



# The Ribblesdale Federation of Schools

## Music Curriculum Handbook

(Updated for 2024 -2025 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 <sup>th</sup> Century Classical and Minimalism	Rhythm and Samba	Sounds of Latin America	Instrumental Project Play Percussion 'Mangrove Twilight'	
Year 4,5 and 6	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.

## EYFS

This subject leader handbook is for the national curriculum. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in Music.

## 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 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 B): The Elements of Music / Atmosphere and Emotion

### 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**

### In Year 1 we...

#### Knowledge

- I know what the terms pitch, tempo, dynamics and timbre mean.
- I can identify tuned and untuned percussion instruments.
- I know about the composer Vaughan Williams and his work 'The Lark Ascending'.
- I know about the composer Rimsky Korsakov and his piece 'The Flight of the Bumblebee'.
- I know about the composer Benjamin Britten and his work 'Dawn' from 'Sea Interludes'.
- I know about the composer Anna Meredith and her piece 'Nautilus'.

#### Performance

- I can sing with a sense of pitch following the shape of the melody.
- I can tap/move in time with the beat.
- I can perform using actions demonstrating awareness of pulse and rhythm.
- I can sing a song with 'stepping' and 'leaping' notes.
- I can play and maintain a steady pulse of percussion instruments.
- I can perform high and low sounds using my voice and instruments.
- I can use hand actions and respond to hand actions signalling changes in pitch.
- I can sing songs with an awareness of phrasing.

#### Composition

- I can contribute new ideas for lyrics and/or actions to accompany/develop the original song.
- I can explore different sounds (timbres) to reflect feelings and emotions.
- I can create new lyrics using rhyming words.
- I can create my own 'up and down' composition demonstrating 'steps' and 'leaps'

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

(intervals).

- I can create my own images for a graphic score to describe the organisation/movement of the music.

#### Listening

- I can recognise feeling/emotion in the music and describe the changes using movement and/or the elements of music tempo, pitch and timbre.
- I can describe the character of songs.
- I can identify and comment on specific timbres produced by a range of instruments and suggest how they are different from others.
- I can discuss the properties of different instruments.
- I can identify ascending and descending pitch in the music I listen to.
- I can respond to music with corresponding actions.
- I can follow music from a graphic score whilst listening to music.
- I can compare different versions/interpretations of the same piece.

#### Communication

- 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 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.  
Pupils can enhance their performances with costumes and props.

## Spring Term (Year B): Music and Nature

### 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.

### In Year 1 we...

#### Knowledge

- I know what the terms pitch, tempo, dynamics and timbre mean.
- I know about the composer Johann Strauss and his work 'Cuckoo Polka'.
- I know about the composer Vaughan Williams and his work 'The Lark Ascending'.
- I know about the composer Aaron Copland and his work 'the Cat and the Mouse'.
- I know what the term 'call and response' means.

#### Performance

- I can take turns in singing echoing phrases (imitation).
- I can respond to music through movement.
- I can copy bird song using my voice.
- I can copy rhythmic patterns.
- I can perform as part of a group with an awareness of other parts within the ensemble.
- I can sing a song in a call and response style.
- I can play accompaniment parts on tuned and untuned percussion.

#### Composition

- I can contribute new ideas for lyrics and/or actions to accompany/develop the original song.
- I can experiment with different voices for character compositions.
- I can create my own rhythmic patterns.
- I can use different forms of notation including graphic scores to write down and



**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.

organise my music.

- I can create a mini beast vocal/instrumental soundscape showing variety of tempo and I am able to explain my reasoning.
- Create my own question and answer phrases in a call and response style.

**Listening**

- I can recognise feeling/emotion in the music and describe the changes using movement and/or the elements of music tempo, pitch and timbre.
- I can movement in the music and describe how the elements of music tempo, pitch and timbre are being used and varied for effect.
- I can listen carefully to the work of others and offer my thoughts and observations using key words to support my findings.
- I can recognise and comment on changes in tempo.
- I can follow a score whilst listening to music.

**Communication**

- 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 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**

Observe birds and mini beats in nature to inform compositions.

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

Pupils can enhance their performances with costumes and props.

## Summer Term (Year B): Music and Movement/ Sport

### 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.

### In Year 1 we...

#### Knowledge

- I can understand what the term ostinato means.
- I can identify tuned and untuned percussion instruments.
- I know what a chant is.

#### Performance

- I can sing and perform actions at the same time.
- I can sing in a  $\frac{3}{4}$  waltz time signature.
- I can perform rhythmic songs using body percussion, tuned and untuned percussion with accuracy or rhythm and pulse.
- I can tap simple rhythms on a drum with fluency.
- I can learn lyrics and sing with awareness of pitch and melody line.
- I can perform with awareness of phrasing and control.
- I can perform lyrics steadily with clear diction and a strong beat.
- Play a simple ostinato on untuned percussion.
- I can perform my composed word pattern over a backing track demonstrating awareness of pulse and rhythm.

#### Composition

- I can create my own rhythmic patterns in  $\frac{3}{4}$  time.

**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.

- I can compose melodies with a partner using the pitches E-D and C.
- I can create my own lyrics/ word patterns and chant them to a steady beat.

## Listening

- I can listen to and talk about different pieces of music.
- I can listen carefully to my own and the work of others and offer suggestions to refine an improve.

## Communication

- 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.

Pupils can enhance their performances with costumes and props.

## Autumn Term (Year B): Popular Music/20<sup>th</sup> Century Classical and Minimalism

### In Year 2 we...

#### Knowledge

- Use and understand staff and other musical notations.
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.
- Develop understanding of the electric dance style and song structure.
- Develop an understanding of 20<sup>th</sup> Century Classical music, swing and Jazz.
- Develop understanding of the minimalist style and the composer Steve Reich.

#### Performance

- Learn a simple rhythm pattern and perform it with tempo and volume changes.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Sing solo or in a pair in call-and-response style.
- Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control.
- Sing songs with a small pitch range, pitching accurately.
- Mark the beat of a listening piece by tapping or clapping, and recognising tempo, as well as changes in tempo.

### In Year 3 we...

#### Knowledge

- Introduce and understand the difference between crotchets and paired quavers.
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.
- Develop understanding of the electric dance style and song structure.
- Develop an understanding of 20<sup>th</sup> Century Classical music, swing and Jazz.
- Develop understanding of the minimalist style and the composer Steve Reich.

#### Performance

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano (loud and soft).
- Perform actions confidently and in time to a range of action songs.
- Develop facility in playing tuned percussion or a melodic instrument such as a violin and recorder.
- Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.

#### Composition

- Combine know rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi)
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.
- Respond to and recognise crotchets and quavers and make up rhythms using

- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats

#### Composition .

- Improve and compose music for a range of purposes using the inter-related dimensions of music.]
- Invent simple patterns using basic rhythms and notes C-D-E.
- Compose music, structuring short ideas into a bigger piece.

#### Listening

- Listen with attention to detail and recall sounds with increasing aural memory.
- Listen to recorded performances.
- Identify the beat groupings in familiar music that they sing regularly and listen to

#### Communication

- Follow signals from a conductor.
- Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.
- Perform with confidence and projection with an awareness of other parts within the ensemble.
- Notate, read, and follow a 'score'.

these durations to create accompaniment ideas for the song.

- Invent simple patterns using rhythms and notes C-D-E.
- Compose music, structuring short ideas into a bigger piece.

#### Listening

- Listen with attention to detail and recall sounds with increasing aural memory.
- Listen to and copy rhythmic patterns.
- Introduce the staff, lines, and spaces, and clef. Use dot notation to show higher or lower pitch.

#### Communication

- Follow signals from a conductor.
- Work alongside others in an ensemble performance.
- Perform with confidence and projection with an awareness of other parts within the ensemble.
- Notate, read, and follow a 'score'.

## Suggested enrichment ideas

## Spring Term (Year B): Rhythm and Samba/ Sounds of Latin America

### In Year 2 we...

#### Knowledge

- Learn about 20<sup>th</sup> Century Polish composer Wojciech Kilar and his piece Orowa.
- Develop an understanding of Salsa music and Latin Dance.
- Learn about the music and dances of Cuba.

#### Performance

- Copy short vocal chants.
- Use gesture to show pitch and movement.
- Develop understanding of samba rhythms through movement.
- Learn to play the chords A minor and F major.
- Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.
- Working in small groups, sing a call-and-response song with an invented drone accompaniment.
- Sing in call and response.

### In Year 3 we...

#### Knowledge

- Learn about 20<sup>th</sup> Century Polish composer Wojciech Kilar and his piece Orowa.
- Develop an understanding of Salsa music and Latin Dance.
- Learn about the music and dances of Cuba.

#### Performance

- Perform using the chords F major and A minor.
- Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.
- Working in small groups, sing a call-and-response song with an invented drone accompaniment.
- Sing in call and response taking a leading role with confidence and accuracy of pitch and tempo.

#### Composition

- . Structure ideas into one long piece.

#### Composition

- Structure ideas into one long piece.

#### Listening

- Listen with attention to detail and recall sounds and patterns.
- Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.
- 

#### Communication

- Work together to explore, devise and perform a new chant inspired by a river journey.
- Perform with confidence to an audience.
- Play a one-note part contributing to the chords accompanying the verses.
- Practise dancing with a partner.
- Work as a team and support each other.

#### Listening

- Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.
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#### Communication

- Work together to explore, devise and perform a new chant inspired by a river journey.
- Perform with confidence to an audience.
- Play a one-note part contributing to the chords accompanying the verses.
- Practise dancing with a partner.
- Work as a team and support each other.

### **Suggested enrichment ideas**

## Summer Term (Year B): Instrumental Project

### In Year 2 we...

#### Knowledge

- Begin to use and understand staff and other music notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.
- Develop awareness of music from South America and the Caribbean.

#### Performance

- Learn a range of tuned percussion techniques: right/left sticking, playing two note chords.
- Clap and play a clave rhythm.
- Learn to play two parts from Mangrove twilight.
- Improvise in a call-and-response format.
- Play and perform in solo and ensemble contexts using voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Perform songs with actions.
- Walk, move and or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.

#### Composition

- Begin to use voices, tuned and untuned percussion and other instruments to invent short responses using a limited note range.

#### Listening

- Listen with attention to detail and recall sounds with increasing aural memory.

### In Year 3 we...

#### Knowledge

- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.
- Develop awareness of music from South America and the Caribbean.

#### Performance

- Learn a range of tuned percussion techniques: right/left sticking, playing two note chords.
- Clap and play a clave rhythm.
- Learn to play two parts from Mangrove twilight.
- Improvise in a call-and-response format.
- Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression.
- Perform forte and piano (loud and soft).
- Perform actions confidently and in time to a range of action songs.
- Walk, move and or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.

#### Composition

- Become more skilled in improvising (using voices, tuned and untuned percussion and other instruments) inventing short responses using a limited note range.

#### Listening

- Listen with attention to detail and recall sounds with increasing aural memory.



- Listen to recorded performances.
- Listen carefully to changes in pitch and melodic line to inform performance.

Communication

- Take part in an ensemble performance of Mangrove twilight.

- Listen to recorded performances.
- Listen carefully to changes in pitch and melodic line to inform performance.

Communication

- Take part in an ensemble performance of Mangrove twilight.

**Suggested enrichment ideas**

## Autumn Term (Year B): Global Pentatonics/ Sea Shanties (Work Songs)

In Year 4 we ...	In Year 5 we ...	In Year 6 we ...
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand the term pentatonic scale ( a five note musical scale).</li> <li>• I can recognise work songs from different cultures.</li> <li>• I can recognise music from other cultures and countries.</li> <li>• I can understand what the term pentatonic scale means.</li> <li>• I understand the term gospel music and spirituals and their origins.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• I am able to sing a melodic part with accuracy of pitch and rhythm in a partner song (a contrapuntal texture) and adopt a rhythmic movements or accompaniment.</li> <li>• I can play and perform in solo and ensemble contexts using my voice and playing musical instruments with increasing accuracy, fluency control and expression.</li> <li>• I can select appropriate timbres with direction.</li> <li>• I can sing and recognise dotted rhythms when performing sea shanties with increasing accuracy.</li> <li>• I can experiment with creating my own bass line using the root note of the chord.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand the term pentatonic scale ( a five note musical scale).</li> <li>• I can recognise work songs from different cultures.</li> <li>• I can recognise music from other cultures and countries.</li> <li>• I can understand what the term pentatonic scale means.</li> <li>• I understand the term gospel music and spirituals and their origins.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• I can play and perform in solo and ensemble contexts using my voice and playing musical instruments with increasing accuracy, fluency control and expression.</li> <li>• I can perform with an increasing awareness of other parts within the ensemble.</li> <li>• I can sing and recognise dotted rhythms when performing sea shanties.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can improvise pentatonic melodies.</li> <li>• I can compose and notate pentatonic melodies with increasing accuracy.</li> <li>• I can select appropriate timbres with minimal direction giving reasons for my choices.</li> <li>• I can create accompaniments with bass notes and</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand the term pentatonic scale ( a five note musical scale).</li> <li>• I can recognise work songs from different cultures.</li> <li>• I can recognise music from other cultures and countries.</li> <li>• I can understand what the term pentatonic scale means.</li> <li>• I understand the term gospel music and their origins.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• I can play and perform in solo and ensemble contexts using my voice and playing musical instruments with accuracy, fluency control and expression.</li> <li>• I can take a leading role in ensemble work.</li> <li>• I can perform with an awareness of other parts.</li> <li>• I can sing and recognise dotted rhythms when performing sea shanties with a sense of fluency and style, expressively and with a strong beat.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can improvise pentatonic melodies.</li> <li>• I can compose and notate pentatonic melodies with accuracy and creativity.</li> <li>• I can select appropriate timbres with confidence and provide logical reasons for my choices.</li> </ul>

<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can improvise pentatonic melodies.</li> <li>• I can compose and notate pentatonic melodies with increasing accuracy.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• I can track the shape of a e melody recognising and demonstrating movements in pitch.</li> <li>• I can use musical vocabulary to describe the movement in pitch.</li> <li>• I can identify crotchet, minim and quaver rhythms aurally and with increasing accuracy.</li> <li>• I can recognise vocal decoration.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• I can explain why I have made specific choices in my compositions.</li> <li>• I can move to music freely and with confidence.</li> <li>• I can perform with confidence and projection in front of an audience.</li> <li>• I can express how the music makes me feel and share my thoughts and opinions.</li> <li>• I can perform as part of an ensemble with an awareness of how my part communicates with others.</li> </ul>	<p>chords.</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• I can track the shape of a melody recognising and demonstrating movements in pitch.</li> <li>• I can identify crotchet, minim and quaver rhythms aurally and from notation with increasing accuracy.</li> <li>• I can recognise vocal decoration.</li> <li>• I can compare features of gospel music demonstrating an increasing ability to apply music terminology appropriately to support my interpretation.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• I can explain why I have made specific choices in my compositions.</li> <li>• I can move to music freely and with confidence.</li> <li>• I can perform with confidence and projection in front of an audience.</li> <li>• I can express how the music makes me feel and share my thoughts and opinions.</li> <li>• I can perform as part of an ensemble with an awareness of how my part communicates with others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create accompaniments with bass notes and chords with accuracy.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• I can track the shape of a e melody recognising and demonstrating movements in pitch from graphic and notated scores.</li> <li>• I can identify crotchet, minim and quaver rhythms aurally and from notation including rests.</li> <li>• I can recognise vocal decoration.</li> <li>• I can compare features of gospel music demonstrating an increasing ability to apply music terminology appropriately to support my interpretation.</li> <li>•</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• I can explain why I have made specific choices in my compositions.</li> <li>• I can move to music freely and with confidence.</li> <li>• I can perform with confidence and projection in front of an audience.</li> <li>• I can express how the music makes me feel and share my thoughts and opinions.</li> <li>• I can perform as part of an ensemble with an awareness of how my part communicates with others.</li> </ul>
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**Suggested enrichment ideas**

## Spring Term (Year B): Gospel Music/ Swing Music

### In Year 4 we ...

#### Knowledge

- I understand the term pentatonic scale ( a five note musical scale).
- I can understand the term off-beat rhythm, call and response and gospel music.
- I can identify relevant artists from the gospel style.
- I understand the term gospel music and spirituals and their origins.
- I understand the term syncopation., scat music, swing rhythm and big band.

#### Performance

- 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 select appropriate timbres with direction.
- I can sing and recognise rhythms.
- I can experiment with changes in dynamics and show developing awareness of breath control and support.

#### Composition

- I can improvise pentatonic melodies.
- I can compose and notate pentatonic melodies with increasing accuracy.

### In Year 5 we ...

#### Knowledge

- I understand the term pentatonic scale ( a five note musical scale).
- I can understand the term off-beat rhythm, call and response and gospel music.
- I can identify relevant artists from the gospel style.
- I understand the term gospel music and spirituals and their origins.
- I understand the term syncopation., scat music, swing rhythm and big band.

#### Performance

- 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 select appropriate timbres with direction.
- I can sing with expression and changes in dynamics with increasing accuracy.
- I can perform with phrasing, breath control and articulate words clearly and with good annunciation.

#### Composition

- I can improvise pentatonic melodies.
- I can compose and notate pentatonic melodies with increasing accuracy.
- I can improvise using notes from the blues scale

### In Year 6 we ...

#### Knowledge

- I understand the term pentatonic scale ( a five note musical scale).
- I can understand the term off-beat rhythm, call and response and gospel music.
- I can identify relevant artists from the gospel style.
- I understand the term gospel music and spirituals and their origins.
- I understand the term syncopation., scat music, swing rhythm and big band.

#### Performance

- 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 select appropriate timbres with direction.
- I can sing with expression and changes in dynamics with accuracy and knowledge of correct terminology.
- I can perform with phrasing, breath control and articulate words clearly and with good annunciation.

#### Composition

- I can improvise pentatonic melodies.
- I can compose and notate pentatonic melodies with increasing accuracy.
- I can improvise using notes from the blues scale

- I can improvise using notes from the blues scale using my voice and tuned percussion.
- I can experiment with rhythms to create my own big band arrangement with increasing accuracy.

## Listening

- I can track the shape of a melody recognising and demonstrating movements in pitch.
- I can use musical vocabulary to describe the movement in pitch.
- I can identify crotchet, minim and quaver rhythms aurally and with increasing accuracy.
- I can recognise vocal decoration.
- I can identify some big band instruments in the music I listen to.

## Communication

- 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 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.

using my voice and tuned percussion.

- I can experiment with rhythms to create my own big band arrangement with increasing accuracy.

## Listening

- I can track the shape of a melody recognising and demonstrating movements in pitch.
- I can use musical vocabulary to describe the movement in pitch.
- I can identify crotchet, minim and quaver rhythms aurally and with increasing accuracy.
- I can recognise vocal decoration.
- I can identify big band instruments in the music I listen to.

## Communication

- 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 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.

using my voice and tuned percussion.

- I can compose my own arrangement of this little light of mine.
- I can experiment with rhythms to create my own big band arrangement with confidence and logical application that is stylistically appropriate.

## Listening

- I can track the shape of a melody recognising and demonstrating movements in pitch.
- I can use musical vocabulary to describe the movement in pitch.
- I can identify crotchet, minim and quaver rhythms aurally and with increasing accuracy.
- I can recognise vocal decoration.
- I can recognise big band instruments in the music I listen to from their individual sonorities.

## Communication

- 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 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**

# Summer Term (Year B): Instrumental/ Production Project

In Year 4 we ...	In Year 5 we ...	In Year 6 we ...
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know how to sit with the correct posture and how to handle the instrument carefully.</li> <li>• I know how to pick, strum and tap on the ukulele.</li> <li>• I know about the music of Latin America origins, traditions and can identify distinctive features of the music.</li> <li>• I understand the terms electronic dance.</li> <li>• I understand and can identify the parts of a song structure e.g. chorus, verse, intro, outro etc.</li> <li>• I know the correct finger positioning for an A minor and C major chord on the ukulele.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• I can pluck and mute the strings when playing.</li> <li>• I can perform two or more parts from simple notation using instruments as part of an ensemble.</li> <li>• I can develop my technique in the basic skills of playing the ukulele over a sustained learning period.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can improvise using a limited range of pitches on the ukulele making use of musical features including smooth (legato) and detached (staccato) sounds.</li> <li>• I can make compositional decisions</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know how to sit with the correct posture and how to handle the instrument carefully.</li> <li>• I know how to pick, strum and tap on the ukulele.</li> <li>• I know about the music of Latin America origins, traditions and can identify distinctive features of the music.</li> <li>• I understand the terms electronic dance.</li> <li>• I understand and can identify the parts of a song structure e.g. chorus, verse, intro, outro etc and can identify the key differences between them.</li> <li>• I know the correct finger positioning for an A minor and C major chord on the ukulele.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• I can pluck and mute the strings when playing.</li> <li>• I can perform two or more parts from simple notation using instruments as part of an ensemble.</li> <li>• I can develop my technique in the basic skills of playing the ukulele over a sustained learning period.</li> <li>• I can move quickly and fluently between chords whilst keeping in time with the rest of the ensemble with an awareness of all parts.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can improvise using a limited range of pitches on the ukulele making use of musical features including smooth (legato) and detached (staccato) sounds.</li> </ul> <p>I can make compositional decisions about the overall</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I know how to sit with the correct posture and how to handle the instrument carefully.</li> <li>• I know how to pick, strum and tap on the ukulele.</li> <li>• I know about the music of Latin America origins, traditions and can identify distinctive features of the music.</li> <li>• I understand the terms electronic dance.</li> <li>• I understand and can identify the parts of a song structure e.g. chorus, verse, intro, outro etc and can explain the differences between them and their individual purpose.</li> <li>• I know the correct finger positioning for an A minor and C major chord on the ukulele.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• I can pluck and mute the strings when playing.</li> <li>• I can perform two or more parts from simple notation using instruments as part of an ensemble.</li> <li>• I can develop my technique in the basic skills of playing the ukulele over a sustained learning period.</li> <li>• I can move quickly and fluently between chords with accuracy and projection.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• I can improvise using a limited range of pitches on the ukulele making use of musical features including smooth (legato) and detached (staccato) sounds.</li> </ul> <p>I can make compositional decisions about the overall structure of improvisations.</p>



about the overall structure of improvisations.

## Listening

- 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.

## Communication

- 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.

structure of improvisations.

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- 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.

## **Suggested enrichment ideas**

- Class/ small group performances to parents and peers.
- Federation performance.