

Christ Church Upper Armley Primary Academy



Music Curriculum Intent and Overview

In partnership to Educate, Nurture & Empower

A member of



The Music Curriculum at Christ Church Upper Armley Primary Academy

At Christ Church Upper Armley, we strive to deliver a rich and varied curriculum, enabling all children to be the best they can be.

Our curriculum aims to ensure that all pupils will develop a range of skills in singing, playing, listening, composing, improvising and exploring notation. Pupils will listen and appraise, perform, review and evaluate music across a range of styles, genres and traditions. Pupils will also understand and explore how music is created and produced, through work on pitch, duration, dynamics, tempo and structure. Musical performances are actively encouraged, providing the chance to promote individual talents and personal confidence. Pupils will learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Aims

- Perform, listen to, review and evaluate music across different genres
- Learn about the works of the great composers and musicians
- Create and compose music on their own and with others
- Begin to learn how to play a musical instrument
- Understand and explore how music is created
- Begin to read musical notations

Digging Deeper

We encourage children to reach their full potential across the curriculum. We encourage them to deepen their understanding in Music by:

- Our use of deeper questioning when listening and appraising music.
- Giving children the opportunity to reflect and evaluate their own work.
- Challenging them in their understanding of musical notation when applying this to their own improvisation and composition.
- Encouraging children to consider their use of features (rhythm, structure, texture etc.) when composing.

Key Curriculum Principles

1. **The Bigger Picture: Progression should be clear**

The skills that children will learn through each music unit is clear and develops a range of skills in singing, playing, listening, composing, improvising and exploring notation.

2. **Enrichment:** It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so ensure that children:

- Revisit songs and musical activities throughout the week
- Perform songs to other classes or in assemblies each term.
- Have the opportunity to perform at events locally (e.g. Young Voices, Christmas Fair)

3. **Deliberate Practice:**

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. Pupils will be encouraged to:

- Explore and perform a widening range of appropriate songs as a class
- Work collaboratively as a class and in small groups, trying out musical ideas
- Suggest improvements for own and others work
- Explore different musical roles
- Talk about music, expressing preferences

4. **Oracy:** Through our work with Voice 21 and participation in the 'Narrowing the Word Gap' project, pupils regularly experience different types of talk, such as exploratory talk and presentational talk. Strategies for talk in order to 'learn to talk' and 'learn through' talk are spread throughout the music curriculum, so that learners can further develop ideas; and articulate them to their peers.

National Curriculum: Purpose of study for Music:

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation

Attainment Targets

Early Years

- Listen to/sing rhymes and songs

- Move with the pulse of the music.
- Know that the words of songs can tell stories and paint pictures.
- Combine different movements to music.

Key Stage 1

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

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- 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.

MUSIC CURRICULUM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Tap! Ding! Clap! Sing!	Tap! Ding! Clap! Sing!	Tap! Ding! Clap! Sing!	Tap! Ding! Clap! Sing!	Tap! Ding! Clap! Sing!	Tap! Ding! Clap! Sing!
Year 1	My Musical Heartbeat	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together!
Year 2	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Year 3	Writing Music Down	Playing in a Band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night
Year 4	Musical Structures	Exploring Feelings When You Play	Compose With Your Friends	Feelings Through Music	Expression and Improvisation	The Show Must Go On!
Year 5	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands!
Year 6	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour

MUSIC LONG TERM PLANNING

LINKS TO PRIOR LEARNING						
<p>Children may have responded to music by moving/drawing/painting.</p> <p>Children may have listened to and sung songs at nursery/childcare setting/nursery rhymes at home.</p>						
Substantive Knowledge		Disciplinary Knowledge				
		Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing	Vocabulary
Reception	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Play a range of untuned instruments appropriately.</p>	<p>Differentiate between fast/slow and loud/quiet when listening or playing</p> <p>Remain quiet when waiting my turn</p> <p>Listen to instructions within a song and react accordingly</p>	<p>Find my singing voice on my own and with others.</p> <p>Sing a repertoire of chants and 2/3 tone songs from memory</p> <p>Use my voice in different ways, e.g. whispering, speaking, signing, thinking</p>	<p>Respond to music with movement, e.g. stomp, tiptoe, walk, run, and show awareness of pulse.</p> <p>Listen to instructions within a song and react accordingly</p>	<p>Differentiate between fast/slow and loud/quiet when listening or playing</p> <p>Start and stop when playing with others</p> <p>Play my instruments safely and pick them up and put them down quietly</p> <p>Different instruments produce different sounds and</p>	<p>Loud</p> <p>Quiet</p> <p>Fast</p> <p>Slow</p> <p>Pulse</p> <p>Shape</p> <p>Tap</p> <p>Scrape</p> <p>Bang</p> <p>Clap</p> <p>Sing</p> <p>Ding</p>

	<p>Listen to a variety of sounds, talking about favourite sounds, songs and music.</p> <p>Follow the leader's signal when playing or singing</p>		<p>Remain quiet when waiting my turn</p> <p>Listen to instructions within a song and react accordingly</p> <p>Understand that different voices produce different sounds and can identify the sound of my classmates voices.</p>		<p>can classify sound makers, e.g. shake, tap, scrape</p> <p>Choose sounds to accompany a song or story</p>	
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LINKS TO PRIOR LEARNING

In Reception, children regularly listen to nursery rhymes and do daily singing in various areas of the curriculum.
 Children moved to the pulse when listening to songs.
 Call and response used in response to the teacher when learning songs.

Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
<p>Year 1</p> <p>Autumn Term</p> <p>My Musical Heartbeat</p> <p>Dance, Sing and Play</p>	<p>Understand that the pulse or beat of the music is like a heartbeat that doesn't stop.</p> <p>Be able to move in time to a steady beat and find the pulse of the music.</p> <p>Listen to, copy and repeat a simple melody with the voice.</p> <p>Understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.</p>	<p>Sing simple songs, chants and rhymes as a class.</p> <p>Copy simple pitch patterns accurately (e.g. singing call and response songs).</p> <p>Respond to visual performance directions (e.g. start, stop, loud, quiet).</p> <p>Walk, move or clap a steady beat with others, changing the speed of</p>	<p>Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.</p> <p>Listen to, copy and repeat a simple rhythm through call and response.</p> <p>Respond to music through movement and dance, identifying a steady beat, changing the speed of the beat as the tempo of music changes.</p>	<p>Keep a steady beat when improvising.</p> <p>To improvise simple vocal patterns using question-and-answer phrases.</p> <p>Explore the voice using a variety of vocal sounds.</p> <p>Improvise using one, two or three notes (C, D, E).</p>	<p>Follow pictures and symbols to guide singing and playing.</p> <p>Use graphic notation to present a composition of two, three, four or five notes.</p>	<p>dynamics</p> <p>pulse</p> <p>tempo</p> <p>action</p> <p>copy</p> <p>echo</p> <p>rhythm</p> <p>pattern</p> <p>syllable</p> <p>call and response</p> <p>louder</p> <p>quieter</p> <p>soft</p> <p>spiky</p> <p>smooth</p> <p>short</p> <p>speed</p>

	<p>Begin to understand where the music fits in the world. Begin to understand different styles of music.</p> <p>Digging Deeper: Identify texture - listening for whether there is more than one sound at the same time.</p>	<p>the beat as the tempo of the music changes.</p> <p>Perform short copycat rhythms patterns accurately e.g, word pattern chants.</p> <p>Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms).</p> <p>Sing high or low sounds demonstrating an understanding of pitch.</p> <p>To begin to play on a tuned/untuned instruments.</p>	<p>Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short.</p> <p>Describe thoughts and feelings in response to music.</p> <p>Talk about instruments heard in a piece of music.</p> <p>To identify loud and quiet sounds as an introduction to understanding dynamics.</p>	<p>Begin to understand that composing is like writing a story with music.</p> <p>Clap 4-beat rhythms, creating long and short sounds.</p>		<p>faster slower timbre texture structure</p>
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LINKS TO PRIOR LEARNING

In Reception, children regularly listen to nursery rhymes and do daily singing in various areas of the curriculum.
Children moved to the pulse when listening to songs.
Call and response used in response to the teacher when learning songs.

Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 1	Understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.	Sing simple songs, chants and rhymes as a class	Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	Keep a steady beat when improvising.	Follow pictures and symbols to guide singing and playing.	dynamics pulse tempo action
Spring Term						copy echo rhythm pattern
Exploring Sounds.	Begin to understand where the music fits in the world. Begin to understand different styles of music.	Copy simple pitch patterns accurately (e.g.		To improvise simple vocal patterns using question-and-	Use graphic notation to present a	

Learning to Listen.	Understand and demonstrate the difference between pulse, rhythm and pitch. Digging Deeper: Identify texture - listening for whether there is more than one sound at the same time.	singing call and response songs) Respond to visual performance directions (e.g. start, stop, loud, quiet) Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform short copycat rhythms accurately e.g, word pattern chants Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms). Sing high or low sounds demonstrating an understanding of pitch.	Listen to, copy and repeat a simple rhythm through call and response. Respond to music through movement and dance, identifying a steady beat, changing the speed of the beat as the tempo of music changes. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short. To identify loud and quiet sounds as an introduction to understanding dynamics.	answer phrases. Improvise using one, two or three notes (C, D, E) Begin to understand that composing is like writing a story with music. Compose a melodic line with direction, creating a beginning and an end using the home key. Explore pitch and rhythm when composing. Recognise signs and symbols that equate to the note value of one and two beats.	composition of two, three, four or five notes. Write a melody using manuscript/online resources and/or graphic scores.	syllable call and response louder quieter soft spiky smooth short speed faster slower timbre texture structure

		<p>Talk about instruments heard in a piece of music.</p> <p>To begin to play on a tuned/untuned instruments.</p>				
LINKS TO PRIOR LEARNING						
<p>In Reception, children regularly listen to nursery rhymes and do daily singing in various areas of the curriculum.</p> <p>Children moved to the pulse when listening to songs.</p> <p>Call and response used in response to the teacher when learning songs.</p>						
Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary

<p>Year 1 Summer Term</p> <p>Having fun with improvisation. Let's Perform Together!</p>	<p>Begin to understand where the music fits in the world. Begin to understand different styles of music.</p>	<p>Sing simple songs, chants and rhymes as a class</p>	<p>Listen to, copy and repeat a simple rhythm through call and response.</p>	<p>Keep a steady beat when improvising.</p>	<p>Follow pictures and symbols to guide singing and playing.</p>	<p>dynamics pulse tempo action copy echo rhythm pattern syllable call and response louder quieter soft spiky smooth short speed faster slower timbre texture structure improvise improvisation</p>
	<p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about making up your own very simple tunes on the spot.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Learn to sing an African song using call and response.</p> <p>Use body percussion to add a rhythmic layer to the song.</p> <p>Digging Deeper: Identify texture - listening for whether there is more than one sound at the same time.</p>	<p>Copy simple pitch patterns accurately (e.g. singing call and response songs)</p> <p>Respond to visual performance directions (e.g. start, stop, loud, quiet)</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform short copycat rhythms patterns accurately e.g, word pattern chants</p> <p>Play simple rhythmic accompaniments to songs to a steady pulse (e.g.</p>	<p>Respond to music through movement and dance, identifying a steady beat, changing the speed of the beat as the tempo of music changes.</p> <p>Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short.</p> <p>To identify loud and quiet sounds as an introduction to understanding dynamics.</p>	<p>To improvise simple vocal patterns using question-and-answer phrases.</p> <p>Improvise using one, two or three notes (C, D, E)</p> <p>Begin to understand that composing is like writing a story with music.</p> <p>Compose a melodic line with direction, creating a beginning and an end using the home key.</p> <p>Explore pitch and rhythm when composing.</p>	<p>Use graphic notation to present a composition of two, three, four or five notes.</p> <p>Write a melody using online resources and/or graphic scores.</p> <p>Use body percussion symbols to record rhythmic ideas.</p>	

		<p>short, repeated rhythms).</p> <p>Sing high or low sounds demonstrating an understanding of pitch.</p> <p>Talk about instruments heard in a piece of music.</p> <p>To begin to play on a tuned/untuned instruments.</p>		Recognise signs and symbols that equate to the note value of one and two beats.		
LINKS TO PRIOR LEARNING						
<p>During Year 1, children should have become more confident with finding the pulse of the music.</p> <p>They will have sung a range of songs throughout the year.</p> <p>They will have explored rhythm and should be able to demonstrate a variety of rhythms (using their hands, body or using phrases).</p>						

Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 2 Autumn Term Pulse, Rhythm and Pitch. Playing in an Orchestra.	<p>Develop ensemble skills through singing a range of songs.</p> <p>Learn to recognise the difference between pulse, rhythm and pitch.</p> <p>Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Begin to understand the concept of there being different styles of music.</p> <p>Create simple four-beat rhythms and represent using graphic notation.</p> <p>Describe differences in tempo and dynamics with more confidence.</p> <p>To recognise some band and orchestral instruments.</p> <p>Digging Deeper: Describe whether a change (e.g. pitch, tempo, dynamic, texture) is gradual or sudden and describe its effect.</p>	<p>Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control.</p> <p>Sing songs and play singing games, copying pitch patterns accurately.</p> <p>Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >)</p> <p>Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion</p>	<p>Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music</p> <p>Listen with concentration to a range of music, recognising rhythmic features. To mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p>	<p>Begin to create personal musical ideas using the given notes.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Understand that improvisation is about making up your own very simple tunes on the spot. Create a sound using tuned and untuned percussion instruments in response to a stimulus.</p> <p>Compose using two, three, four or five notes.</p>	<p>Follow pictures and symbols to guide singing and playing.</p> <p>Use graphic notation to present a composition of two, three, four or five notes.</p> <p>Compose simple rhythms using basic stick notation.</p>	<p>pulse copy echo action sequence tempo mood style melody beats syllable rhythm pattern piano forte dynamics timbre crescendo diminuendo rest ostinato texture layers verse chorus</p>

		Play simple repeated rhythms or melody (ostinato) Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion		Compose a melodic line with direction, creating a beginning and an end using the home key. Create a simple melody using crotchets and minims.		
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LINKS TO PRIOR LEARNING

During Year 1, children should have become more confident with finding the pulse of the music.
 They will have sung a range of songs throughout the year.
 They will have explored rhythm and should be able to demonstrate a variety of rhythms (using their hands, body or using phrases).

Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 2 Spring Term	Develop ensemble skills through singing a range of songs.	Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control.	Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	Begin to create personal musical ideas using the given notes.	Follow pictures and symbols to guide singing and playing.	pulse copy echo action sequence
Inventing a Musical Story.	Learn to recognise the difference between pulse and rhythm and pitch.					tempo
Recognising Different Sounds.	Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Sing songs and play singing	Listen to and describe simple	Follow a steady beat and stay 'in time'.	Use graphic notation to present a composition of two, three, four or five notes.	mood style melody beats syllable

	<p>Begin to understand the concept of there being different styles of music.</p> <p>Create simple four-beat rhythms and represent using graphic notation.</p> <p>Describe differences in tempo and dynamics with more confidence.</p> <p>Digging Deeper: Describe whether a change (e.g. pitch, tempo, dynamic, texture) is gradual or sudden and describe its effect.</p>	<p>games, copying pitch patterns accurately.</p> <p>Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >)</p> <p>Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion.</p> <p>Play simple repeated rhythms or melody (ostinato)</p> <p>Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion.</p>	<p>changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music.</p> <p>Listen with concentration to a range of music, recognising rhythmic features.</p> <p>Tap the pulse of a piece of music and recognise changes/fluctuations in tempo.</p>	<p>Understand that improvisation is about making up your own very simple tunes on the spot. Create a sound using tuned and untuned percussion instruments in response to a stimulus.</p> <p>Compose using two, three, four or five notes.</p> <p>Compose a melodic line with direction, creating a beginning and an end using the home key.</p> <p>Create a simple melody using crotchets and minims.</p>	<p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p>	<p>rhythm pattern piano forte dynamics timbre crescendo diminuendo rest ostinato texture layers verse chorus</p>

LINKS TO PRIOR LEARNING

During Year 1, children should have become more confident with finding the pulse of the music.
They will have sung a range of songs throughout the year.
They will have explored rhythm and should be able to demonstrate a variety of rhythms (using their hands, body or using phrases).

Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 2 Summer Term Exploring Improvisation. Our Big Concert	Develop ensemble skills through singing a range of songs.	Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control.	Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	Begin to create personal musical ideas using the given notes.	Follow pictures and symbols to guide singing and playing.	pulse copy echo action sequence
	Learn to recognise the difference between pulse and rhythm and pitch.					tempo
	Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).				Use graphic notation to present a composition of two, three, four or five notes.	mood style
	Create simple four-beat rhythms and represent using graphic notation.	Sing songs and play singing games, copying pitch patterns accurately.	Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music.	Follow a steady beat and stay 'in time'.		beats syllable rhythm pattern
	Describe differences in tempo and dynamics with more confidence.			Understand that improvisation is about making up your own very simple tunes on the spot.	Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	piano forte dynamics
	Begin to create personal musical ideas using the given notes.	Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >)		Create a sound using tuned and untuned percussion instruments in		timbre crescendo diminuendo rest
	Make comparisons between Western and Classical Music.					ostinato
	Use rhythms and call and response to compose a drumming piece.	Perform rhythmic patterns accurately and	Listen with concentration to a			texture layers verse chorus
	Digging Deeper:					

	Describe whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?	invent rhythms for others to copy on untuned percussion or body percussion Play simple repeated rhythms or melody (ostinato) Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion	range of music, recognising rhythmic features. Tap the pulse of a piece of music and recognise changes/fluctuations in tempo.	response to a stimulus. Compose using two, three, four or five notes. Compose a melodic line with direction, creating a beginning and an end using the home key. Create a simple melody using crotchets and minims.		
LINKS TO PRIOR LEARNING						
In Year 2, children should have become more confident with finding the pulse, copying rhythms and should recognise some simple musical notation. Children will be more familiar with the concept of improvising with the voice and a tuned/untuned instrument.						
Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 3 Term	Know where a Djembe drum comes from Knows who plays a Djembe drum	Maintain a pulse while someone plays a rhythm pattern	Listen to a short piece played in my group	Make up an interesting fill Maintain a pattern in time	Read and play at least two rhythms	Djembe Beat Pulse Rhythm Fill

<p>Djembe Drums</p> <p>Artforms Red and Orange</p>	Knows when a Djembe drum is played	Sit or stand at my instrument in a way that allows me to play it	Echo a short rhythm or pattern Understand and play loud and soft	for sixteen repetitions		Pattern Accent Call & respond
	Knows songs that are performed with a Djembe accompaniment	Echo a short pattern	Read and play four different rhythms with rests keeping a steady pulse	Make up a fill using at least two different rhythms		
	Knows how to hold a Djembe drum	Accent the first beat of the pattern	Choose some good dynamics for a piece that I can play			
	Knows	Read and play at least two rhythms				
		Perform a short piece for my group				
		Perform a tune with my friends for a small audience				
		Play a rhythm or pattern with accompaniment from my teacher				
		Maintain good posture				
		Sing a song whilst playing the Djembe				

LINKS TO PRIOR LEARNING

In Year 3, children will have learnt to play the Djembe drum.

They will have built upon their improvising and composing skills, thinking about melody and rhythm and a variety of note values.

Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 4 Autumn Term Musical Structures. Exploring Feelings When You Play.	Develop ensemble skills, learning to perform together rhythmically.	Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.	Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)	Understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests (on a staff).	Beat pulse leader conductor bar time signature lento
	Develop their knowledge of rhythmic notations	Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)	Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.	Compose layers of rhythm (ostinato phrases)	Identify the names of some pitched notes on a staff.	adagio andante moderato presto
	Play from range of rhythmic notations, performing as a class and in small groups	Perform rhythms accurately, recognizing and defining note values and rests	Identify the tempo as fast, slow or steady.	Make decisions about the overall structure of compositions and improvisations.	Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers	accelerando rallentando semibreve minim crotchet quavers articulation
	Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato)	Rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G. major and D major. Maintain an ostinato (rhythmic or melodic),	Listen and identify structures used to shape songs and music (e.g. call and response, rondo form) Listen and describe direction and shape of melodies.	Explore improvisation within a major scale, using more notes. Improvise on a limited range of pitches on the instrument they are	Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of Ensemble.	legato staccato tonality ostinato polyrhythmic triad motif structure texture timbre

	<p>Understand what a musical introduction is and its purpose.</p> <p>Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs).</p> <p>Sing as part of a choir with awareness of size: the larger the ensemble, the thicker and richer the musical texture.</p> <p>Digging Deeper: Can they explain why silence is used in a piece of music and say what effect it has?</p>	<p>performing accurately and in time as an ensemble</p> <p>Control changes in dynamics, tempo and articulation when singing and playing.</p> <p>Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)</p>	<p>Listen and compare music, discussing similarities and differences and expressing preferences.</p> <p>Identify major and minor tonalities.</p> <p>Identify what a main theme is and when it is repeated.</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments.</p> <p>Recognise the sound and notes of the pentatonic scale, by ear and from notation.</p>	<p>learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression.</p> <p>Begin to understand the structure of the composition.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values</p> <p>Use simple dynamics and tempo instruction.</p> <p>Evaluate performances, making improvements where needed.</p>	<p>Use graphic notations to represent layers of rhythm.</p>	
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LINKS TO PRIOR LEARNING

In Year 3, children will have sung a wide range of songs.

They will have built upon their improvising and composing skills, thinking about melody and rhythm and a variety of note values. Children will have begun to use formal notation to record musical ideas.

Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 4 Spring Term Compose With Your Friends. Feelings Through Music.	Develop ensemble skills, learning to perform together rhythmically.	Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.	Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)	Understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests (on a stave).	Beat pulse leader conductor instrumental families. bar time
	Develop their knowledge of rhythmic notations	Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)	Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.	Compose layers of rhythm (ostinato phrases)	Identify the names of some pitched notes on a stave.	signature lento adagio andante moderato
	Play from range of rhythmic notations, performing as a class and in small groups	Perform rhythms accurately, recognizing and defining note values and rests	Identify the tempo as fast, slow or steady.	Make decisions about the overall structure of compositions and improvisations.	Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers	presto accelerando rallentando semibreve minim crotchet
	Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato)	Rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G. major and D major. Maintain an ostinato (rhythmic or melodic),	Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	Explore improvisation within a major scale, using more notes. Improvise on a limited range of pitches on the	Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of Ensemble.	quavers articulation legato staccato tonality ostinato polyrhythmic triad motif

	<p>Understand what a musical introduction is and its purpose.</p> <p>Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs).</p> <p>Sing as part of a choir with awareness of size: the larger the ensemble, the thicker and richer the musical texture.</p> <p>Digging Deeper: Can they explain why silence is used in a piece of music and say what effect it has?</p>	<p>performing accurately and in time as an ensemble.</p> <p>Control changes in dynamics, tempo and articulation when singing and playing.</p> <p>Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)</p>	<p>Listen and describe direction and shape of melodies.</p> <p>Listen and compare music, discussing similarities and differences and expressing preferences.</p> <p>Identify major and minor tonalities.</p> <p>Identify what a main theme is and when it is repeated.</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments.</p> <p>Recognise the sound and notes of the pentatonic scale, by ear and from notation.</p>	<p>instrument they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression.</p> <p>Begin to understand the structure of the composition.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values</p> <p>Use simple dynamics and tempo instruction.</p> <p>Evaluate performances, making improvements where needed.</p>	<p>Use graphic notations to represent layers of rhythm.</p>	<p>structure texture timbre</p>

LINKS TO PRIOR LEARNING

In Year 3, children will have sung a wide range of songs.

They will have built upon their improvising and composing skills, thinking about melody and rhythm and a variety of note values. Children will have begun to use formal notation to record musical ideas.

Substantive Knowledge						
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 4 Summer Term. Expression and Improvisation. The Show Must Go On!	Identify musical instruments in the orchestra.	Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.	Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)	Understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests (on a stave).	Beat pulse leader conductor instrumental families. bar time signature
	Use body percussion to emphasise strong and weak beats.	Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)	Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.	Compose layers of rhythm (ostinato phrases) Make decisions about the overall structure of compositions and improvisations.	Identify the names of some pitched notes on a stave.	lento adagio andante moderato presto accelerando rallentando semibreve minim crotchet
	Develop ensemble skills, learning to perform together rhythmically.	Perform rhythms accurately, recognizing and defining note values and rests.	Identify the tempo as fast, slow or steady.	Explore improvisation within a major scale, using more notes.	Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers	quavers articulation
	Develop their knowledge of rhythmic notations	Rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major and G major.	Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	Improvise on a limited range of pitches on the instrument they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.	Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of Ensemble.	legato staccato tonality ostinato polyrhythmic triad motif structure texture timbre
	Play from a range of rhythmic notations, performing as a class and in small groups.	Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble.	Listen and describe direction and shape of melodies.	Improvise over a simple chord progression.	Use graphic notations to represent layers of rhythm.	
	Sing a range of songs and learn how music can be built by combining layers of rhythm. (ostinato)	Control changes in dynamics, tempo and articulation when singing and playing.	Listen and compare music, discussing similarities and differences and expressing preferences.			

	<p>Understand what a musical introduction is and its purpose.</p> <p>Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs).</p> <p>Sing as part of a choir with awareness of size: the larger the ensemble, the thicker and richer the musical texture.</p> <p>In a group, perform a class piece based on 'In the Hall of the Mountain King', using alternating motifs and body percussion.</p> <p>Digging Deeper: Can they explain why silence is used in a piece of music and say what effect it has?</p>	<p>Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)</p>	<p>Identify major and minor tonalities.</p> <p>Identify what a main theme is and when it is repeated.</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments.</p> <p>Recognise the sound and notes of the pentatonic scale, by ear and from notation.</p>	<p>Begin to understand the structure of the composition.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Use simple dynamics and tempo instruction.</p> <p>Evaluate performances, making improvements where needed.</p>		
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LINKS TO PRIOR LEARNING

Children in Year 4 will have been singing a variety of songs with accurate pitching.
They will continue to improvise and compose using more complex layers of rhythm.
Children in Year 5 will continue to use some formal music notation.

Substantive Knowledge		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 5 Autumn Term Melody and Harmony in Music. Sing and Play in Different Styles.	To explain the role of a main theme in a musical structure.	Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately.	Listen, compare and evaluate music from a diverse range of genres, styles and musical periods.	Compose and notate short melodies using: staff and informal notation	Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver)	time signature crotchet quaver minim semibreve rest
	Explore and explain rapping. Understand what a musical introduction is and its purpose. Identify instruments by ear and through a range of media. Talk about the different styles of singing used for different styles of song. Play a part on a tuned instrument (by ear or from notation). Become more skilled in improvising, trying more notes and rhythms and using	Play rhythmic patterns accurately and expressively using instruments or body percussion. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and in parts, and as part of a smaller group. Sing expressively with attention to breathing, phrasing, dynamics and articulation. Play a tuned instrument: <ul style="list-style-type: none"> • right notes with secure rhythms • rehearse and perform parts 	Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation. To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form).	Compose music with contrasting sections. Explore improvisation within major and minor scales, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions,	Develop understanding of time signatures (3/4 and 4/4) Read and perform pitch notation within an octave. Represent compositions using a combination of graphic and standard notations	metre structure texture timbre dynamics pitch melody measure motif unison polyrhythmic dense sparse syncopated offbeat time signature key signature major minor pentatonic

	<p>melodic jumps that get higher and lower.</p> <p>Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.</p> <p>Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. To include rests or silent beats.</p> <p>Create a melody using crotchets, quavers, minims and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>To use a pentatonic and a full scale, as well as major and minor tonalities.</p> <p>Digging Deeper: Can they identify how a change in timbre can change the effect of a piece of music?</p>	<p>within context of the unit song</p> <ul style="list-style-type: none"> • keep the beat • follow instructions from a leader • rehearse a piece in order to improve. 	<p>listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>To find and demonstrate a steady beat. To identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Recall (by ear) memorable phrases heard in the music.</p> <p>Identify major and minor tonalities.</p> <p>To recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Improvise using articulation (legato/staccato and a use of extended dynamics.</p>	<p>eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use chords to compose music that evokes a specific atmosphere, mood or environment.</p> <p>Use simple dynamics in composition and use rhythmic variety.</p> <p>Compose song accompaniments using basic chords.</p> <p>Use full scales in different keys.</p> <p>Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments</p>		
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LINKS TO PRIOR LEARNING

Children in Year 4 will have been singing a variety of songs with accurate pitching.
They will continue to improvise and compose using more complex layers of rhythm.
Children in Year 5 will continue to use some formal music notation.

Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 5 Spring Term. Composing and Chords. Enjoying Musical Styles.	To explain the role of a main theme in a musical structure.	Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately.	Listen, compare and evaluate music from a diverse range of genres, styles and musical periods.	Compose and notate short melodies using: staff and informal notation	Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver)	time signature crotchet quaver minim semibreve rest
	Explore and explain rapping.	Play rhythmic patterns accurately and expressively using instruments or body percussion.	Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics.	Compose music with contrasting sections.	Develop understanding of time signatures (3/4 and 4/4)	metre structure texture timbre
	Understand what a musical introduction is and its purpose.	Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately. Sing in 2/4, 3/4, 4/4 and 6/8 time.	Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation.	Explore improvisation within major and minor scales, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A	Read and perform pitch notation within an octave.	dynamics pitch melody measure motif
	Identify instruments by ear and through a range of media.	Sing in unison and in parts, and as part of a smaller group.	To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form.	Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	Represent compositions using a combination of graphic and standard notations	unison polyrhythmic dense sparse syncopated offbeat time signature key signature major minor pentatonic
	Talk about the different styles of singing used for different styles of song.	Sing expressively with attention to breathing, phrasing, dynamics and articulation.		Use music technology, if available, to capture, change and combine sounds.		
	Play a part on a tuned instrument (by ear or from notation).	Play a rued instrument: <ul style="list-style-type: none"> right notes with secure rhythms rehearse and perform parts within context of the unit song keep the beat 	Listen and identify structures used to shape songs and music (e.g. call and response, rondo form).	Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB		
	Become more skilled in improvising, trying more notes and rhythms and using melodic jumps					

	<p>that get higher and lower.</p> <p>Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.</p> <p>Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. To include rests or silent beats.</p> <p>Create a melody using crotchets, quavers, minims and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>To use a pentatonic and a full scale, as well as major and minor tonalities.</p> <p>Digging Deeper: Can they identify how a change in timbre can change the effect of a piece of music?</p>	<ul style="list-style-type: none"> • follow instructions from a leader • rehearse a piece in order to improve. 	<p>listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>To find and demonstrate a steady beat. To identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Recall (by ear) memorable phrases heard in the music.</p> <p>Identify major and minor tonalities.</p> <p>To recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Improvise using articulation (legato/staccato and a use of extended dynamics.</p>	<p>form or ABA form (ternary form).</p> <p>Use chords to compose music that evokes a specific atmosphere, mood or environment.</p> <p>Use simple dynamics in composition and use rhythmic variety.</p> <p>Compose song accompaniments using basic chords.</p> <p>Use full scales in different keys.</p> <p>Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments</p>		
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LINKS TO PRIOR LEARNING

Children in Year 4 will have been singing a variety of songs with accurate pitching.
They will continue to improvise and compose using more complex layers of rhythm.
Children in Year 5 will continue to use some formal music notation.

Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 5 Summer Term Freedom to Improvise. Battle of the Bands!	To explain the role of a main theme in a musical structure.	Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately.	Listen, compare and evaluate music from a diverse range of genres, styles and musical periods.	Compose and notate short melodies using: staff and informal notation	Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver)	rock pop blues ostinato Beethoven chord progression
	Explore and explain rapping.	Play rhythmic patterns accurately and expressively using instruments or body percussion.	Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics.	Compose music with contrasting sections.	Develop understanding of time signatures (3/4 and 4/4)	hook time signature crotchet
	Understand what a musical introduction is and its purpose.	Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately. Sing in 2/4, 3/4, 4/4 and 6/8 time.	Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation.	Explore improvisation within major and minor scales, using the following notes: C, D, E \flat , F, G C, D, E, F, G C, D, E, G, A F, G, A, B \flat , C D, E, F, G, A	Read and perform pitch notation within an octave.	quaver minim semibreve rest
	Identify instruments by ear and through a range of media.	Sing in unison and in parts, and as part of a smaller group.	To discuss the structure of the music with	Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud	Represent compositions using a combination of graphic and standard notations	metre structure texture timbre dynamics pitch melody measure motif unison polyrhythmic dense
	Talk about the different styles of singing used for different styles of song.					

	<p>Play a part on a tuned instrument (by ear or from notation).</p> <p>Become more skilled in improvising, trying more notes and rhythms and using melodic jumps that get higher and lower.</p> <p>Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.</p> <p>Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. To include rests or silent beats.</p>	<p>phrasing, dynamics and articulation.</p> <p>Play a tuned instrument:</p> <ul style="list-style-type: none"> • right notes with secure rhythms • rehearse and perform parts within context of the unit song • keep the beat • follow instructions from a leader • rehearse a piece in order to improve. 	<p>reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form.</p> <p>Listen and identify structures used to shape songs and music (e.g. call and response, rondo form).</p> <p>listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>To find and demonstrate a steady beat. To identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Recall (by ear) memorable phrases heard in the music.</p>	<p>(mezzo forte) and moderately quiet (mezzo piano).</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use chords to compose music that evokes a specific atmosphere, mood or environment.</p> <p>Use simple dynamics in composition and use rhythmic variety.</p> <p>Compose song accompaniments using basic chords.</p>	<p>sparse</p> <p>syncopated</p> <p>offbeat</p> <p>time signature</p> <p>key signature</p> <p>major</p> <p>minor</p> <p>pentatonic</p>
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	<p>Create a melody using crotchets, quavers, minims and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>To use a pentatonic and a full scale, as well as major and minor tonalities.</p> <p>In a group, perform a song based on 'Hound Dog'. Use a repeating ostinato following the chord progression.</p> <p>Digging Deeper: Can they identify how a change in timbre can change the effect of a piece of music?</p>		<p>Identify major and minor tonalities.</p> <p>To recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Improvise using articulation (legato/staccato and a use of extended dynamics.</p>	<p>Use full scales in different keys.</p> <p>Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments</p>		
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LINKS TO PRIOR LEARNING

<p>Children in Year 6 will build upon their singing skills from the previous year, pitching accurately and observing rhythms. They will build upon their use of improvisation, using a wider selection of notes within a major key. Children will build on their notation from Year 5, using a wider selection of note values.</p>
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Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 6 Autumn Term Music and Technology. Developing Ensemble Skills.	Learn about the keys of C major, G major, D major, A minor and D minor.	To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements.	Explore improvisation within a major scale, using the notes: C, D, E, F, G, A, Bb, C, D, G, A, B, C, D, F, G, A, C, D Improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation.	Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver) Use and understand a range of musical symbols (e.g. pp, p, mp, mf, f, ff, <, >) and apply them to compositions.	pulse/beat rhythm dynamics articulation timbre texture structure bar compound time signature expression accent quaver semiquaver crotchet minim semibreve triplet rap hip-hop diction syncopated straight rhythm
	Learn the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.	Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment.	Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing.	To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg C, D, E, G, A) and incorporate rhythmic variety and interest Create a simple chord progression.	Use music software/technology to capture, change, combine and record sounds. Compose a 'stand-alone' piece of music which includes: <ul style="list-style-type: none"> • A time signature • A treble clef. • Four, six, eight or 12 bars. • The right notes for the scale and key signature. 	
	Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Discuss the structure of the music with	Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing. Talk about the different styles of singing used in	Identify major and minor tonalities, chord triads I, IV and			

	<p>reference to verse, chorus, bridge and an instrumental break</p> <p>Digging Deeper: Can they show how a small change of tempo can make a piece of music more effective?</p>	<p>the different songs sung throughout this year.</p> <p>Discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world.</p> <p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E\flat major, D minor and F minor.</p> <p>Play a melody, following staff notation written on one stave and using notes within an octave range (do-do); to make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>V, and intervals within a major scale.</p> <p>Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and an A cappella group.</p> <p>Recognise the following styles and any key musical features that distinguish them: 20th and 21st Century Orchestral; Soul; Pop; Hip Hop; Jazz: Swing; Rock; Disco; Romantic; Zimbabwean Pop; RnB; Folk; Gospel; Salsa; Reggae; Musicals and Film Music.</p>	<p>Create music in response to music and video stimuli.</p> <p>Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form)</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Create a melody using crotchets, quavers, minims, perhaps semibreves and semiquavers, and all equivalent rests. To use a pentatonic and a full scale as well as major and minor tonalities.</p> <p>Explain a composition's musical shape,</p>	<ul style="list-style-type: none"> • Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests. • Expression/dynamics. • Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end. • A melody that starts and ends on note one. 	
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		<p>Play a part on a tuned instrument, by ear or from notation:</p> <ul style="list-style-type: none"> • Playing the right notes with secure rhythms. • Rehearsing and performing their parts within the context of the unit song. • Playing together with everybody while keeping the beat. • Listening to and following musical instructions from a leader. • Treating instruments carefully and with respect. • Playing their instruments with good posture. • Understanding how to rehearse a piece of music in order to improve. • Playing a more complex part. 		<p>identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>Digging Deeper: Become more skilled in improvising; perhaps trying more notes and rhythms. To include rests or silent beats.</p>		
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LINKS TO PRIOR LEARNING

Children in Year 6 will build upon their singing skills from the previous year, pitching accurately and observing rhythms. They will build upon their use of improvisation, using a wider selection of notes within a major key. Children will build on their notation from Year 5, using a wider selection of note values.

Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 6 Spring Term Creative Composition. Musical Styles Connect Us.	Learn about the keys of C major, G major, D major, A minor and D minor	To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	Identify 2/4, 4/4, 3/4, 6/8 and 5/4.	Explore improvisation within a major scale, using the notes: C, D, E, F, G, A, B \flat , C, D, G, A, B, C, D, F, G, A, C, D	Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver)	bar pulse/beat rhythm dynamics articulation timbre texture structure bar
	Learn the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.	Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing.	Improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation.	Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions.	compound time signature expression accent quaver semiquaver crotchet minim semibreve triplet rap hip-hop diction syncopated straight rhythm
		Sing with and without an accompaniment.		To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg C, D, E, G, A) and incorporate rhythmic variety and interest	Use music software/technology to capture, change, combine and record sounds.	
		Sing syncopated melodic patterns.		Create a simple chord progression.	Compose a 'stand-alone' piece of music which includes: <ul style="list-style-type: none"> • A time signature • A treble clef. • Four, six, eight or 12 bars. • The right notes for the scale and key signature. • Rhythmic combinations of 	
	Discuss the structure of the music with reference to	Demonstrate and maintain good posture and breath control whilst singing. Talk about the different styles of singing used in the different songs	Discuss the structure of the			

	<p>verse, chorus, bridge and an instrumental break</p> <p>Digging Deeper: Can they show how a small change of tempo can make a piece of music more effective?</p>	<p>sung throughout this year.</p> <p>Discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world.</p> <p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E\flat major, D minor and F minor.</p> <p>Play a melody, following staff notation written on one stave and using notes within an octave range (do-do); to make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Identify major and minor tonalities, chord triads I, IV and V, and intervals within a major scale.</p> <p>Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and an A cappella group.</p> <p>Recognise the following styles and any key musical features that distinguish them: 20th and 21st Century Orchestral; Soul; Pop; Hip Hop; Jazz; Swing; Rock; Disco; Romantic; Zimbabwean Pop; RnB; Folk; Gospel; Salsa; Reggae; Musicals and Film Music.</p>	<p>Create music in response to music and video stimuli.</p> <p>Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form)</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Create a melody using crotchets, quavers, minims, perhaps semibreves and semiquavers, and all equivalent rests. To use a pentatonic and a full scale as well as major and minor tonalities.</p> <p>Explain a composition's musical shape,</p>	<p>semibreves, minims, crotchets, paired quavers, semiquavers and their rests.</p> <ul style="list-style-type: none"> • Expression/dynamics. • Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end. • A melody that starts and ends on note one. 	
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		<p>Play a part on a tuned instrument, by ear or from notation:</p> <ul style="list-style-type: none"> • Playing the right notes with secure rhythms. • Rehearsing and performing their parts within the context of the unit song. • Playing together with everybody while keeping the beat. • Listening to and following musical instructions from a leader. • Treating instruments carefully and with respect. • Playing their instruments with good posture. • Understanding how to rehearse a piece of music in order to improve. • Playing a more complex part. 		<p>identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>Digging Deeper: Become more skilled in improvising; perhaps trying more notes and rhythms. To include rests or silent beats.</p>		
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LINKS TO PRIOR LEARNING

Children in Year 6 will build upon their singing skills from the previous year, pitching accurately and observing rhythms. They will build upon their use of improvisation, using a wider selection of notes within a major key. Children will build on their notation from Year 5, using a wider selection of note values.

Substantive Knowledge		Disciplinary Knowledge				
		Singing and Playing	Listening	Composition and Improvisation	Notation	Vocabulary
Year 6 Summer Term Improvising with Confidence. Farewell Tour	<p>Learn about the keys of C major, G major, D major, A minor and D minor</p> <p>Learn the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Discuss the structure of the</p>	<p>To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Sing with and without an accompaniment.</p> <p>Sing syncopated melodic patterns.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p>	<p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify the musical style of a song, using some musical vocabulary to discuss its musical elements.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E, F, G, A, B\flat, C, D, G, A, B, C, D, F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg C, D, E, G, A) and incorporate rhythmic variety and interest</p>	<p>Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver)</p> <p>Use and understand a range of musical symbols (e.g. pp, p, mp, mf, f, ff, <, >) and apply them to compositions.</p> <p>Use music software/technology to capture, change, combine and record sounds.</p> <p>Compose a 'stand-alone' piece of music which includes:</p> <ul style="list-style-type: none"> • A time signature • A treble clef. • Four, six, eight or 12 bars. • The right notes for the scale and key signature. 	<p>bar</p> <p>pulse/beat</p> <p>rhythm</p> <p>dynamics</p> <p>articulation</p> <p>timbre</p> <p>texture</p> <p>structure</p> <p>bar</p> <p>compound</p> <p>time</p> <p>signature</p> <p>expression</p> <p>accent</p> <p>quaver</p> <p>semiquaver</p> <p>crotchet</p> <p>minim</p> <p>semibreve</p> <p>triplet</p> <p>rap</p> <p>hip-hop</p> <p>diction</p> <p>syncopated</p> <p>straight</p> <p>rhythm</p>

	<p>music with reference to verse, chorus, bridge and an instrumental break.</p> <p>In a group, perform a sea shanty using their own lyrics with added body percussion and rhythmic layers.</p> <p>Digging Deeper: Can they show how a small change of tempo can make a piece of music more effective?</p>	<p>Talk about the different styles of singing used in the different songs sung throughout this year.</p> <p>Discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world.</p> <p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E\flat major, D minor and F minor.</p> <p>Play a melody, following staff notation written on one stave and using notes within an octave range (do-do); to make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Identify major and minor tonalities, chord triads I, IV and V, and intervals within a major scale.</p> <p>Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and an A cappella group.</p> <p>Recognise the following styles and any key musical features that distinguish them: 20th and 21st Century Orchestral; Soul; Pop; Hip Hop; Jazz; Swing; Rock; Disco; Romantic; Zimbabwean Pop; RnB; Folk; Gospel; Salsa; Reggae; Musicals and Film Music.</p>	<p>Create a simple chord progression.</p> <p>Create music in response to music and video stimuli.</p> <p>Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form)</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Create a melody using crotchets, quavers, minims, perhaps semibreves and semiquavers, and all equivalent rests. To use a pentatonic and a full scale as well as major and minor tonalities.</p>	<ul style="list-style-type: none"> • Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests. • Expression/dynamics. • Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end. • A melody that starts and ends on note one. 	

		<p>Play a part on a tuned instrument, by ear or from notation:</p> <ul style="list-style-type: none"> • Playing the right notes with secure rhythms. • Rehearsing and performing their parts within the context of the unit song. • Playing together with everybody while keeping the beat. • Listening to and following musical instructions from a leader. • Treating instruments carefully and with respect. • Playing their instruments with good posture. • Understanding how to rehearse a piece of music in order to improve. • Playing a more complex part. 		<p>Explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>Digging Deeper: Become more skilled in improvising; perhaps trying more notes and rhythms. To include rests or silent beats.</p>		
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