use movement to demonstrate my feelings and interpretation of how the musical elements are being used. Children can move and express their opinions of the music through movement and actions.</p> <p>Exploring and playing Children can create their own music using tuned and untuned percussion instruments, voice and body percussion. Children can explore different timbres through composition.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • I know what the terms pitch, tempo, dynamics and timbre mean. • I can identify tuned and untuned percussion. • I know what 'call and response' means. • I can understand the terms crotchet, quavers and crotchet rests. <p>Performance</p> <ul style="list-style-type: none"> • Sing a melodic line with an awareness of pitch and rhythm. • I can combine singing and dancing in my performance and do both at the same time. • I can play an instrumental accompaniment. • I can identify the beat/pulse in the music. • I can sing 'response' lines. • I can sing as part of an echo demonstrating awareness of other parts in the ensemble. • I can sing a solo line and in a pair. <p>Composition</p> <ul style="list-style-type: none"> • I can enhance my performance by creating my own choreography showing an awareness of lyrics and musical elements. • I can create my own lyrics. • I can create my own rhythms using crotchets, quavers and crotchet rests. • I can compose accompanying instrumental parts for my lyrics. <p>Listening</p> <ul style="list-style-type: none"> • I can listen to and learn lyrics and melody line. • I can listen carefully to other parts in performance and respond appropriately. • I can pitch match through careful listening. • I can listen critically to my own work and refine it. <p>Communication</p> <ul style="list-style-type: none"> • I can use appropriate vocabulary to comment on elemental changes.

- I can move to music freely and with confidence.
- I can perform with confidence and projection in front of an audience.
- I can express how the music makes me feel and share my thoughts and opinions.
- I can perform as part of an ensemble with an awareness of how my part communicates with others.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.

Cross federation performance opportunities

Pupils can enhance their performances with costumes and props.

Autumn Term (Year A): Rhythm and Pulse/ Music and Character

In Year 2 we...

Knowledge

- I know what the terms timbre, tempo, dynamics, pitch, melody, rhythm, call and response mean.
- I can identify the names of tuned and un-tuned classroom percussion instruments.
- I know about the composer Pyotr Ilyich Tchaikovsky and his work 'March' from the Nutcracker Suite.
- I know about the composer Camille Saint-Seans and his work 'The Carnival of the Animals'.
- I can understand how a composer uses timbre to create character.
- I can identify the features of Rondo form.

Performance

- I can perform actions in time with the beat with accuracy.
- I can maintain a steady beat whilst I sing.
- I can echo sing as part of a group in warm up activities.
- I can pitch match my singing to a given melody line.
- I can demonstrate the shape of the melody using my hands to demonstrate changes in pitch.
- I can perform the call and response phrases using percussion instruments.

Composition

- I can create a simple four beat pattern for others to follow.
- I can create my own call and response piece in a pair.
- I can use percussion instruments to create my piece.

In Year 3 we...

Knowledge

- I know what the terms timbre, tempo, dynamics, pitch, melody, rhythm, call and response mean.
- I can identify the names of classroom tuned and un-tuned percussion instruments.
- I know about the composer Pyotr Ilyich Tchaikovsky and his work 'March' from the Nutcracker Suite.
- I know about the composer Camille Saint-Seans and his work 'The Carnival of the Animals'.
- I can understand how a composer uses timbre to create character.
- I can identify the features of Rondo form.

Performance

- I can perform actions in time with the beat with accuracy and confidence.
- I can maintain a steady beat whilst singing.
- I can take a leading role in echo singing activities as part of a group.
- I can make changes to my performance in order to improve my own technique/ sound and accuracy.
- I can pitch match my singing to a given melody line.
- I can demonstrate the shape of the melody using my hands to demonstrate changes in pitch.
- I can perform the call and response phrases using percussion instruments with accuracy and confidence throughout.

Composition

- I can create my own four beat action patterns for others to copy demonstrating an awareness of duration.

- I can explore how the abstract nature of music can be analysed through movement, shape and colour.

Listening

- I can identify changes in pitch.
- I can listen carefully to others in echo activities.
- I can identify the musical elements and recognise when they change.
- Develop a sense of beat of pattern through movement.

Communication

- I can demonstrate the character of the music through free movement.
- I can talk about the different instruments and character of the music and the kinds of animals it represents.
- I can perform with confidence and projection in front of an audience.
- I can perform as part of an ensemble with an awareness of how my part communicates with others.

- I can create my own call and response piece in a pair.
- I can develop my ideas to give my piece structure and progression.
- I can select appropriate timbres for my own piece of music.
- I can explore how the abstract nature of music can be analysed through movement, shape and colour.

Listening

- I can identify changes in pitch.
- I can listen carefully to others and respond in echo (call and response) activities.
- I can identify and explain how the elements of music are being used and changed.
- Develop a sense of beat of pattern through movement.

Communication

- I can explain why the composer has made certain choices to convey specific animals through their music.
- I can respond to the music through my own artwork paying specific attention to how different aspects of the music are represented through colour, shape, size etc.
- I can perform with confidence and projection in front of an audience.
- I can perform as part of an ensemble with an awareness of how my part communicates with others.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.

Christmas performances

Pupils can enhance their performances with costumes and props.

Spring Term (Year A): Music and Motion/ Musical Journeys

In Year 2 we...

Knowledge

- I know what the terms timbre, tempo (faster and slower), dynamics (louder and quieter), pitch, melody, rhythm mean.
- I know what the terms pentatonic, call and response and ostinato mean.
- I know about the composer Edward Elgar and his work 'The Wagon Passes'.
- I know about the composer John Adams and his work 'Short Ride in a Fast Machine'.
- I know about the composer Ron Goodwin and his work '633 Squadron'.
- I know about the composer Heltor Villa-Lobos and his work 'The Little Train for Caipira'.
- I know about the composer Benjamin Britten and his work 'Night Mail' and create a piece of music using this as a starting point.
- I know about the composer Ernest Toch and his work 'Geographical Fugue'.

Performance

- I can learn a short musical motif and perform with accuracy.
- I am able to follow a conductor in performance.
- I can perform different rhythm durations.
- I can perform tempo changes.
- I can chant/ rap to a steady beat.
- I can perform using a prop.
- I can perform as part of a round.

In Year 3 we...

Knowledge

- I know what the terms motif, dynamics (crescendo and diminuendo), Tempo (accelerando and rallentando) mean.
- I know what the terms pentatonic, call and response and ostinato mean.
- I can understand how changing the musical elements can alter the feeling and intent of the music.
- I know about the composer Edward Elgar and his work 'The Wagon Passes'.
- I know about the composer John Adams and his work 'Short Ride in a Fast Machine'.
- I know about the composer Ron Goodwin and his work '633 Squadron'.
- I know about the composer Heltor Villa-Lobos and his work 'The Little Train for Caipira'.
- I know about the composer Benjamin Britten and his work 'Night Mail' and create a piece of music using this as a starting point.
- I know about the composer Ernest Toch and his work 'Geographical Fugue'.
- I know how to compare different versions of the same piece of music.

Performance

- I am able to follow a conductor in performance and appreciate the importance of their role.
- I can perform different rhythm durations and develop my understanding of notation.
- I can take a leading role in performance with accuracy and confidence.
- I can perform and maintain a rhythmic pattern as part of an ensemble.
- I can maintain a chant/ rap with accuracy of rhythm to a steady pulse.
- I can perform using a prop maintaining pitch, rhythm etc. whilst singing.

Composition

- I can create music using different layers of sound (texture).
- I can use words from a poem to create my own music from given patterns/ideas.
- I can create simple rhythmic/ melodic patterns in response to art work.
- I can organise my own musical ideas in a clear structure.
- I can experiment with the pentatonic scale.

Listening

- I can listen to and discuss a variety of music based on motion and transport and discuss similarities and differences.
- I can learn to identify and describe changes in tempo and dynamics.
- I can recognise the links between sound and images in an audio-visual clip.

Communication

- I can use appropriate terminology to describe a piece of music.
- I can explain why I have made specific choices in my compositions.
- I can move to music freely and with confidence.
- I can perform with confidence and projection in front of an audience.
- I can perform as part of an ensemble with an awareness of how my part communicates with others.

- I can perform as part of a round demonstrating awareness of others within the ensemble.

Composition

- I can experiment with different layers of sound to create my own piece of music.
- I can use words from a poem to create my own music.
- I can explore and improvise with sounds in response to other pieces of art work.
- I can organise and combine musical ideas in a clear structure.
- I can develop and extend ideas.
- I can create my own pentatonic accompaniment.

Listening

- I can listen to and discuss a variety of music based on motion and transport and discuss similarities and differences.
- I can learn to identify and describe changes in tempo and dynamics using appropriate vocabulary to explain these changes.
- I can describe the relationship between the sounds and images in an audio-visual clip.
- I can identify rhythmic patterns from spoken phrases.

Communication

- I can use appropriate terminology to describe a piece of music.
- I can explain why I have made specific choices in my compositions.
- I can move to music freely and with confidence.
- I can perform with confidence and projection in front of an audience.
- I can perform as part of an ensemble with an awareness of how my part communicates with others.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.

Easter services

Pupils can enhance their performances with costumes and props.

Summer Term (Year A): Instrumental Project – Play Percussion ‘TIME’

In Year 2 we...

Knowledge

- I know how to hold beaters and instruments correctly, achieving a good tone from the instruments.
- I know the names and timbres of different percussion instruments.
- I have knowledge of staff notation and note durations.

Performance

- I can sing Songs regularly with a pitch range of do-so (C-G) with increasing vocal control.
- I can play tuned and untuned percussion musically.
- I can use voices expressively and creatively by singing songs and speaking chants and rhymes.
- I can play the triangle, tambourine and cave rhythms over a steady beat.

In Year 3 we...

Knowledge

- I can use and understand staff notation and graphic notations.
- I can develop a knowledge and understanding of the history of music, traditions and social context.
- I know how to hold instruments and own posture to achieve the most effective sound on the instruments.
- I know the names and timbres of a range of percussion instruments.

Performance

- I can play and perform in solo and ensemble contexts using voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- I can sing a widening range of unison songs of varying styles and structures with a pitch range of do - so, tunefully and with expression. Perform fore and piano (loud and soft) dynamics.

- I can play cop-cat rhythms copying a leader, and invent rhythms for others to copy on tuned percussion.
- I can participate in an ensemble performance with an awareness of how the parts fit together.

Composition

- I can experiment with, create, select and combine sounds using the interrelated dimensions of music.
- I can compose simple rhythmic patterns.

Listening

- I can listen to recorded performances
- I can listen with concentration and understanding to a range of high-quality live and pre-recorded music.
- I can mark the beat of a listening piece by tapping or clapping and recognising the tempo as well as changes in tempo.

Communication

- I can understand that the speed of the beat can change, creating a faster or slower tempo.
- I can read and respond to chanted rhythm patterns and represent them with staff notation including crotchets, quavers and crotchet rests.
- I can rehearse and perform with others as part of an ensemble.
- I can use appropriate terminology to describe a piece of music.
- I can explain why I have made specific choices in my compositions.
- I can move to music freely and with confidence.
- I can perform with confidence and projection in front of an audience.

- I can walk, move or clap on the beat with others, changing the speed of the beat as the tempo of the music changes.
- I can play and perform melodies following staff notation using a small range (e.g. do-mi) or (C-E) as a whole class and in small groups.

Composition

- I can compose song accompaniments on untuned and tuned percussion using known rhythms and note values.

Listening

- I can listen with attention to detail and recall sounds with increasing aural memory.
- I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- I can use listening skills to correctly order and notate phrases.

Communication

- I can perform actions confidently and in time to a range of action songs.
- I can rehearse and perform alongside others in an ensemble with confidence and accuracy demonstrating an awareness of how the parts fit together within the overall structure.
- I can use appropriate terminology to describe a piece of music.
- I can explain why I have made specific choices in my compositions.
- I can move to music freely and with confidence.
- I can perform with confidence and projection in front of an audience.

Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.

Cross federation performance opportunities

Pupils can enhance their performances with costumes and props.

Autumn Term (Year A): Form and Structure/ Theme and Variation

In Year 4 we ...

Knowledge

- I understand the term 'song structure'.
- I know what notes make up a C major, A minor and F major chords.
- I know about the composer Wolfgang Amadeus Mozart and his work 'Twelve Variations on a Lullaby'.
- I understand the features of Theme and Variation form.
- I understand the term 'improvisation'.
- I can identify the instrumental families and the instruments that belong to them.

In Year 5 we ...

Knowledge

- I understand the term 'song structure'.
- I know what notes make up a C major, A minor and F major chords.
- I know about the composer Wolfgang Amadeus Mozart and his work 'Twelve Variations on a Lullaby'.
- I understand the features of Theme and Variation form.
- I understand the term 'Passacaglia'.
- I understand the term 'improvisation'.

In Year 6 we ...

Knowledge

- I understand the term 'song structure'.
- I know what notes make up a C major, A minor and F major chords.
- I know about the composer Wolfgang Amadeus Mozart and his work 'Twelve Variations on a Lullaby'.
- I understand the features of Theme and Variation form.
- I understand the term 'Passacaglia'.
- I understand the term 'improvisation'.

- I know about the composer Maurice Ravel and his work 'Empress of the Pagodas'.
- I understand the term 'Ternary form'.
- I can read and follow a simple score.

Performance

- I can perform with accuracy of pitch and tempo with confidence, projection and clear diction.
- I can perform chords C major, A minor and F major.
- I can follow a score and perform a piece using body percussion.
- I can improvise over a baseline using a given note range.
- I can perform using the pentatonic scale.

Composition

- I understand how sounds are created, developed and manipulated to create a musical structure and can demonstrate this in my own compositions.
- I can use body percussion to create my own music based on Theme and Variation form.
- I can create and perform my own variation based on a theme.
- I can create a rhythmic accompaniment and melody using the pentatonic scale.
- I can develop my original ideas by varying the tempo and dynamics.
- I can use notation to organise my music.

Listening

- I can identify the instrumental families and distinguishing features of the instruments that belong to them.
- I know about the composer Maurice Ravel and his work 'Empress of the Pagodas'.
- I understand the term 'Ternary form'.
- I can follow and notate a simple score.

Performance

- I can perform with accuracy of pitch and tempo with confidence, projection and clear diction.
- I can perform chords C major, A minor and F major whilst maintaining a steady pulse.
- I can interpret a score and perform a piece using body percussion.
- I can improvise over a baseline using a given note range demonstrating more complex rhythms and pitch range.
- I can perform using the pentatonic scale.

Composition

- I understand how sounds are created, developed and manipulated for consistency within the musical structure and can demonstrate this in my own compositions.
- I can use body percussion to create my own music based on Theme and Variation form.
- I can orchestrate my own performance of Twinkle Twinkle Little Star giving justifications for my choices and demonstrating knowledge of timbre.
- I can create and perform my own variation based on a theme.
- I can create a more complex rhythmic accompaniment and melody using the pentatonic scale.

- I can identify the instrumental families and distinguishing features of the instruments that belong to them.
- I know about the composer Maurice Ravel and his work 'Empress of the Pagodas'.
- I understand the term 'Ternary form'.
- I can follow and notate a simple score.

Performance

- I can perform with accuracy of pitch and tempo with confidence, projection and clear diction.
- I can perform chords C major, A minor and F major whilst maintaining a steady pulse.
- I can experiment with rhythmic patterns when playing triad chords with an awareness of pulse.
- I can interpret a score and perform a piece using body percussion.
- I can improvise over a baseline using a given note range demonstrating more complex rhythms and pitch range.
- I can perform using the pentatonic scale.

Composition

- I understand how sounds are created, developed and manipulated for consistency within the musical structure and can demonstrate this in my own compositions.
- I can use body percussion to create my own music based on Theme and Variation form.
- I can orchestrate my own performance of Twinkle Twinkle Little Star giving justifications for my choices and demonstrating knowledge of timbre.
- I can create and perform my own variation based on a theme with accuracy of rhythm and pitch throughout.

<ul style="list-style-type: none"> • I can recognise and talk about structure using appropriate musical vocabulary such as: verse, chorus and middle 8. • I can audibly identify the acoustic guitar. • I can listen to music and compare and contrast stylistic features using appropriate vocabulary. • I can identify major and minor chords audibly. <p>Communication</p> <ul style="list-style-type: none"> • I can listen carefully to and critique my own work and the work of others, sharing my opinions and offering direction. • I can perform with confidence and accuracy alone and as part of a group. • I regularly share my opinions based on the music I hear using the elements of music to support my observations. • I can confidently discuss the compositions of famous composers. 	<ul style="list-style-type: none"> • I can develop my original ideas by varying the tempo and dynamics. • I can use a range of notation to organise my music. <p>Listening</p> <ul style="list-style-type: none"> • I can recognise and talk about structure using appropriate musical vocabulary such as: verse, chorus and middle 8. • I can audibly identify the acoustic guitar. • I can listen to music and compare and contrast stylistic features using appropriate vocabulary. • I can identify major and minor chords audibly. <p>Communication</p> <ul style="list-style-type: none"> • I can listen carefully to and critique my own work and the work of others, offering informed advice to further develop the compositions. • I can perform with confidence and accuracy alone and as part of a group. • I regularly share my opinions based on the music I hear using the elements of music to support my observations. • I can discuss, compare and contrast the compositions of famous composers and provide explanations for their compositional choices. 	<ul style="list-style-type: none"> • I can create a more complex rhythmic accompaniment and melody using the pentatonic scale. • I can develop my original ideas by varying the tempo and dynamics. • I can use a range of notation to organise my music. <p>Listening</p> <ul style="list-style-type: none"> • I can recognise and talk about structure using appropriate musical vocabulary such as: verse, chorus and middle 8. • I can audibly identify the acoustic guitar. • I can listen to music and compare and contrast stylistic features using appropriate vocabulary. • I can identify major and minor chords audibly. <p>Communication</p> <ul style="list-style-type: none"> • I can listen carefully to and critique my own work and the work of others, offering informed advice to further develop the compositions. • I can perform with confidence and accuracy alone and as part of a group. • I regularly share my opinions based on the music I hear using the elements of music to support my observations. • I can discuss, compare and contrast the compositions of famous composers and provide explanations for their compositional choices.
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Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.

Christmas performance

Pupils can enhance their performances with costumes and props.

Spring Term (Year A): Song Writing/ R&B and Soul Music

In Year 4 we ...

In Year 5 we ...

In Year 6 we ...

<p>Knowledge</p> <ul style="list-style-type: none"> • I understand the terms riff and bassline. • I understand the term hook. • I understand the structure of a song and the relevant terminology (verse/chorus). • I understand the term texture. • I understand the term lyrics. • I understand and appreciate the civil rights movement. • I know distinctive features of the musical styles Gospel, Rhythm and Blues, Choral and Spirituals. <p>Performance</p> <ul style="list-style-type: none"> • I can recreate a groove using percussion instruments. • I can perform and maintain an individual part within an ensemble performance maintaining accuracy of pitch and rhythm. • I can improvise a melodic part over a given accompaniment. <p>Composition</p> <ul style="list-style-type: none"> • I can notate and create my own groove. • I can review and edit my own work. • I can improvise a simple melody around a given chord structure. <p>Listening</p> <ul style="list-style-type: none"> • I can identify the chorus, verse when listening to music. • I can analyse the lyrics to a song to interpret meaning and the role of the metaphor. • I can identify the texture of a song. • I am able to identify instruments aurally based on their distinctive sounds. 	<p>Knowledge</p> <ul style="list-style-type: none"> • In understand the terms riff and bassline • I understand the term hook. • I understand the structure of a song and the relevant terminology (verse/chorus). • I Understand the term texture (monophonic, homophonic) • I understand the term lyrics. • I understand and appreciate the civil rights movement. • I know distinctive features of the musical styles Gospel, Rhythm and Blues, Choral and Spirituals. <p>Performance</p> <ul style="list-style-type: none"> • I can recreate a groove using percussion instruments • I can take a leading role in ensemble performance being able to maintain my own individual part. • I can improvise around a given chord sequence demonstrating secure knowledge of pitch, rhythm and pulse. <p>Composition</p> <ul style="list-style-type: none"> • I can notate and create my own groove using more complex rhythms such as dotted rhythms. • I can review and develop my own work demonstrating awareness of structure, melody, itch and rhythm. • I can improvise a melody around a given chord structure. <p>Listening</p> <ul style="list-style-type: none"> • I can identify the chorus, verse when listening to music and give reasons for my choices. • I can analyse the lyrics to a song to interpret meaning and the role of the metaphor. • I can identify the texture of a song. 	<p>Knowledge</p> <ul style="list-style-type: none"> • I understand the terms riff and bassline. • I understand the term hook. • I understand the structure of a song and the relevant terminology (verse/chorus). • I Understand the term texture (monophonic, homophonic) • I understand the term lyrics. • I understand and appreciate the civil rights movement. • I know distinctive features of the musical styles Gospel, Rhythm and Blues, Choral and Spirituals. <p>Performance</p> <ul style="list-style-type: none"> • I can recreate a groove using percussion instruments. • I can take a leading role in ensemble performance being able to maintain my own individual part. • I can improvise around a given chord sequence demonstrating secure knowledge of pitch, rhythm and pulse. <p>Composition</p> <ul style="list-style-type: none"> • I can notate and create my own groove using more complex rhythms such as dotted rhythms. • I can review and develop my own work demonstrating awareness of structure, melody, itch and rhythm. • I can improvise a melody around a given chord structure. <p>Listening</p> <ul style="list-style-type: none"> • I can identify the chorus, verse when listening to music and give reasons for my choices. • I can analyse the lyrics to a song to interpret meaning and the role of the metaphor. • I can identify the texture of a song.
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<ul style="list-style-type: none"> • I can compare versions of the same song using the elements of music to explain similarities and differences. <p>Communication</p> <ul style="list-style-type: none"> • I can work collaboratively in groups. • I can discuss the social and historical influences of songs. • I can listen carefully to and critique my own work and the work of others, offering informed advice to further develop the compositions. • I can perform with confidence and accuracy alone and as part of a group. • I regularly share my opinions based on the music I hear using the elements of music to support my observations. 	<ul style="list-style-type: none"> • I am able to identify instruments aurally based on their distinctive sounds and notice similarities in songs from the same style. • I can compare versions of the same song using the elements of music to explain similarities and differences. <p>Communication</p> <ul style="list-style-type: none"> • I can work and communicate effectively within a group. • I can discuss the social and historical influences of songs. • I can listen carefully to and critique my own work and the work of others, offering informed advice to further develop the compositions. • I can perform with confidence and accuracy alone and as part of a group. • I regularly share my opinions based on the music I hear using the elements of music to support my observations. 	<ul style="list-style-type: none"> • I am able to identify instruments aurally based on their distinctive sounds and notice similarities in songs from the same style. • I can compare versions of the same song using the elements of music to explain similarities and differences. <p>Communication</p> <ul style="list-style-type: none"> • I can work and communicate effectively within a group. • I can discuss the social and historical influences of songs. • I can listen carefully to and critique my own work and the work of others, offering informed advice to further develop the compositions. • I can perform with confidence and accuracy alone and as part of a group. • I regularly share my opinions based on the music I hear using the elements of music to support my observations.
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Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.
 Easter services
 Pupils can enhance their performances with costumes and props

In Year 4 we ...	In Year 5 we ...	In Year 6 we ...
<p>Knowledge</p> <ul style="list-style-type: none"> • I can explain where the ukulele is from, what it means and that they come in different sizes. • I know what the different parts of the instrument are called and the names of the strings. • I know how to sit with the correct posture and how to handle the instrument carefully. • I know how to pick, strum and tap on the ukulele. • I know about the music of Latin America origins, traditions and can identify distinctive features of the music. • I understand the terms Latin, dance and Salsa. <p>Performance</p> <ul style="list-style-type: none"> • I can pluck and mute the strings when playing. • I can perform two or more parts from simple notation using instruments as part of an ensemble. • I can develop my technique in the basic skills of playing the ukulele over a sustained learning period. <p>Composition</p> <ul style="list-style-type: none"> • I can improvise using a limited range of pitches on the ukulele making use of musical features including smooth (legato) and detached (staccato) sounds. • I can make compositional decisions about the overall structure of improvisations. <p>Listening</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • I can explain where the ukulele is from, what it means and that they come in different sizes. • I know what the different parts of the instrument are called and the names of the strings. • I know how to sit with the correct posture and how to handle the instrument carefully. • I know how to pick, strum and tap on the ukulele. • I know about the music of Latin America origins, traditions and can identify distinctive features of the music. • I understand the terms Latin, dance and Salsa. <p>Performance</p> <ul style="list-style-type: none"> • I can pluck and mute the strings when playing. • I can perform two or more parts from simple notation using instruments as part of an ensemble. • I can develop my technique in the basic skills of playing the ukulele over a sustained learning period. <p>Composition</p> <ul style="list-style-type: none"> • I can improvise using a limited range of pitches on the ukulele making use of musical features including smooth (legato) and detached (staccato) sounds. • I can incorporate and develop more complex rhythms into my compositions. • I can make compositional decisions about the overall structure of improvisations. 	<p>Knowledge</p> <ul style="list-style-type: none"> • I can explain where the ukulele is from, what it means and that they come in different sizes. • I know what the different parts of the instrument are called and the names of the strings. • I know how to sit with the correct posture and how to handle the instrument carefully. • I know how to pick, strum and tap on the ukulele. • I know about the music of Latin America origins, traditions and can identify distinctive features of the music. • I understand the terms Latin, dance and Salsa. <p>Performance</p> <ul style="list-style-type: none"> • I can pluck and mute the strings when playing. • I can perform two or more parts from simple notation using instruments as part of an ensemble. • I can develop my technique in the basic skills of playing the ukulele over a sustained learning period. <p>Composition</p> <ul style="list-style-type: none"> • I can improvise using a limited range of pitches on the ukulele making use of musical features including smooth (legato) and detached (staccato) sounds. • I can incorporate and develop more complex rhythms into my compositions. • I can make compositional decisions about the overall structure of improvisations. <p>Listening</p>

<ul style="list-style-type: none"> • I can learn to recognise when my instrument is out of tune. • I can listen to and comment on live and pre-recorded music describing what I hear using the elements of music. • I can identify note durations and their appropriate names. <p>Communication</p> <ul style="list-style-type: none"> • I can play and perform in solo and ensemble contexts using my voice and playing musical instruments with increasing accuracy, fluency, control and expression. • I can work and communicate effectively within a group. • I can discuss the social and historical influences of songs. • I can listen carefully to and critique my own work and the work of others, offering informed advice to further develop the compositions. • I can perform with confidence and accuracy alone and as part of a group. • I regularly share my opinions based on the music I hear using the elements of music to support my observations. 	<p>Listening</p> <ul style="list-style-type: none"> • I can learn to recognise when my instrument is out of tune. • I can listen to and comment on live and pre-recorded music describing what I hear using the elements of music. • I can identify note durations and their appropriate names. <p>Communication</p> <ul style="list-style-type: none"> • I can play and perform in solo and ensemble contexts using my voice and playing musical instruments with increasing accuracy, fluency, control and expression. • I can work and communicate effectively within a group. • I can discuss the social and historical influences of songs. • I can listen carefully to and critique my own work and the work of others, offering informed advice to further develop the compositions. • I can perform with confidence and accuracy alone and as part of a group. • I regularly share my opinions based on the music I hear using the elements of music to support my observations. 	<ul style="list-style-type: none"> • I can learn to recognise when my instrument is out of tune. • I can listen to and comment on live and pre-recorded music describing what I hear using the elements of music. • I can identify note durations and their appropriate names. <p>Communication</p> <ul style="list-style-type: none"> • I can play and perform in solo and ensemble contexts using my voice and playing musical instruments with increasing accuracy, fluency, control and expression. • I can work and communicate effectively within a group. • I can discuss the social and historical influences of songs. • I can listen carefully to and critique my own work and the work of others, offering informed advice to further develop the compositions. • I can perform with confidence and accuracy alone and as part of a group. • I regularly share my opinions based on the music I hear using the elements of music to support my observations.
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Suggested enrichment ideas

Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.

Cross federation performance opportunities

Pupils can enhance their performances with costumes and props.