



The Ribblesdale Federation of Schools

Music Curriculum Handbook

(Cycle A,B, C)



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
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	Atmospher e 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 4,5 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, we 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.

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.

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 A): The Elements of Music / The Menu Song

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

	<p>instruments within the music I am listening to.</p> <ul style="list-style-type: none"> • 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.
<p><u>Suggested enrichment ideas</u></p> <p>Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.</p> <p>Christmas performances</p> <p>Pupils can enhance their performances with costumes and props.</p>	

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

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

	<p>different sounds within a story.</p> <ul style="list-style-type: none"> • 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. <p>Listening</p> <ul style="list-style-type: none"> • 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. <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.
<p><u>Suggested enrichment ideas</u></p> <p>Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.</p> <p>Easter services</p> <p>Pupils can enhance their performances with costumes and props.</p>	

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

I	In Year 1 we...
	<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.

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.
- 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.
- 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.

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 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.

<p>Communication</p> <ul style="list-style-type: none"> • 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. 	<p>Listening</p> <ul style="list-style-type: none"> • 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. <p>Communication</p> <ul style="list-style-type: none"> • 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.
<p><u>Suggested enrichment ideas</u></p> <p>Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.</p> <p>Christmas performances</p> <p>Pupils can enhance their performances with costumes and props.</p>	

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.

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.

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.
- 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.

<ul style="list-style-type: none"> • I can experiment with the pentatonic scale. <p>Listening</p> <ul style="list-style-type: none"> • 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. <p>Communication</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can develop and extend ideas. • I can create my own pentatonic accompaniment. <p>Listening</p> <ul style="list-style-type: none"> • 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. <p>Communication</p> <ul style="list-style-type: none"> • 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.
<p><u>Suggested enrichment ideas</u></p> <p>Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.</p> <p>Easter services</p> <p>Pupils can enhance their performances with costumes and props.</p>	

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.
- 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

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 walk, move or clap to 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.

<p>them with staff notation including crotchets, quavers and crotchet rests.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p><u>Suggested enrichment ideas</u></p> <p>Pupils perform their work in student led assemblies or as part of the Friday Rewards Assemblies to parents.</p> <p>Cross federation performance opportunities</p> <p>Pupils can enhance their performances with costumes and props.</p>	

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

In Year 4 we ...	In Year 5 we ...	In Year 6 we ...
<p>Knowledge</p> <ul style="list-style-type: none"> • 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. • 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. <p>Performance</p> <ul style="list-style-type: none"> • 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. <p>Composition</p> <ul style="list-style-type: none"> • I understand how sounds are created, 	<p>Knowledge</p> <ul style="list-style-type: none"> • 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 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. <p>Performance</p> <ul style="list-style-type: none"> • 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. <p>Composition</p> <ul style="list-style-type: none"> • I understand how sounds are created, developed 	<p>Knowledge</p> <ul style="list-style-type: none"> • 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 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. <p>Performance</p> <ul style="list-style-type: none"> • 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

<p>developed and manipulated to create a musical structure and can demonstrate this in my own compositions.</p> <ul style="list-style-type: none"> • 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. <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, 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. 	<p>and manipulated for consistency within the musical structure and can demonstrate this in my own compositions.</p> <ul style="list-style-type: none"> • 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 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. 	<p>Composition</p> <ul style="list-style-type: none"> • 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. • 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
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	<ul style="list-style-type: none"> I can discuss, compare and contrast the compositions of famous composers and provide explanations for their compositional choices. 	<p>observations.</p> <ul style="list-style-type: none"> 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 	<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 	<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.

<p>metaphor.</p> <ul style="list-style-type: none"> • I can identify the texture of a song. • I am able to identify instruments aurally based on their distinctive sounds. • 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. 	<p>music and give reasons for my choices.</p> <ul style="list-style-type: none"> • 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 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 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 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

Summer Term (Year A): Instrumental/ Production Project

Play Ukulele – Latin Dance (Project 1)

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 	<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. 	<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>the overall structure of improvisations.</p> <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 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.
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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.

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

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 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' (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.

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 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 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,

	<p>pitch and timbre are being used and varied for effect.</p> <ul style="list-style-type: none"> • 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. <p>Communication</p> <ul style="list-style-type: none"> • 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.
<p><u>Suggested enrichment ideas</u></p> <p>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.</p>	

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.

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

Autumn Term (Year B): Popular Music/20th 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 20th 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.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats

Composition .

- Improvise 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.

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 20th 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 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.

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'.

- Introduce the stave, 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 20th 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.

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.

In Year 3 we...

Knowledge

- Learn about 20th 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.

Listening

- 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.

- Work as a team and support eachother.

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

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.

<p>Communication</p> <ul style="list-style-type: none">• Take part in an ensemble performance of Mangrove twilight.	<p>Communication</p> <ul style="list-style-type: none">• Take part in an ensemble performance of Mangrove twilight.
<p><u>Suggested enrichment ideas</u></p>	

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

In Year 4 we ...

Knowledge

- I understand the term pentatonic scale (a five note musical scale).
- I can recognise work songs from different cultures.
- I can recognise music from other cultures and countries.
- I can understand what the term pentatonic scale means.
- I understand the term gospel music and spirituals and their origins.

Performance

- 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.
- 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 dotted rhythms when performing sea shanties with increasing accuracy.
- I can experiment with creating my own bass line using the root note of the chord.

In Year 5 we ...

Knowledge

- I understand the term pentatonic scale (a five note musical scale).
- I can recognise work songs from different cultures.
- I can recognise music from other cultures and countries.
- I can understand what the term pentatonic scale means.
- I understand the term gospel music and spirituals and their origins.

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 perform with an increasing awareness of other parts within the ensemble.
- I can sing and recognise dotted rhythms when performing sea shanties.

Composition

- I can improvise pentatonic melodies.
- I can compose and notate pentatonic melodies with increasing accuracy.
- I can select appropriate timbres with minimal direction giving reasons for my choices.
- I can create accompaniments with bass notes and chords.

In Year 6 we ...

Knowledge

- I understand the term pentatonic scale (a five note musical scale).
- I can recognise work songs from different cultures.
- I can recognise music from other cultures and countries.
- I can understand what the term pentatonic scale means.
- I understand the term gospel music and their origins.

Performance

- I can play and perform in solo and ensemble contexts using my voice and playing musical instruments with accuracy, fluency control and expression.
- I can take a leading role in ensemble work.
- I can perform with an awareness of other parts.
- I can sing and recognise dotted rhythms when performing sea shanties with a sense of fluency and style, expressively and with a strong beat.

Composition

- I can improvise pentatonic melodies.
- I can compose and notate pentatonic melodies with accuracy and creativity.
- I can select appropriate timbres with confidence and provide logical reasons for my choices.
- I can create accompaniments with bass notes and

<p>Composition</p> <ul style="list-style-type: none"> • I can improvise pentatonic melodies. • I can compose and notate pentatonic melodies with increasing accuracy. <p>Listening</p> <ul style="list-style-type: none"> • • I can track the shape of a e 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. <p>Communication</p> <ul style="list-style-type: none"> • 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. 	<p>Listening</p> <ul style="list-style-type: none"> • I can track the shape of a melody recognising and demonstrating movements in pitch. • I can identify crotchet, minim and quaver rhythms aurally and from notation with increasing accuracy. • I can recognise vocal decoration. • I can compare features of gospel music demonstrating an increasing ability to apply music terminology appropriately to support my interpretation. <p>Communication</p> <ul style="list-style-type: none"> • 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. 	<p>chords with accuracy.</p> <p>Listening</p> <ul style="list-style-type: none"> • I can track the shape of a e melody recognising and demonstrating movements in pitch from graphic and notated scores. • I can identify crotchet, minim and quaver rhythms aurally and from notation including rests. • I can recognise vocal decoration. • I can compare features of gospel music demonstrating an increasing ability to apply music terminology appropriately to support my interpretation. • <p>Communication</p> <ul style="list-style-type: none"> • 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.
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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.
- I can improvise using notes from the

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 using my voice and tuned percussion.
- I can experiment with rhythms to create my own

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 using my voice and tuned percussion.
- I can compose my own arrangement of this little

<p>blues scale using my voice and tuned percussion.</p> <ul style="list-style-type: none"> I can experiment with rhythms to create my own big band arrangement with increasing accuracy. <p>Listening</p> <ul style="list-style-type: none"> 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. <p>Communication</p> <ul style="list-style-type: none"> 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. 	<p>big band arrangement with increasing accuracy.</p> <p>Listening</p> <ul style="list-style-type: none"> 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. <p>Communication</p> <ul style="list-style-type: none"> 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. 	<p>light of mine.</p> <ul style="list-style-type: none"> I can experiment with rhythms to create my own big band arrangement with confidence and logical application that is stylistically appropriate. <p>Listening</p> <ul style="list-style-type: none"> 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. <p>Communication</p> <ul style="list-style-type: none"> 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.
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Suggested enrichment ideas

Summer Term (Year B): Instrumental/ Production Project

In Year 4 we ...	In Year 5 we ...	In Year 6 we ...
Knowledge <ul style="list-style-type: none"> • 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 electronic dance. • I understand and can identify the parts of a song structure e.g. chorus, verse, intro, outro etc. • I know the correct finger positioning for an A minor and C major chord on the ukulele. Performance <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. Composition <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. 	Knowledge <ul style="list-style-type: none"> • 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 electronic dance. • 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. • I know the correct finger positioning for an A minor and C major chord on the ukulele. Performance <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. • I can move quickly and fluently between chords whilst keeping in time with the rest of the ensemble with an awareness of all parts. Composition <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. 	Knowledge <ul style="list-style-type: none"> • 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 electronic dance. • 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. • I know the correct finger positioning for an A minor and C major chord on the ukulele. Performance <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. • I can move quickly and fluently between chords with accuracy and projection. Composition <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.

<ul style="list-style-type: none"> • 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>I can make compositional decisions about the overall structure of improvisations.</p> <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>I can make compositional decisions about the overall structure of improvisations.</p> <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.
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Suggested enrichment ideas

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

Autumn Term (Year C): Music for Film and Art/ Balinese Music

In Year 4 we ...	In Year 5 we ...	In Year 6 we ...
Knowledge <ul style="list-style-type: none"> I understand the terms dynamics, temp and pitch and can use them appropriately to describe what I hear in the music. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. I can recognise musical features distinctive of music from Bali. Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. Performance <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Create and perform an extended melody with support. Sing/chant a part within a kecak performance. Composition <ul style="list-style-type: none"> I can Improvise and compose, creating 	Knowledge <ul style="list-style-type: none"> I understand the terms dynamics, temp and pitch and can use them appropriately to describe changes in music. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. I can recognise musical features distinctive of music from Bali. Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak Performance <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Create and perform an extended melody with minimal support. Sing/chant a part within a kecak performance. Composition <ul style="list-style-type: none"> I can Improvise and compose, creating atmospheric music for a scene with a given set of instruments. Improvise and compose music for a range of 	Knowledge <ul style="list-style-type: none"> I understand the terms dynamics, temp and pitch and can use them appropriately to describe changes in music using associated vocabulary to describe what I hear. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. I can recognise musical features distinctive of music from Bali. Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak Performance <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Create and perform an extended melody with confidence and give reasons for choices. Sing/chant a part within a kecak performance. Composition <ul style="list-style-type: none"> I can Improvise and compose, creating atmospheric music for a scene with a given set of instruments. Improvise and compose music for a range of

<p>atmospheric music for a scene with a given set of instruments.</p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. <p>Listening</p> <ul style="list-style-type: none"> • I can Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • I can recognise some instruments in the music (piano, vibraphone, saxophone, 	<p>purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. <p>Listening</p> <ul style="list-style-type: none"> • I can Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • I can recognise some instruments in the music (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high- 	<p>purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. <p>Listening</p> <ul style="list-style-type: none"> • I can Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • I can recognise some instruments in the music (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and
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<p>snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen.</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Listen with attention to detail and recall sounds with increasing aural memory.etc. <p>Communication</p> <ul style="list-style-type: none"> • I can talk about the effect of particular instrument sounds (timbre). • I can work collaboratively, sharing ideas for group compositions to create a finished piece. • I can perform with an awareness of others in the ensemble communicating non-verbally. 	<p>quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Communication</p> <ul style="list-style-type: none"> • I can talk about the effect of particular instrument sounds (timbre) using appropriate vocabulary. • I can work collaboratively, sharing ideas for group compositions to create a finished piece. • I can perform with an awareness of others in the ensemble communicating non-verbally. 	<p>musicians.</p> <ul style="list-style-type: none"> • <p>Communication</p> <ul style="list-style-type: none"> • I can talk about the effect of particular instrument sounds (timbre) using appropriate vocabulary. • I can work collaboratively, sharing ideas for group compositions to create a finished piece. • I can perform with an awareness of others in the ensemble communicating non-verbally. • I can take a directing role in my composition/performance work.
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Suggested enrichment ideas

Spring Term (Year C): Artists and Influence/ Tango/ Indian Music

In Year 4 we ...	In Year 5 we ...	In Year 6 we ...
<p>Knowledge</p> <ul style="list-style-type: none"> • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Explore the influences on an artist by comparing pieces of music from different genres. • I understand the term musical fusion. • To develop an awareness of performer and violinist Lindsey Stirling and classical pianist Tokio Myers. • To develop knowledge of the tango style and related instruments. • Demonstrate an understanding of the history of Argentine tango. • Develop knowledge of Indian music, bhairavi raga, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), <p>Performance</p> <ul style="list-style-type: none"> • Create responses to music using different forms of expression, for instance: • Poetry. • Art. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Explore and suggest the influences on an artist by comparing pieces of music from different genres. • I understand the term musical fusion and can identify features of musical styles fused together. • To develop an awareness of performer and violinist Lindsey Stirling and classical pianist Tokio Myers. • To develop knowledge of the tango style and related instruments. • Demonstrate an understanding of the history of Argentine tango. • Develop knowledge of Indian music, bhairavi raga, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), • <p>Performance</p> <ul style="list-style-type: none"> • Create responses to music using different forms of expression, for instance: • Poetry. • Art. • Sculpture. • Shadow puppetry • Demonstrate coordination and keeping a 	<p>Knowledge</p> <ul style="list-style-type: none"> • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Explore and suggest the influences on an artist by comparing pieces of music from different genres. • I understand the term musical fusion and can identify features of musical styles fused together. • To develop an awareness of performer and violinist Lindsey Stirling and classical pianist Tokio Myers. • To be able to recognize music from the tango style and identify key stylistic features and timbres related to the musical style. • Demonstrate an understanding of the history of Argentine tango. • Develop knowledge of Indian music, bhairavi raga, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), • <p>Performance</p> <ul style="list-style-type: none"> • Create responses to music using different forms of expression, for instance: • Poetry. • Art. • Sculpture. • Shadow puppetry

<ul style="list-style-type: none"> • Sculpture. • Shadow puppetry • Demonstrate coordination and keeping a steady beat by dancing to bhangra music. • Sing in two part harmony. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>Composition</p> <ul style="list-style-type: none"> • Create a shadow movement piece in response to music. • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Create a rhythmic piece for drums and percussion instruments. <p>Listening</p> <ul style="list-style-type: none"> • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • I can identify the electric violin, acoustic violin/fiddle, rock band (electric and bass guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins. • I can compare musical genres (country, electronic dance music, 	<p>steady beat by dancing to bhangra music.</p> <ul style="list-style-type: none"> • Sing in two part harmony. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. <p>Composition</p> <ul style="list-style-type: none"> • Create a shadow movement piece in response to music. • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Create a rhythmic piece for drums and percussion instruments. <p>Listening</p> <ul style="list-style-type: none"> • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • I can identify the electric violin, acoustic violin/fiddle, rock band (electric and bass guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins. • I can compare musical genres (country, electronic dance music, rock, classical, soul) using the elements of music. • Develop listening skills and an understanding 	<ul style="list-style-type: none"> • Demonstrate coordination and keeping a steady beat by dancing to bhangra music. • Sing in two part harmony. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. <p>Composition</p> <ul style="list-style-type: none"> • Create a shadow movement piece in response to music. • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Create a rhythmic piece for drums and percussion instruments. <p>Listening</p> <ul style="list-style-type: none"> • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • I can identify the electric violin, acoustic violin/fiddle, rock band (electric and bass guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins and describe how they are being used/what parts they are
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<p>rock, classical, soul).</p> <ul style="list-style-type: none"> • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. • I can recognise musical sections associated with Indian music: asthayi (chorus), antara (verse), echo. <p>Communication</p> <ul style="list-style-type: none"> • Work collaboratively with others in composition/performance tasks. • Perform with accuracy, confidence and projection in front of an audience. • Offer suggestions for development of own and the work of others. 	<p>of how different instrumental parts interact (texture) by responding to each part through movement.</p> <ul style="list-style-type: none"> • I can recognise musical sections associated with Indian music: asthayi (chorus), antara (verse), echo. <p>Communication</p> <ul style="list-style-type: none"> • Work collaboratively with others in composition/performance tasks. • Perform with accuracy, confidence and projection in front of an audience. • Offer suggestions for development of own and the work of others. 	<p>playing.</p> <ul style="list-style-type: none"> • I can compare musical genres (country, electronic dance music, rock, classical, soul) commenting on specific musical features and using the elements of music to describe what I hear. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. • I can recognise musical sections associated with Indian music: asthayi (chorus), antara (verse), echo <p>Communication</p> <ul style="list-style-type: none"> • Work collaboratively with others in composition/performance tasks. • Perform with accuracy, confidence and projection in front of an audience. • Offer suggestions for development of own and the work of others.
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Suggested enrichment ideas

Summer Term (Year C): Instrumental/ Production Project

In Year 4 we ...	In Year 5 we ...	In Year 6 we ...
<p>Knowledge</p> <ul style="list-style-type: none"> • 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 electronic dance. • I understand and can identify the parts of a song structure e.g. chorus, verse, intro, outro etc. <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. • I can play four notes and 3 chords: A, E, F, and C, A minor, F major and C major with accuracy and fluency. <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 	<p>Knowledge</p> <ul style="list-style-type: none"> • 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 electronic dance. • I understand and can identify the parts of a song structure e.g. chorus, verse, intro, outro etc. <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. • I can play four notes and 3 chords: A, E, F, and C, A minor, F major and C major with accuracy and fluency. <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> <ul style="list-style-type: none"> • I can learn to recognise when my instrument is 	<p>Knowledge</p> <ul style="list-style-type: none"> • 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 electronic dance. • I understand and can identify the parts of a song structure e.g. chorus, verse, intro, outro etc. <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. • I can play four notes and 3 chords: A, E, F, and C, A minor, F major and C major with accuracy and fluency. • I can take a leading role in performance activities. <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> <ul style="list-style-type: none"> • I can learn to recognise when my instrument is out of tune and comment on whether it is sharp or flat. • I can listen to and comment on live and pre-

<p>improvisations.</p> <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>out of tune.</p> <ul style="list-style-type: none"> • 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>recorded music describing what I hear using the elements of music.</p> <ul style="list-style-type: none"> • 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

Class or small group performance to parents and peers.
Cross federation performance.

Agreed End Points

We have plotted end points for each year group to ensure that children keep on track for the end of Key Stage end points. In this way we can get children ready for the next stage of their education. Our end points ensure that our curriculum is purposefully structured and logically sequenced, and new knowledge builds on previous knowledge – links can be made across different areas of study.

EYFS	ELGs in Purple
<p>Expressive Arts & Design Being Imaginative & Expressive</p>	<ul style="list-style-type: none"> •Pupils can sing a range of well-known nursery rhymes and songs. •Pupils can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Music	Year One	Year Two
Performing	<ul style="list-style-type: none"> •Rehearse and perform with others using untuned instruments and voices to sing songs, speak chants and rhymes. •Perform with confidence cumulative songs (songs with a simple melody that changes each verse. 	<ul style="list-style-type: none"> •Play tuned and untuned instruments. •Use their voices expressively to rehearse and perform with others. •Can start and finish together and can keep a steady pulse.
Listening & Reviewing	<ul style="list-style-type: none"> •Understand how sounds can be made in different ways and described using given and invented symbols. •Listen to contrasting songs (such as a lullaby and a dance tune) with concentration, remembering specific instrumental names and sounds. 	<ul style="list-style-type: none"> •Listen with concentration to music of a longer duration and recognise simple structures- beginning, middle and end. •Understand that music can be used for particular purposes and occasions.
Creating and Composing	<ul style="list-style-type: none"> •Experiment with creating and copying musical patterns. •Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, drum and shaker sounds. 	<ul style="list-style-type: none"> •Experiment with creating their own musical patterns and begin to identify one strand (section) of music or more. •Begin to improve their own or others work.
Understanding and Exploring	<ul style="list-style-type: none"> •Begin to explore their feelings about music using dance and expressive language. •Develop an understanding that music has been composed throughout history. 	<ul style="list-style-type: none"> •Recognise and match sounds with pictures of different instruments. •Explore a variety of vocal qualities through singing and speaking. •Begin to use onomatopoeia sound words to describe selected sounds and the ways on which they are produced.
Inter-related Dimensions	<ul style="list-style-type: none"> •Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds. •Identify silence and sounds that are quiet and the differences between fast and slow sounds. 	<ul style="list-style-type: none"> •Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. •Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.

Music	Year Three	Year Four
Performing	<ul style="list-style-type: none"> •Sing songs, speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience. •Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat. 	<ul style="list-style-type: none"> •Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression. •Identify contrasting sections of a song, such as the verse and a refrain (chorus).
Listening & Reviewing	<ul style="list-style-type: none"> •Listen with extended concentration and begin to express their opinion on a range of live and recorded music. •Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud, fast music will create a different feeling to listening to slow, quiet music) 	<ul style="list-style-type: none"> •Review their own ideas and feelings about music using art, movements, dance, expressive vocabulary and musical language. •Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own.
Creating and Composing	<ul style="list-style-type: none"> •Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect. •Begin to create and combine a variety of the inter-related dimensions when composing. 	<ul style="list-style-type: none"> •Improvise and develop rhythmic and melodic material when composing. •Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. •Combine a variety of musical elements when composing using staff and other musical notations.
Understanding and Exploring	<ul style="list-style-type: none"> •Explore and compare sounds of groups of musical instruments, identifying the differences between them e.g. strings, woodwind etc. •Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. •Explore music from a culture different to their own. 	<ul style="list-style-type: none"> •Explore and compare sounds from different instrumental families (percussion, woodwind, brass, string), name a variety of instruments •Hear different instruments in a piece of music and compare the tones as brassy or wooden. •Sequence various famous composers on a timeline.
Inter-related Dimensions	<ul style="list-style-type: none"> •Understand that dynamics means volume and can recognise various different levels. •Understand that texture refers to the difference between thick (many sounds) and thin (few) layers of sound. •Experience how music can be produced in different ways, including through ICT and described through relevant 	<ul style="list-style-type: none"> •Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing. •Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. •Recognise pitch movement by step, leaps or as repeats.

	established and invented notations.	
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Music	Year Five	Year Six
Performing	<ul style="list-style-type: none"> •Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. •Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments. 	<ul style="list-style-type: none"> •Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression. •Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience
Listening & Reviewing	<ul style="list-style-type: none"> •Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects •Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions. 	<ul style="list-style-type: none"> •Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions. •Develop a better understanding of the history of music. Begin to investigate the different eras of music
Creating and Composing	<ul style="list-style-type: none"> •Improvise and develop a wider range of rhythmic and melodic material when composing. •Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT. 	<ul style="list-style-type: none"> •Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing. •Can compose for different moods and use dynamic levels such as accents (sudden loud or sudden quiet notes).
Understanding and Exploring	<ul style="list-style-type: none"> •Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (many sounds) and thin (few) layers of sound) varies in a song or piece of music 	<ul style="list-style-type: none"> •Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies.
Inter-related Dimensions	<ul style="list-style-type: none"> •Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. •Can identify a silence in a rhythmic pattern with a gesture such as raised hand. •Begin to use various Italian musical terms such as crescendo, diminuendo, forte and piano. 	<ul style="list-style-type: none"> •Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece. •Use Italian musical terms for gradually getting louder crescendo and gradually getting quieter diminuendo.