

Singleton Church of England Primary School

Music Overview

"Passion for LearningPassion for life"

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



INTENT

NATIONAL CURRICULUM

Purpose of Study

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 (*DFE 2013*)

The aim of our curriculum is linked to our vision...

School Vision

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

There is music in
every child.
.....
The teacher's job
is to find it
and **NURTURE** it.
.....
~Frances Clark

At Singleton CE Primary School, we are committed to providing the highest standard of education for every pupil. We share, with parents, the responsibility for teaching our children and preparing them for the

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future. Singleton CE Primary School is a place where child really matters and every individual's ability is recognised, developed and rewarded. We embrace every child's learning journey and encourage them to be the best they can be.

“Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music.”

Gerald Ford

“Music enhances the education of our children by helping them to make connections and broadening the depth with which they think and feel. If we are to hope for a society of culturally literate people, music must be a vital part of our children's education.”

Yo-Yo Ma

We believe that all children who become pupils at our school deserve the best and our aim is to help them succeed by reaching their full potential in every area of school life – academic, social, personal, physical and spiritual. We do this by ensuring that each child has a clearly defined personal creative curriculum where they understand their educational journey – where it is beginning, where it will take them and how they will get there! Our mission statement is at the very heart of this.

‘Passion for learning, Passion for life’

At Singleton CE Primary School, it is our intent to provide a music curriculum which is ambitious and provides all pupils “the knowledge and cultural capital they need to succeed in life”. We aim to inspire creativity, self-expression and encourage our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing our children to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

All our children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments, such as recorders, to individual instrumental lessons with our visiting peripatetic staff.

Through the Charanga Musical School programme our children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

Charanga Musical School provides many examples of music styles and genres from different times, places and cultures. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Through our music lessons children are actively involved in a wide range of musical opportunities. Children develop their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

As a school we supplement our music lessons by using 'Purple Mash' to deliver the music technology aspects.

Singleton School aims to provide a music curriculum which involves giving learners, who may otherwise be overlooked, or face barriers to learning the opportunity to explore, engage, and broaden their musical

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horizons, also musical participation has the potential to offer our children a range of emotional and social benefits. This is why we, as a school are wholly committed to providing quality musical experiences for our children.

The EYFS Statutory Framework 2021

Three and Four-Year-Olds

Communication and Language

- Sing a large repertoire of songs. Physical Development
- Use large-muscle movements to wave flags and streamers, paint and make marks.

Expressive Arts and Design

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception

Communication and Language

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Physical Development

- Combine different movements with ease and fluency.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

Expressive Arts and Design

Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

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National Curriculum 2014 states:

Key stage 1

Pupils should be taught to:

- 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.

IMPLEMENTATION

Our implementation of music ensures our children sing, listen, play, compose, perform and evaluate. This is embedded in classroom activities as well as assemblies, Fantastic Friday sessions, Music, Art and Drama Week (MAD Week), various concerts, extra-curricular activities and performances and the learning of instruments.

Classroom lessons follow Charanga Music School, which provides week-by-week lesson support for each year group in the school. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities

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3. Warm-up Games
4. Optional Flexible Games
5. Singing
6. Playing instruments
7. Improvisation
8. Composition
9. Performing

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides provide subject leaders and teachers through each strand of musical learning from Reception to Upper Key Stage 2 enabling planning for opportunities to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

During music lessons, children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson children will be given opportunities to apply skill and given chance for collaboration through composition.

As music is a practical subject, assessment may be done by focusing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self, group, teacher evaluation against criteria from the national curriculum programmes of study and end of year expectations. The progression grid provided by the subject leader ensures children are accessing work at age related expectations, with regular opportunities to be challenged through higher level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This information is recorded and monitored by the coordinator.

Cultural Capital

***... cultural capital isn't a separate 'thing' that inspectors will look at during inspection. It's more a golden thread, woven through everything you do to teach children well. Will we be judging you on it separately?
No. Will you need to do a cultural capital course? Of course not.***

Spielman

In order to develop a broad, rich and deep science education we believe children learn through experience. It is therefore considered essential to provide the children with hands on experiences, through educational visits. We aim to address this with suggestions on the two-year cycle with Educational visits, trips and real experience.

IMPACT

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world.

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Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer.

Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse.

At Singleton CE Primary School children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent and performing in concerts and school productions.

Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Progression in Skills and Overview Grids



Progression in Music Lancashire KLIPS				
	EYFS	Y1/2	Y3/4	Y5/6
Performing	<p>3 & 4 Year Olds</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Remember and sing entire songs. • Play instruments with increasing control to express their feelings and ideas. <p>Reception</p> <ul style="list-style-type: none"> • Learn rhymes, poems and songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>ELG</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music. 	<ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments. • Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). 	<ul style="list-style-type: none"> • Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. • Play tuned and untuned instruments with control and rhythmic accuracy. • Practise, rehearse and present performances with an awareness of the audience. 	<ul style="list-style-type: none"> • Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. • Play tuned and untuned instruments with control and rhythmic accuracy. • Practise, rehearse and present performances with an awareness of the audience.
Listening	<p>3 & 4 Year Olds</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. <p>Reception</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> • To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. • Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). • Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. • Know how music is used for particular purposes (for example, for dance, as a lullaby). 	<ul style="list-style-type: none"> • Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. • Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. • Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. • Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). 	<ul style="list-style-type: none"> • Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. • Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. • Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. <p>Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).</p>
Creating	<p>3 & 4 Year Olds</p>	<ul style="list-style-type: none"> • Experiment with & create musical patterns. • Explore, choose and organise sounds and musical 	<ul style="list-style-type: none"> • Improvise and develop rhythmic and melodic material when performing. 	<ul style="list-style-type: none"> • Improvise and develop rhythmic and melodic material when performing.



	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Respond to what they have heard, expressing their thoughts and feelings. Create their own songs, or improvise a song around one they know. <p>Reception</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. 	<p>ideas.</p> <ul style="list-style-type: none"> Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. Make improvements to their own work. 	<ul style="list-style-type: none"> Explore, choose, combine and organise musical ideas within musical structures. 	<ul style="list-style-type: none"> Explore, choose, combine and organise musical ideas within musical structures.
<p>Knowledge and Understanding</p>			<ul style="list-style-type: none"> Analyse and compare sounds. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. Improve their own and others' work in relation to its intended effect. Use and understand staff and other musical notations. Develop an understanding of the history of music. 	<ul style="list-style-type: none"> Analyse and compare sounds. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. Improve their own and others' work in relation to its intended effect. Use and understand staff and other musical notations. Develop an understanding of the history of music.
<p>Pitch</p>	<p>3 & 4 Year Olds</p> <ul style="list-style-type: none"> Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> Identify high and low sounds. 	<ul style="list-style-type: none"> Determine upwards and downwards direction in listening, performing and moving. Recognise and imitate melody patterns in echoes. Show the overall contour of melodies as moving upwards, downwards or staying the same. Determine movement by step, by leaps or by repeats. Perform simple melody patterns. 	<ul style="list-style-type: none"> Identify short phrases and long phrases. Identify the prominent melody patterns in a piece of music. Improvise a melodic pattern. Improvise a melody.



Duration		<ul style="list-style-type: none"> Respond to sounds of different duration. Recognise the difference between long and short sounds. Copy simple patterns of sound of long and short duration. Recognise the difference between steady beat and no beat. Identify similar rhythmic patterns. 	<ul style="list-style-type: none"> Indicate the steady beat by movement, including during a silence. Respond to changes in the speed of the beat. Respond to the strong beats whilst singing. Use instruments to keep a steady beat. Hold a beat against another part. 	<ul style="list-style-type: none"> Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>). Identify a silence in a rhythmic pattern with a gesture. Create rhythmic patterns including silences and notate. Indicate strong and weak beats through movements. Recognise a metre (<i>the way beats are grouped</i>) of 3 or 4. Recognise a change in metre.
Dynamics		<ul style="list-style-type: none"> Differentiate between loud sounds, quiet sounds and silence. 	<ul style="list-style-type: none"> Recognise differences in dynamic levels. 	<ul style="list-style-type: none"> Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). Assess the appropriateness of dynamic choices such as accents (<i>sudden loud notes, or sudden quiet notes</i>).
Tempo		<ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
Timbre		<ul style="list-style-type: none"> Recognise the difference between singing and speaking. Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. Match selected sounds with their pictured source. Explore the different kinds of sound that my singing and speaking voice can make. Identify different voices by their vocal qualities. Use sound words or phrases to describe selected sounds and the ways in which they are produced. 	<ul style="list-style-type: none"> Describe and aurally identify the tone colours of instruments. Compare instrumental tone colour. 	<ul style="list-style-type: none"> Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. Recognise the instruments heard in a piece of music.
Texture		<ul style="list-style-type: none"> Recognise a song with an accompaniment and one without accompaniment. Determine one strand of music or more than one strand. 	<ul style="list-style-type: none"> Recognise the difference between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures. Recognise changes in texture. Identify the melodic line in a texture. Recognise rhythm on rhythm in music. 	<ul style="list-style-type: none"> Understand the process by which a round (<i>one melody, sung/played by groups starting at different times e.g. 'London's Burning'</i>) works. Identify the various and varying textures in a



			<ul style="list-style-type: none"> Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>). 	<ul style="list-style-type: none"> round. Show how rounds and canons (<i>more than one melody line, sung/played on top of each other by groups starting at different times e.g. 'Pachelbel's Canon'</i>) are constructed. Understand how the texture might vary in a song.
<p>Structure</p>		<ul style="list-style-type: none"> Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs. Recognise that the sections of a piece of music sound the same or different. 	<ul style="list-style-type: none"> Recognise call and response form. Differentiate between the contrasting sections of a song. Recognise the difference between the verse and refrain of a song. Recognise binary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' = AB melody form</i>) and ternary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' which then goes back to melody A = ABA melody form</i>) form. 	<ul style="list-style-type: none"> Identify binary and ternary form from notational devises. Identify binary and ternary form when listening. Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc) form.



Subject: Music		Cycle A Y1/2		
EYFS Statutory Framework 2021		National Curriculum		
EYFS EARLY LEARNING GOALS Expressive Arts and Design <u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		KS1 Programme of Study <ul style="list-style-type: none"> 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. 		
		KS2 Programme of Study <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 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 		
Class Y1/2	Nativity Production	Charanga 'Your Imagination' (Y1)	Charanga 'Zootime' (Y2)	
	Key Knowledge <u>Performing</u> <ul style="list-style-type: none"> 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 	Key Knowledge <u>Listen & Appraise</u> <ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. <u>Games</u> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. <u>Singing</u> <ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. <u>Improvisation</u> <ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise 	Key Knowledge <u>Listen & Appraise</u> <ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. <u>Games</u> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. <u>Singing</u> <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. <u>Playing</u> <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. 	



		<p><u>Composition</u> Composing is like writing a story with music.</p> <ul style="list-style-type: none"> Everyone can compose. <p><u>Performance</u></p> <ul style="list-style-type: none"> A performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> Know the names of untuned percussion instruments played in class. <p><u>Improvisation</u></p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. <p><u>Composition</u></p> <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. <p><u>Performance</u></p> <ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.
	<p>Key Skills</p> <p><u>Performing</u></p> <ul style="list-style-type: none"> Use their voices expressively by singing songs and speaking chants and rhymes. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). <p><u>Listening</u></p> <ul style="list-style-type: none"> To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. Know how music is used for particular purposes (for example, for dance, as a lullaby). <p><u>Pitch</u></p> <ul style="list-style-type: none"> Identify high and low sounds. <p><u>Duration</u></p> <ul style="list-style-type: none"> Respond to sounds of different duration. Recognise the difference between long and short sounds. Copy simple patterns of sound of long and short duration. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> Differentiate between loud sounds, quiet sounds and silence. <p><u>Tempo</u></p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p><u>Timbre</u></p> <ul style="list-style-type: none"> Recognise the difference between singing and speaking. Explore the different kinds of sound that my singing and speaking voice can make. 	<p>Key Skills</p> <p><u>Listen & Appraise</u></p> <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p><u>Games</u></p> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. <p><u>Singing</u></p>	<p>Key Skills</p> <p><u>Listen & Appraise</u></p> <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. <p><u>Games</u></p> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat. Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. <p><u>Singing</u></p> <ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).



	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. <p><u>Playing</u></p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. <p><u>Improvisation</u></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. <p><u>Composition</u></p> <ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. <p><u>Performance</u></p> <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. <p><u>Playing</u></p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. <p><u>Improvisation</u></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. <p><u>Composition</u></p> <ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. <p><u>Performance</u></p> <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. <p><u>Playing</u></p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. <p><u>Improvisation</u></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. <p><u>Composition</u></p> <ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. <p><u>Performance</u></p> <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.
<p>Key Questions</p> <ul style="list-style-type: none"> What instruments can you hear? What happens to the tempo? Does happens to the dynamics? What happens to the pitch? 	<p>Key Questions</p> <ul style="list-style-type: none"> Does this song tell a story? What can you hear? What did you like about the song? 		<p>Key Questions</p> <ul style="list-style-type: none"> How does the song make you feel? Does the song tell a story? What does the song make you think of? How old do you think this piece of music is?



	Key Vocabulary Pitch, pulse, dynamics, instruments, melody, voices, notes	Keyboard, Drums, Bass, Pulse, Rhythm, Pitch, Improvise, Compose, Perform, Audience, Imagination	Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Cultural Capital	Opportunities Perform to elderly people from the Elgin Hotel in Blackpool. Record onto a CD for people in hospital/care homes to watch.	Opportunities Perform this song to an audience.	Opportunities Perform this song to an audience e.g. during Gardening Day.

Full skill Coverage

Please note all of these are covered and revisited and consolidated in each of the units taught over the year.

<p>Performing</p> <ul style="list-style-type: none"> Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). 	<p>Listening</p> <ul style="list-style-type: none"> To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. <p>Know how music is used for particular purposes (for example, for dance, as a lullaby).</p>	<p>Creating</p> <ul style="list-style-type: none"> Experiment with & create musical patterns. Explore, choose and organise sounds and musical ideas. Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. Make improvements to their own work. 	<p>Pitch</p> <ul style="list-style-type: none"> Identify high and low sounds.
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Musical Elements

<p>Pitch</p> <ul style="list-style-type: none"> Identify high and low sounds. 	<p>Duration</p> <ul style="list-style-type: none"> Respond to sounds of different duration. Recognise the difference between long and short sounds. Copy simple patterns of sound of long and short duration. Recognise the difference between steady beat and no beat. Identify similar rhythmic patterns. 	<p>Dynamics</p> <ul style="list-style-type: none"> Differentiate between loud sounds, quiet sounds and silence. 	<p>Tempo</p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower 	<p>Timbre</p> <ul style="list-style-type: none"> Recognise the difference between singing and speaking. Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. Match selected sounds with their pictured source. Explore the different kinds of sound that my singing and speaking voice can make. Identify different voices by their vocal qualities. Use sound words or phrases to describe selected sounds and the ways in which they 	<p>Texture</p> <ul style="list-style-type: none"> Recognise a song with an accompaniment and one without accompaniment. Determine one strand of music or more than one strand. 	<p>Structure</p> <ul style="list-style-type: none"> Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs. Recognise that the sections of a piece of music sound the same or different.
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				are produced.		
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Year ½ Assessment – Cycle A					
Nativity	Children’s initials	Charanga ‘Your Imagination’	Children’s initials	Charanga ‘Zootime’	Children’s initials
<p>All children can:</p> <ul style="list-style-type: none"> Listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. 		<p>All children can</p> <ul style="list-style-type: none"> Will know that music has a steady pulse, like a heartbeat 		<p>All children can</p> <ul style="list-style-type: none"> will know that music has a steady pulse 	
<p>Most children can:</p> <ul style="list-style-type: none"> Will use their voices expressively by singing songs and speaking chants and rhymes. 		<p>Most children can</p> <ul style="list-style-type: none"> will know that we can create rhythms from words, our names, favourite food, colours and animals 		<p>Most children can</p> <ul style="list-style-type: none"> will know that we can create rhythms from words, our names, favourite food, colours and animals will know that rhythms are different from the pulse will know that we add high and low sounds, pitch, when we sing and play our instruments 	
<p>Some children can:</p> <ul style="list-style-type: none"> Play tuned and untuned instruments. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). 		<p>Some children can</p> <ul style="list-style-type: none"> Will create their own rhythms 		<p>Some children can</p> <ul style="list-style-type: none"> Will create their own rhythms 	
<p>Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus</p>		<p>Assessment notes / evaluation – include SEN / PP</p>		<p>Assessment notes / evaluation – include SEN / PP</p>	
<p>Assessment notes / evaluation – include SEN / PP – next step learning and areas that need more focus</p>					



Subject: Music	Cycle B Y1/2	
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EYFS Statutory Framework 2021	National Curriculum
EYFS EARLY LEARNING GOALS <u>Expressive Arts and Design</u> <u>Being Imaginative and Expressive</u> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	KS1 Programme of Study <ul style="list-style-type: none"> 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.
	KS2 Programme of Study <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 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

Clas SS Y1/ 2	Nativity Production	Charanga 'Round and Round' (Y1)	Charanga 'I Wanna Play in a Band' (Y2)
	Key Knowledge <u>Performing</u> <ul style="list-style-type: none"> 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 	Key Knowledge <u>Listen & Appraise</u> <ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. <u>Games</u> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. <u>Singing</u> <ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. <u>Playing</u> <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. <u>Improvisation</u> <ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. 	Key Knowledge <u>Listen & Appraise</u> <ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. <u>Games</u> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. <u>Singing</u> <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. <u>Playing</u>



		<ul style="list-style-type: none"> When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise <p><u>Composition</u></p> <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. <p><u>Performance</u></p> <ul style="list-style-type: none"> A performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. <p><u>Improvisation</u></p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. <p><u>Composition</u></p> <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. <p><u>Performance</u></p> <ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.
<p>Key Skills</p> <p><u>Performing</u></p> <ul style="list-style-type: none"> Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). <p><u>Listening</u></p> <ul style="list-style-type: none"> To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. Know how music is used for particular purposes (for example, for dance, as a lullaby). 	<p>Key Skills</p> <p><u>Listen & Appraise</u></p> <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p><u>Games</u></p> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. 	<p>Key Skills</p> <p><u>Listen & Appraise</u></p> <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. <p><u>Games</u></p> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat. Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. <p><u>Singing</u></p> <ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). 	



	<p><u>Singing</u></p> <ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. <p><u>Playing</u></p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. <p><u>Improvisation</u></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. <p><u>Composition</u></p> <ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. <p><u>Performance</u></p> <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. <p><u>Playing</u></p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. <p><u>Improvisation</u></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. <p><u>Composition</u></p> <ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. <p><u>Performance</u></p> <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.
<p>Key Questions</p> <ul style="list-style-type: none"> What instruments can you hear? What happens to the tempo? Does happens to the dynamics? What happens to the pitch? 	<p>Key Questions</p> <ul style="list-style-type: none"> Do you like the song? What can you hear? What is the style of this music? How is the song put together? Do you like the song? 	<p>Key Questions</p> <ul style="list-style-type: none"> Do you like the song? What can you hear? What is the style of this music? How is the song put together? The vocal line: How many singers? Male/female?



		<ul style="list-style-type: none"> • What Can You Hear? <p>Ideas for listening include:</p> <ul style="list-style-type: none"> • The vocal line: how many singers? Male/female? • The backing/accompaniment: how many instruments? Which ones? • Which instruments plays the solo? • Is there a hook (the catchiest part of the song)? • The texture: is it thick, thin or inbetween? (Texture is the layers of sound that make music interesting, sometimes you can hear instruments coming in one at a time, sometimes they play all at once). Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? • The tempo: is it fast, slow or inbetween? • The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? • The arrangement: which voices/instruments sing/play in which sections? 	<ul style="list-style-type: none"> • The backing/accompaniment: how many instruments? Which ones? • Which instruments plays the solo? • Is there a hook? • The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? • The tempo: is it fast, slow or inbetween? • The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? • The arrangement: which voices/instruments sing/play in which sections? • What is the structure of the song?
	Key Vocabulary Pitch, pulse, dynamics, instruments, melody, voices, notes	Key Vocabulary Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience,	Key Vocabulary Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Cultural Capital	Opportunities Perform to elderly people from the Elgin Hotel in Blackpool. Record onto a CD for people in hospital/care homes to watch.	Opportunities Perform to an audience.	Opportunities Perform this song to an audience e.g. during Gardening Day.

Full skill Coverage

Please note all of these are covered and revisited and consolidated in each of the units taught **over the year.**

Performing <ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). 	Performing <ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). 	Performing <ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). 	Performing <ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Play tuned and untuned instruments. <ul style="list-style-type: none"> • Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). 			
Musical Elements						
Pitch <ul style="list-style-type: none"> ▪ Identify high and low sounds. 	Duration <ul style="list-style-type: none"> ▪ Respond to sounds of different duration. ▪ Recognise the difference 	Dynamics <ul style="list-style-type: none"> ▪ Differentiate between loud sounds, quiet sounds and silence. 	Tempo <ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. 	Timbre <ul style="list-style-type: none"> ▪ Recognise the difference between singing and speaking. 	Texture <ul style="list-style-type: none"> ▪ Recognise a song with an accompaniment and one without accompaniment. 	Structure <ul style="list-style-type: none"> ▪ Understand the form of cumulative (<i>a song with a simple melody that changes</i>)



	<p>between long and short sounds.</p> <ul style="list-style-type: none"> ▪ Copy simple patterns of sound of long and short duration. ▪ Recognise the difference between steady beat and no beat. ▪ Identify similar rhythmic patterns. 		<ul style="list-style-type: none"> ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower 	<ul style="list-style-type: none"> ▪ Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. ▪ Match selected sounds with their pictured source. ▪ Explore the different kinds of sound that my singing and speaking voice can make. ▪ Identify different voices by their vocal qualities. ▪ Use sound words or phrases to describe selected sounds and the ways in which they are produced. 	<ul style="list-style-type: none"> ▪ Determine one strand of music or more than one strand. 	<p><i>each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs.</p> <ul style="list-style-type: none"> ▪ Recognise that the sections of a piece of music sound the same or different.
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Singleton C of E Primary School - Music Overview
Keep Y1 and Y2 separate – record on separate sheets



Year 1/2 Assessment – Cycle B					
Nativity	Children's initials	Charanga 'Round and Round'	Children's initials	Charanga 'I Wanna Play in a Band'	Children's initials
All children can: <ul style="list-style-type: none"> listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. 		All children Can <ul style="list-style-type: none"> Know that music has a steady pulse, like a heartbeat. 		All children Can <ul style="list-style-type: none"> Know that music has a steady pulse 	
Most children can: <ul style="list-style-type: none"> Will use their voices expressively by singing songs and speaking chants and rhymes. 		Most children Can <ul style="list-style-type: none"> Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. 		Most children Can <ul style="list-style-type: none"> Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. 	
Some children can: <ul style="list-style-type: none"> Play tuned and untuned instruments. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). 		Some children can <ul style="list-style-type: none"> Create their own rhythms 		Some children can <ul style="list-style-type: none"> Create their own rhythms understand that not all Victorians felt the same way about things. 	
Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus	Assessment notes / evaluation – include SEN / PP		Assessment notes / evaluation – include SEN / PP		
Assessment notes / evaluation – include SEN / PP – next step learning and areas that need more focus					

Singleton C of E Primary School - Music Overview



	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			

Subject: Music

Cycle A Y3/4

EYFS Statutory Framework 2021	National Curriculum
EYFS EARLY LEARNING GOALS <u>Expressive Arts and Design</u> <u>Being Imaginative and Expressive</u>	KS1 Programme of Study <ul style="list-style-type: none"> • 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.



<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>KS2 Programme of Study</p> <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 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
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Class Y3/4	Christmas Carol Concert	Charanga 'The Dragon Song' (Y3)	Panto Production
	<p>Key Knowledge</p> <ul style="list-style-type: none"> To learn and perform a programme of Christmas songs from Around the World. To know how to perform as part of an ensemble. To keep to a steady beat/pulse. To show communicate feelings, thoughts and ideas about the song/music To follow a conductor 	<p>Key Knowledge</p> <p><u>Listen & Appraise</u></p> <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song <p><u>Games</u></p> <ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. <p><u>Singing</u></p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder) <p><u>Improvisation</u></p>	<p>Key Knowledge</p> <ul style="list-style-type: none"> To learn and perform a series of songs taken from a musical production. To know that songs can evoke and convey different feelings and emotions. To know how to perform as part of an ensemble. To keep to a steady beat/pulse. To show communicate feelings, thoughts and ideas about the song/music To follow a conductor



		<ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake <p><u>Composition</u></p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) <p><u>Performance</u></p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 	
<p>Key Skills <u>Performing</u></p> <ul style="list-style-type: none"> • Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. • Play tuned and untuned instruments with control and rhythmic accuracy. • Practise, rehearse and present performances with an awareness of the audience. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. • Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations. <p><u>Pitch</u></p>	<p>Key Skills <u>Listen & Appraise</u></p> <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. <p><u>Games</u></p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy 	<p>Key Skills <u>Performing</u></p> <ul style="list-style-type: none"> • Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. • Practise, rehearse and present performances with an awareness of the audience. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. • Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations. <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Determine upwards and downwards direction in listening, performing and moving. 	



<ul style="list-style-type: none"> • Determine upwards and downwards direction in listening, performing and moving. • Show the overall contour of melodies as moving upwards, downwards or staying the same. • Determine movement by step, by leaps or by repeats. • Perform simple melody patterns. <p><u>Duration</u></p> <ul style="list-style-type: none"> • Respond to changes in the speed of the beat. • Respond to the strong beats whilst singing. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> • Recognise differences in dynamic levels. <p><u>Tempo</u></p> <ul style="list-style-type: none"> • Identify the differences between fast and slow tempos. • Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<p>back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation</p> <p>4. Pitch Copy Back and Vocal Warm-ups</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being ‘in tune’. • To have an awareness of the pulse internally when singing. <p><u>Playing instrument</u></p> <ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. <p><u>Improvisation</u></p> <p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> • Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. • Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. <p>Gold Challenge:</p>	<ul style="list-style-type: none"> • Show the overall contour of melodies as moving upwards, downwards or staying the same. • Determine movement by step, by leaps or by repeats. • Perform simple melody patterns. <p><u>Duration</u></p> <ul style="list-style-type: none"> • Respond to changes in the speed of the beat. • Respond to the strong beats whilst singing. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> • Recognise differences in dynamic levels. <p><u>Tempo</u></p> <ul style="list-style-type: none"> • Identify the differences between fast and slow tempos. • Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
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		<ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes <p><u>Composition</u></p> <ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p><u>Performance</u></p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	
<p>Key Questions</p> <ul style="list-style-type: none"> ● What can you hear? ● How many instruments? ● Which instruments? ● Does any of the music repeat? ● Which is the chorus? ● Can you talk about the dynamics? ● Do you like the music/song? ● Does it create the right atmosphere? 	<p>Key Questions</p> <ul style="list-style-type: none"> ● Does this song tell a story? What is that story? ● What can you hear? ● How does the music make you feel? ● What did you like about the song? ● What country do you think this music is from? ● What can you hear? ● How does the music make you feel? ● What did you like about the song? ● What country do you think this music is from? ● What can you hear? ● How does the music make you feel? 	<p>Key Questions</p> <ul style="list-style-type: none"> ● What can you hear? ● How many instruments? ● Which instruments? ● Does any of the music repeat? ● Which is the chorus? ● Can you talk about the dynamics? ● Do you like the music/song? ● Does it create the right atmosphere? 	



		<ul style="list-style-type: none"> What did you like about the song? 	
	Key Vocabulary Pitch, duration, timbre, dynamics, tempo, structure, texture, melody, harmony, notation, crochet quaver, minim, semi-breve	Key Vocabulary Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.	Key Vocabulary Pitch, duration, timbre, dynamics, tempo, structure, texture, melody, harmony, notation, crochet quaver, minim, semi-breve
Cultural Capital	Opportunities Perform to the Elgin Hotel residents Perform to parents	Opportunities Experience virtual live concerts Perform to members of our school and its community.	Opportunities Perform to parents and members of our school community Visit the panto at The Grand Theatre, Blackpool.

Full skill Coverage

Please note all of these are covered and revisited and consolidated in each of the units taught **over the year**.

Performing <ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. Play tuned and untuned instruments with control and rhythmic accuracy. Practise, rehearse and present performances with an awareness of the audience. 	Listening <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). 	Creating <ul style="list-style-type: none"> Improvise and develop rhythmic and melodic material when performing. Explore, choose, combine and organise musical ideas within musical structures. 	Knowledge & Understanding <ul style="list-style-type: none"> Analyse and compare sounds. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. Improve their own and others' work in relation to its intended effect. Use and understand staff and other musical notations. Develop an understanding of the history of music.
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Musical elements

Pitch <ul style="list-style-type: none"> Determine upwards and downwards direction in listening, performing and moving. Recognise and imitate melody patterns in echoes. Show the overall contour of melodies as moving upwards, downwards or staying 	Duration <ul style="list-style-type: none"> Indicate the steady beat by movement, including during a silence. Respond to changes in the speed of the beat. Respond to the strong beats whilst singing. Use instruments to keep a steady beat. Hold a beat against another part. 	Dynamics <ul style="list-style-type: none"> Recognise differences in dynamic levels. 	Tempo <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	Timbre <ul style="list-style-type: none"> Describe and aurally identify the tone colours of instruments. Compare instrumental tone colour. 	Texture <ul style="list-style-type: none"> Recognise the difference between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures. Recognise changes in texture. Identify the melodic line in a texture. Recognise rhythm on rhythm in music. Recognise the difference between unison (<i>one same</i> 	Structure <ul style="list-style-type: none"> Recognise call and response form. Differentiate between the contrasting sections of a song. Recognise the difference between the verse and refrain of a song. Recognise binary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' = AB melody</i>
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<p>the same.</p> <ul style="list-style-type: none"> ▪ Determine movement by step, by leaps or by repeats. ▪ Perform simple melody patterns. 					<p><i>pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>).</p>	<p><i>form</i>) and ternary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' which then goes <u>back</u> to melody A = ABA melody form</i>) form.</p>
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Keep Y3 and Y4 separate – record on separate sheets

Year 3/4 Assessment – Cycle A					
Christmas Carol Concert	Children's initials	Charanga 'The Dragon Song'	Children's initials	Panto Production	Children's initials
<p>All children can: <u>Listening</u></p>		<p>All children can <u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Listen and talk about the music • Identify some instruments 		<p>All children can: <u>Listening</u></p>	



<ul style="list-style-type: none"> • Listen with increasing concentration to a variety of music <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> • Find and internalise the pulse through body movements. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Join in and stop as appropriate - follow the leader / conductor confidently. 		<p><u>Musical Activities</u></p> <ul style="list-style-type: none"> • Know how to produce a sound on the chosen instrument • Complete the Bronze Challenges. <p><u>Performance</u></p> <ul style="list-style-type: none"> • Take part in performances 		<ul style="list-style-type: none"> • Listen with increasing concentration to a variety of music <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> • Find and internalise the pulse through body movements. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Join in and stop as appropriate - follow the leader / conductor confidently. 	
<p>Most children can:</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Listen to music from different styles, traditions and times, and begin to place the music in its historical context. • Start to recognise / identify different style indicators and different instruments used. • Find and internalise the pulse using movement. Perhaps march, clap, tap your knees - you decide but have fun with this. • Understand that the pulse is the heartbeat of a piece of music and every piece of music has a pulse, a different pulse. • Continue to use correct musical language to describe the music and your feelings towards it. • Listen, with respect, to other people's ideas and feelings towards the music you have listened to. • Discuss other dimensions (pulse, rhythm, pitch) of music and how they fit into the music you are listening to. <p><u>Musical Activities</u></p>		<p>Most children can</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Identify the themes: kindness, respect, friendship, acceptance and happiness. • Identify the instruments/voices: keyboard, drums, bass, a female singer. • Explain how the words of the song tell a story. • Know the difference between pulse and rhythm. <p><u>Musical Activities using glocks and/or recorders</u></p> <ul style="list-style-type: none"> • Complete the Bronze and Silver Challenges. • Sing in 2 parts • Play instrumental parts accurately and in time, as part of the performance. The easy part: G by ear. • Improvise in the lessons and as part of the performance. Bronze Challenge: G, A + B. Silver Challenge: G, A or B. • Compose a simple melody using simple rhythms and use as part of the performance. <p><u>Performance</u></p> <ul style="list-style-type: none"> • Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? 		<p>Most children can:</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Listen to music from different styles, traditions and times, and begin to place the music in its historical context. • Start to recognise / identify different style indicators and different instruments used. • Find and internalise the pulse using movement. Perhaps march, clap, tap your knees - you decide but have fun with this. • Understand that the pulse is the heartbeat of a piece of music and every piece of music has a pulse, a different pulse. • Continue to use correct musical language to describe the music and your feelings towards it. • Listen, with respect, to other people's ideas and feelings towards the music you have listened to. • Discuss other dimensions (pulse, rhythm, pitch) of music and how they fit into the music you are listening to. <p><u>Musical Activities</u></p>	



<ul style="list-style-type: none"> • Continue to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. • Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm. 				<ul style="list-style-type: none"> • Continue to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. • Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm. <p><u>Performance</u></p> <ul style="list-style-type: none"> • Practise, rehearse and present performances with awareness of an audience. Appreciate that performance can influence how music is presented. Communicate ideas, thoughts and feelings through simple musical demonstration. 	
<p>Some children can: <u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Discuss other dimensions (tempo, dynamics, timbre, texture and structure) of music and how they fit into the music you are listening to. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Sing songs and melodies and start to consider how the melody and words should be interpreted. Have an understanding of melody and words and their importance. Try to match your performance of the song to how the music sounds i.e. start to think musically. 		<p>Some children can <u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Discuss their ideas about what story the music creates in their own imagination. • Know how pulse, rhythm and pitch work together to create a song. <p><u>Musical Activities using glocks and/or recorders</u></p> <ul style="list-style-type: none"> • Complete the Gold Challenges • Play instrumental parts accurately and in time, as part of the performance Gold Challenge: G, A + B. 		<p>Some children can: <u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Discuss other dimensions (tempo, dynamics, timbre, texture and structure) of music and how they fit into the music you are listening to. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Sing songs and melodies and start to consider how the melody and words should be interpreted. Have an understanding of melody and words and their importance. Try to match your performance of the song to how the music sounds i.e. start to think musically. 	
<p>Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus</p>	<p>Assessment notes / evaluation – include SEN / PP</p>		<p>Assessment notes / evaluation – include SEN / PP</p>		



<p>Assessment notes / evaluation – include SEN / PP – next step learning and areas that need more focus</p>		
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	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			

Subject: Music	Cycle B Y3/4	
EYFS Statutory Framework 2021	National Curriculum	



<p>EYFS EARLY LEARNING GOALS <u>Expressive Arts and Design</u> <u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>KS1 Programme of Study</p> <ul style="list-style-type: none"> 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. 		
	<p>KS2 Programme of Study</p> <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 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 		
<p>Class Y3/4</p>	<p>Christmas Carol Concert</p> <p>Key Knowledge</p> <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 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 	<p>Charanga 'Mamma Mia' (Y4)</p> <p>Key Knowledge <u>Listen & Appraise</u></p> <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song <p><u>Games</u></p> <ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. <p><u>Singing</u></p> <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow 	<p>Panto Production</p> <p>Key Knowledge</p> <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 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



		<ul style="list-style-type: none"> • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, a recorder) <p><u>Improvisation</u></p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake <p><u>Composition</u></p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) <p><u>Performance</u></p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 	
<p>Key Skills <u>Performing</u></p> <ul style="list-style-type: none"> • Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. • Play tuned and untuned instruments with control and rhythmic accuracy. • Practise, rehearse and present performances with an awareness of the audience. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Listen with attention to a range of high quality live and 	<p>Key Skills <u>Listen & Appraise</u></p> <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. <p><u>Games</u></p>	<p>Key Skills <u>Performing</u></p> <ul style="list-style-type: none"> • Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. • Practise, rehearse and present performances with an awareness of the audience. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. 	



<p>recorded music, to detail and to internalise and recall sounds with increasing aural memory.</p> <ul style="list-style-type: none"> Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> Use and understand staff and other musical notations. <p><u>Pitch</u></p> <ul style="list-style-type: none"> Determine upwards and downwards direction in listening, performing and moving. Show the overall contour of melodies as moving upwards, downwards or staying the same. Determine movement by step, by leaps or by repeats. Perform simple melody patterns. <p><u>Duration</u></p> <ul style="list-style-type: none"> Respond to changes in the speed of the beat. Respond to the strong beats whilst singing. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> Recognise differences in dynamic levels. <p><u>Tempo</u></p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To have an awareness of the pulse internally when singing. <p><u>Playing instrument</u></p> <ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. <p><u>Improvisation</u></p> <p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> Bronze Challenge: <ul style="list-style-type: none"> Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. Silver Challenge: 	<ul style="list-style-type: none"> Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> Use and understand staff and other musical notations. <p><u>Pitch</u></p> <ul style="list-style-type: none"> Determine upwards and downwards direction in listening, performing and moving. Show the overall contour of melodies as moving upwards, downwards or staying the same. Determine movement by step, by leaps or by repeats. Perform simple melody patterns. <p><u>Duration</u></p> <ul style="list-style-type: none"> Respond to changes in the speed of the beat. Respond to the strong beats whilst singing. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> Recognise differences in dynamic levels. <p><u>Tempo</u></p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
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		<ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. <p>Gold Challenge:</p> <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes <p><u>Composition</u></p> <ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p><u>Performance</u></p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	
	<p>Key Questions</p> <ul style="list-style-type: none"> ● What can you hear? ● How many instruments? ● Which instruments? 	<p>Key Questions</p> <ul style="list-style-type: none"> ● Do you like the song? ● What can you hear? ● What is the style of this music? 	<p>Key Questions</p> <ul style="list-style-type: none"> ● What can you hear? ● How many instruments? ● Which instruments?



	<ul style="list-style-type: none"> Does any of the music repeat? Which is the chorus? Can you talk about the dynamics? Do you like the music/song? Does it create the right atmosphere? 	<ul style="list-style-type: none"> How is the song put together? <p>The vocal line:</p> <ul style="list-style-type: none"> How many singers? Male/female? <p>The backing/accompaniment:</p> <ul style="list-style-type: none"> How many instruments? Which ones? Which instruments plays the solo? Is there a hook? <p>The texture:</p> <ul style="list-style-type: none"> Is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? The tempo: is it fast, slow or inbetween? <p>The dynamics:</p> <ul style="list-style-type: none"> Is the music loud, quiet or inbetween? Is it the same throughout or does it vary? As the texture thickens, the dynamics get louder. <p>The arrangement:</p> <ul style="list-style-type: none"> Which voices/instruments sing/play in which sections? Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? What are the style indicators of ABBA's music? What are the style indicators in this song, ie how do I know this is ABBA's music? How is the song put together? 	<ul style="list-style-type: none"> Does any of the music repeat? Which is the chorus? Can you talk about the dynamics? Do you like the music/song? Does it create the right atmosphere?
	<p>Key Vocabulary Pitch, duration, timbre, dynamics, tempo, structure, texture, melody, harmony, notation, crochet quaver, minim, semi-breve</p>	<p>Key Vocabulary Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.</p>	<p>Key Vocabulary Pitch, duration, timbre, dynamics, tempo, structure, texture, melody, harmony, notation, crochet quaver, minim, semi-breve</p>
<p>Cultural Capital</p>	<p>Opportunities Perform to the Elgin Hotel residents Perform to parents</p>	<p>Opportunities Experience virtual live concerts Perform to members of our school and its community.</p>	<p>Opportunities Perform to parents and members of our school community Visit the panto at The Grand Theatre, Blackpool.</p>

Full skill Coverage

Please note all of these are covered and revisited and consolidated in each of the units taught **over the year.**



<p>Performing</p> <ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. 	<p>Listening</p> <ul style="list-style-type: none"> ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. ▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). 	<p>Creating</p> <ul style="list-style-type: none"> ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures. 	<p>Knowledge & Understanding</p> <ul style="list-style-type: none"> ▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. <p>Develop an understanding of the history of music.</p>
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Musical elements

<p>Pitch</p> <ul style="list-style-type: none"> ▪ Determine upwards and downwards direction in listening, performing and moving. ▪ Recognise and imitate melody patterns in echoes. ▪ Show the overall contour of melodies as moving upwards, downwards or staying the same. ▪ Determine movement by step, by leaps or by repeats. ▪ Perform simple melody patterns. 	<p>Duration</p> <ul style="list-style-type: none"> ▪ Indicate the steady beat by movement, including during a silence. ▪ Respond to changes in the speed of the beat. ▪ Respond to the strong beats whilst singing. ▪ Use instruments to keep a steady beat. ▪ Hold a beat against another part. 	<p>Dynamics</p> <ul style="list-style-type: none"> ▪ Recognise differences in dynamic levels. 	<p>Tempo</p> <ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<p>Timbre</p> <ul style="list-style-type: none"> ▪ Describe and aurally identify the tone colours of instruments. ▪ Compare instrumental tone colour. 	<p>Texture</p> <ul style="list-style-type: none"> ▪ Recognise the difference between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures. ▪ Recognise changes in texture. ▪ Identify the melodic line in a texture. ▪ Recognise rhythm on rhythm in music. ▪ Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>). 	<p>Structure</p> <ul style="list-style-type: none"> ▪ Recognise call and response form. ▪ Differentiate between the contrasting sections of a song. ▪ Recognise the difference between the verse and refrain of a song. ▪ Recognise binary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' = AB melody form</i>) and ternary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' which then goes back to melody A = ABA melody form</i>) form.
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Keep Y3 and Y4 separate – record on separate sheets



Christmas Carol Concert	Children's initials	Charanga Mamma Mia	Children's initials	Panto Production	Children's initials
<p>All children can: <u>Listening</u></p> <ul style="list-style-type: none"> • Listen with increasing concentration to a variety of music <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> • Find and internalise the pulse through body movements. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Join in and stop as appropriate - follow the leader / conductor confidently. 		<p>All children Can <u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Begin to identify some of the instruments <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> • Complete the Bronze Challenges 		<p>All children can: <u>Listening</u></p> <ul style="list-style-type: none"> • Listen with increasing concentration to a variety of music <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> • Find and internalise the pulse through body movements. <p><u>Singing</u></p> <p>Join in and stop as appropriate - follow the leader / conductor confidently.</p>	
<p>Most children can: <u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Listen to music from different styles, traditions and times, and begin to place the music in its historical context. • Start to recognise / identify different style indicators and different instruments used. • Find and internalise the pulse using movement. Perhaps march, clap, tap your knees - you decide but have fun with this. • Understand that the pulse is the heartbeat of a piece of music and every piece of music has a pulse, a different pulse. • Continue to use correct musical language to describe the music and your feelings towards it. • Listen, with respect, to other people's ideas and feelings towards the music you have listened to. 		<p>Most children Can <u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus • Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. • Find the pulse whilst listening. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> • Complete the Bronze and Silver Challenges • Sing in unison. • Play instrumental parts accurately and in time, as part of the performance. The easy part: G by ear • Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: G, A + B. 		<p>Most children can: <u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Listen to music from different styles, traditions and times, and begin to place the music in its historical context. • Start to recognise / identify different style indicators and different instruments used. • Find and internalise the pulse using movement. Perhaps march, clap, tap your knees - you decide but have fun with this. • Understand that the pulse is the heartbeat of a piece of music and every piece of music has a pulse, a different pulse. • Continue to use correct musical language to describe the music and your feelings towards it. • Listen, with respect, to other people's ideas and feelings towards the music you have listened to. 	



<ul style="list-style-type: none"> • Discuss other dimensions (pulse, rhythm, pitch) of music and how they fit into the music you are listening to. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> • Continue to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. • Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm. 		<p><u>Performance</u></p> <ul style="list-style-type: none"> • Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. 		<ul style="list-style-type: none"> • Discuss other dimensions (pulse, rhythm, pitch) of music and how they fit into the music you are listening to. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> • Continue to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. • Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm. <p><u>Performance</u></p> <ul style="list-style-type: none"> • Practise, rehearse and present performances with awareness of an audience. Appreciate that performance can influence how music is presented. Communicate ideas, thoughts and feelings through simple musical demonstration. 	
<p>Some children can:</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Discuss other dimensions (tempo, dynamics, timbre, texture and structure) of music and how they fit into the music you are listening to. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Sing songs and melodies and start to consider how the melody and words should be interpreted. Have an understanding of melody and words and their importance. Try to match your performance of the song to how the music sounds i.e. start to think musically. 		<p>Some children can</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Identify changes in tempo, dynamics and texture. <p><u>Musical Activities</u></p> <ul style="list-style-type: none"> • Complete the Gold Challenges • Play instrumental parts accurately and in time, as part of the performance. The medium part: G + A by ear and from notation. • Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: G, A, B, D + E (pentatonic scale). 		<p>Some children can:</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Discuss other dimensions (tempo, dynamics, timbre, texture and structure) of music and how they fit into the music you are listening to. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Sing songs and melodies and start to consider how the melody and words should be interpreted. Have an understanding of melody and words and their importance. Try to match your performance of the song to how the music sounds i.e. start to think musically. 	



		<p><u>Performance</u></p> <ul style="list-style-type: none"> Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better? 		
<p>Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus</p>	<p>Assessment notes / evaluation – include SEN / PP</p>		<p>Assessment notes / evaluation – include SEN / PP</p>	
<p>Assessment notes / evaluation – include SEN / PP – next step learning and areas that need more focus</p>				

	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			



Subject: Music

Cycle A
Y5/6



<p>EYFS Statutory Framework 2021</p> <p>EYFS EARLY LEARNING GOALS Expressive Arts and Design <u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		<p>National Curriculum</p> <p>KS1 Programme of Study</p> <ul style="list-style-type: none"> • 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. <p>KS2 Programme of Study</p> <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 • 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 	
<p>Class SS Y5/6</p>	<p>Christmas Carol Concert</p> <p>Key Knowledge</p> <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 • 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 	<p>Charanga 'Music and Me'</p> <p>Key Knowledge <u>Listen & Appraise</u></p> <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity <p><u>Games</u> Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse 	<p>Panto Production</p> <p>Key Knowledge</p> <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 • 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



		<ul style="list-style-type: none"> • Musical Leadership: creating musical ideas for the group to copy or respond to <p><u>Singing</u></p> <ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice <p><u>Playing</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends <p><u>Improvisation</u></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations • To know three well-known improvising musicians <p><u>Composition</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure 	
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		<ul style="list-style-type: none"> • Notation: recognise the connection between sound and symbol <p><u>Performance</u> To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music 	
	<p>Key Skills <u>Performing</u></p> <ul style="list-style-type: none"> • Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. • Play tuned and untuned instruments with control and rhythmic accuracy. • Practise, rehearse and present performances with an awareness of the audience. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing oral memory. • Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. • Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations. <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Identify the prominent melody patterns in a piece of music. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> • Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). <p><u>Tempo</u></p>	<p>Key Skills <u>Listen & Appraise</u></p> <ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. <p><u>Games</u> Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> • Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns • Silver Challenge 	<p>Key Skills <u>Performing</u></p> <ul style="list-style-type: none"> • Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. • Practise, rehearse and present performances with an awareness of the audience. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing oral memory. • Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. • Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations. <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Identify the prominent melody patterns in a piece of music. • <u>Dynamics</u> • Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). <p><u>Tempo</u></p> <ul style="list-style-type: none"> • Identify the differences between fast and slow tempos. • Identify the tempo of music as fast, moderate, slow, getting



	<ul style="list-style-type: none"> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p><u>Timbre</u></p> <ul style="list-style-type: none"> Recognise the instruments heard in a piece of music. 	<ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes <ul style="list-style-type: none"> Gold Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune' <p><u>Playing</u></p> <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. <p><u>Improvisation</u></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> Play and Copy Back <ul style="list-style-type: none"> Bronze – Copy back using instruments. Use one note. 	<p>faster or getting slower.</p> <p><u>Timbre</u></p> <ul style="list-style-type: none"> Recognise the instruments heard in a piece of music.
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		<ul style="list-style-type: none"> ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p><u>Performance</u></p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. 	
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		<ul style="list-style-type: none"> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	
	Key Questions <ul style="list-style-type: none"> Which is your favourite piece of music and why? Can you identify the instruments? Can you tell how many voices there are? Does the pulse speed up, slow down or stay the same? Are there lots of dynamics? Is there an ostinato? Can you find any repeated sections? What is the structure to the melody? e.g. ABACADAE etc) 	Key Questions As you listen to each of the featured artists, think about: <ul style="list-style-type: none"> What could you hear? Did you recognise any instrumental sounds or voices? Did you like the music? Why? Or why not? Did anything stand out to you about any of the pieces you listened to? How do they each go about creating music? How has creating music helped them to build their confidence? How do you know that making music and performing makes them happy? What do they say about themselves through their music? 	Key Questions <ul style="list-style-type: none"> Which is your favourite piece of music and why? Can you identify the instruments? Can you tell how many voices there are? Does the pulse speed up, slow down or stay the same? Are there lots of dynamics? Is there an ostinato? Can you find any repeated sections? What is the structure to the melody? e.g. ABACADAE
	Key Vocabulary Unison, melody, dynamics, structure, instruments, pulse, ostinato, texture, tempo	Key Vocabulary Gender, racism, rap, lyrics, turntablist, deejaying, producer, electronic and acoustic music, culture, identity, inspirational	Key Vocabulary Unison, melody, dynamics, structure, instruments, pulse, ostinato, texture, tempo
Cultural Capital	Opportunities Perform to the Elgin Hotel residents Perform to parents	Opportunities Experience virtual live concerts Perform to members of our school and its community.	Opportunities Perform to parents and members of our school community Visit the panto at The Grand Theatre, Blackpool.

Full skill Coverage

Please note all of these are covered and revisited and consolidated in each of the units taught **over the year.**

Performing <ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. Play tuned and untuned instruments with control and rhythmic accuracy. Practise, rehearse and present performances with an awareness of the audience. 	Performing <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. Know how time and place can influence the way music is 	Performing <ul style="list-style-type: none"> Improvise and develop rhythmic and melodic material when performing. Explore, choose, combine and organise musical ideas within musical structures. 	Performing <ul style="list-style-type: none"> Analyse and compare sounds. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. Improve their own and others' work in relation to its intended effect. Use and understand staff and other musical notations. Develop an understanding of the history of music.
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created, performed and heard (for example, the effect of occasion and venue).

Musical elements

<p>Pitch</p> <ul style="list-style-type: none"> ▪ Identify short phrases and long phrases. ▪ Identify the prominent melody patterns in a piece of music. ▪ Improvise a melodic pattern. ▪ Improvise a melody. 	<p>Duration</p> <ul style="list-style-type: none"> ▪ Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>). ▪ Identify a silence in a rhythmic pattern with a gesture. ▪ Create rhythmic patterns including silences and notate. ▪ Indicate strong and weak beats through movements. ▪ Recognise a metre (<i>the way beats are grouped</i>) of 3 or 4. ▪ Recognise a change in metre. 	<p>Dynamics</p> <ul style="list-style-type: none"> ▪ Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). ▪ Assess the appropriateness of dynamic choices such as accents (<i>sudden loud notes, or sudden quiet notes..</i> 	<p>Tempo</p> <ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<p>Timbre</p> <ul style="list-style-type: none"> ▪ Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. ▪ Recognise the instruments heard in a piece of music. 	<p>Texture</p> <ul style="list-style-type: none"> ▪ Understand the process by which a round (<i>one melody, sung/played by groups starting at different times e.g. 'London's Burning'</i>) works. ▪ Identify the various and varying textures in a round. ▪ Show how rounds and canons (<i>more than one melody line, sung/played on top of each other by groups starting at different times e.g. 'Pachelbel's Canon'</i>) are constructed. ▪ Understand how the texture might vary in a song. 	<p>Structure</p> <ul style="list-style-type: none"> ▪ Identify binary and ternary form from notational devises. ▪ Identify binary and ternary form when listening. ▪ Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc) form.
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Keep Y5 and Y6 separate – record on separate sheets



Year 5/6 Assessment – Cycle A					
Christmas Carol Concert	Children’s initials	Charanga ‘Music and Me’	Children’s initials	Panto	Children’s initials
<p>All children can:</p> <p><u>Perform</u></p> <ul style="list-style-type: none"> Practise, rehearse and present performances with an awareness of the audience. <p><u>Listen</u></p> <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing oral memory. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established an invented notations. Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p><u>Dynamics</u></p> <ul style="list-style-type: none"> Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). <p><u>Tempo</u></p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. 		<p>All children Can</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Talk about the music of the featured artists <p><u>Perform, Share and Present</u></p> <ul style="list-style-type: none"> Present the performance in an interesting and engaging way. 		<p>All children Can</p> <p><u>Perform</u></p> <ul style="list-style-type: none"> Practise, rehearse and present performances with an awareness of the audience. <p><u>Listen</u></p> <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing oral memory. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established an invented notations. Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p><u>Dynamics</u></p> <ul style="list-style-type: none"> Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). <p><u>Tempo</u></p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. 	
<p>Most children can:</p> <p><u>Perform</u></p>		<p>Most children Can</p> <p><u>Listen and Appraise</u></p>		<p>Most children Can</p> <p><u>Perform</u></p>	



<ul style="list-style-type: none"> Sing songs, speak chance and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. <p><u>Knowledge & Understanding</u></p> <ul style="list-style-type: none"> Explore and explain their own ideas and feelings about music using movement, dance, express if language and musical vocabulary. <p><u>Pitch</u></p> <ul style="list-style-type: none"> Identify the prominent melody patterns in a piece of music. <p><u>Tempo</u></p> <ul style="list-style-type: none"> Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p><u>Timbre</u></p> <ul style="list-style-type: none"> Recognise the instruments heard in a piece of music. 		<ul style="list-style-type: none"> Talk about any musical connection with previous knowledge and understanding. <p><u>About the artists</u></p> <ul style="list-style-type: none"> Talk about why four female artists were chosen for this unit <p><u>Create</u></p> <ul style="list-style-type: none"> Be able to talk about how they planned and wrote their composition in broad terms including: <ul style="list-style-type: none"> which options they chose and why the key themes you have used in your lyrics the tools they used the sections they particularly like and dislike and say why <p><u>Perform, Share and Present</u></p> <ul style="list-style-type: none"> Reflect on its strengths and weaknesses. Talk about their identity in the music and the performance. 		<ul style="list-style-type: none"> Sing songs, speak chance and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. <p><u>Pitch</u></p> <ul style="list-style-type: none"> Identify the prominent melody patterns in a piece of music. <p><u>Tempo</u></p> <ul style="list-style-type: none"> Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p><u>Timbre</u></p> <ul style="list-style-type: none"> Recognise the instruments heard in a piece of music. 	
<p>Some children can:</p> <p><u>Perform</u></p> <ul style="list-style-type: none"> Play tuned and untuned instruments with control and rhythmic accuracy. <p><u>Knowledge & Understanding</u></p> <ul style="list-style-type: none"> Use and understand staff and other musical notations. 		<p>Some children can</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Explain why they would or would not go to a concert by one of the featured artists. Explain which inspirational woman listed on the timeline they would like to meet, and why. <p><u>About the Artists</u></p> <ul style="list-style-type: none"> Begin to talk about the impact of the artists family and culture on their music. <p><u>Create</u></p> <ul style="list-style-type: none"> Be able to talk about if and how they were inspired by the featured artists. Identify the most important thing about the composition. 		<p>Some children can</p> <p><u>Knowledge & Understanding</u></p> <ul style="list-style-type: none"> Use and understand staff and other musical notations. 	



<p>Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus</p> <p>Assessment notes / evaluation – include SEN / PP – next step learning and areas that need more focus</p>	<p>Assessment notes / evaluation – include SEN / PP</p>	<p>Assessment notes / evaluation – include SEN / PP</p>
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Subject: Music	Cycle B Y5/6	
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<p>EYFS Statutory Framework</p> <p>EYFS EARLY LEARNING GOALS Expressive Arts and Design Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>National Curriculum</p> <p>KS1 Programme of Study</p> <ul style="list-style-type: none"> 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. <p>KS2 Programme of Study</p> <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 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
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Class Y5/6	Christmas Carol Concert	Charanga 'Fresh Prince of Bel Air' (Y5)	Panto Production
	<p>Key Knowledge</p> <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 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 	<p>Key Knowledge <u>Listen & Appraise</u> To know five songs from memory, who sang or wrote them, when they were written and why?</p> <ul style="list-style-type: none"> To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity <p><u>Games</u></p>	<p>Key Knowledge</p> <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 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



- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to

Singing

- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- To know about the style of the songs so you can represent the feeling and context to your audience
- To choose a song and be able to talk about:
 - Its main features
 - Singing in unison, the solo, lead vocal, backing vocals or rapping
 - To know what the song is about and the meaning of the lyrics
 - To know and explain the importance of warming up your voice

Playing

To know and be able to talk about:

- Different ways of writing music down – e.g. staff notation, symbols
- The notes C, D, E, F, G, A, B + C on the treble stave
- The instruments they might play or be played in a band or orchestra or by their friends

Improvisation

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one, two or three notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
- To know three well-known improvising musicians

Composition

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.



		<ul style="list-style-type: none"> • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol <p>Performance To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music 	
	<p>Key Skills <u>Performing</u></p> <ul style="list-style-type: none"> • Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. • Play tuned and untuned instruments with control and rhythmic accuracy. • Practise, rehearse and present performances with an awareness of the audience. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. • Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations. <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Identify the prominent melody patterns in a piece of music. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> • Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). <p><u>Tempo</u></p> <ul style="list-style-type: none"> • Identify the differences between fast and slow tempos. 	<p>Key Skills <u>Listen & Appraise</u> To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. <p><u>Games</u> Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> • Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns 	<p>Key Skills <u>Performing</u></p> <ul style="list-style-type: none"> • Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. • Practise, rehearse and present performances with an awareness of the audience. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. • Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations. <p><u>Pitch</u></p> <ul style="list-style-type: none"> • Identify the prominent melody patterns in a piece of music. <p><u>Dynamics</u></p> <ul style="list-style-type: none"> • Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). <p><u>Tempo</u></p> <ul style="list-style-type: none"> • Identify the differences between fast and slow tempos. • Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.



	<ul style="list-style-type: none"> Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p><u>Timbre</u></p> <ul style="list-style-type: none"> Recognise the instruments heard in a piece of music. 	<ul style="list-style-type: none"> Silver Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Gold Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes <p><u>Singing</u></p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune' <p><u>Playing</u></p> <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. <p><u>Improvisation</u></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>4. Play and Copy Back</p>	<p><u>Timbre</u></p> <ul style="list-style-type: none"> Recognise the instruments heard in a piece of music.
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		<ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. <p>5. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>6. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p><u>Performance</u></p> <ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. 	
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		<ul style="list-style-type: none"> To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	
	<p>Key Questions</p> <ul style="list-style-type: none"> Which is your favourite piece of music and why? Can you identify the instruments? Can you tell how many voices there are? Does the pulse speed up, slow down or stay the same? Are there lots of dynamics? Is there an ostinato? Can you find any repeated sections? What is the structure to the melody? e.g. ABACADAE etc 	<p>Key Questions</p> <ul style="list-style-type: none"> Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? Do you like the song? What can you hear? What is the style of this music? How is the song put together? <p>The vocal line:</p> <ul style="list-style-type: none"> How many singers? Male/female? <p>The backing/accompaniment:</p> <ul style="list-style-type: none"> How many instruments? Which ones? Which instruments plays the solo? Is there a hook? <p>The texture:</p> <ul style="list-style-type: none"> Is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? <p>The tempo:</p> <ul style="list-style-type: none"> Is it fast, slow or inbetween? <p>The dynamics:</p> <ul style="list-style-type: none"> Is the music loud, quiet or inbetween? Is it the same throughout or does it vary? Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? 	<p>Key Questions</p> <ul style="list-style-type: none"> Which is your favourite piece of music and why? Can you identify the instruments? Can you tell how many voices there are? Does the pulse speed up, slow down or stay the same? Are there lots of dynamics? Is there an ostinato? Can you find any repeated sections? What is the structure to the melody? e.g. ABACADAE etc
	<p>Key Vocabulary</p> <p>Unison, melody, dynamics, structure, instruments, pulse, ostinato, texture, tempo</p>	<p>Key Vocabulary</p> <p>Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>Key Vocabulary</p> <p>Unison, melody, dynamics, structure, instruments, pulse, ostinato, texture, tempo</p>
<p>Cultural Capital</p>	<p>Opportunities</p> <p>Perform to the Elgin Hotel residents Perform to parents</p>	<p>Opportunities</p> <p>Experience virtual live concerts Perform to members of our school and its community.</p>	<p>Opportunities</p> <p>Perform to parents and members of our school community Visit the panto at The Grand Theatre, Blackpool.</p>



Full skill Coverage

Please note all of these are covered and revisited and consolidated in each of the units taught **over the year.**

<p>Performing</p> <ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. 	<p>Performing</p> <ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. 	<p>Performing</p> <ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. 	<p>Performing</p> <ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience.
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Musical elements

<p>Pitch</p> <ul style="list-style-type: none"> ▪ Identify short phrases and long phrases. ▪ Identify the prominent melody patterns in a piece of music. ▪ Improvise a melodic pattern. ▪ Improvise a melody. 	<p>Duration</p> <ul style="list-style-type: none"> ▪ Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>). ▪ Identify a silence in a rhythmic pattern with a gesture. ▪ Create rhythmic patterns including silences and notate. ▪ Indicate strong and weak beats through movements. ▪ Recognise a metre (<i>the way beats are grouped</i>) of 3 or 4. ▪ Recognise a change in metre. 	<p>Dynamics</p> <ul style="list-style-type: none"> ▪ Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). ▪ Assess the appropriateness of dynamic choices such as accents (<i>sudden loud notes, or sudden quiet notes..</i> 	<p>Tempo</p> <ul style="list-style-type: none"> ▪ Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. 	<p>Timbre</p> <ul style="list-style-type: none"> ▪ Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. ▪ Recognise the instruments heard in a piece of music. 	<p>Texture</p> <ul style="list-style-type: none"> ▪ Understand the process by which a round (<i>one melody, sung/played by groups starting at different times e.g. 'London's Burning'</i>) works. ▪ Identify the various and varying textures in a round. ▪ Show how rounds and canons (<i>more than one melody line, sung/played on top of each other by groups starting at different times e.g. 'Pachelbel's Canon'</i>) are constructed. ▪ Understand how the texture might vary in a song. 	<p>Structure</p> <ul style="list-style-type: none"> ▪ Identify binary and ternary form from notational devices. ▪ Identify binary and ternary form when listening. ▪ Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc) form.
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Year 5/6 Assessment – Cycle B					
Christmas Carol Concert	Children's initials	Fresh Prince of Bel Air	Children's initials	Panto	Children's initials
<p>All children can:</p> <p><u>Perform</u></p> <ul style="list-style-type: none"> Practise, rehearse and present performances with an awareness of the audience. <p><u>Listen</u></p> <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing oral memory. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established an invented notations. Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p><u>Dynamics</u></p> <ul style="list-style-type: none"> Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). <p><u>Tempo</u></p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. 		<p>All children Can</p> <p><u>Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)</u></p> <ul style="list-style-type: none"> Find the pulse whilst listening. <p><u>Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.</u></p> <ul style="list-style-type: none"> Bronze Challenge: D. <p><u>Play instrumental parts accurately and in time as part of the performance.</u></p> <ul style="list-style-type: none"> The easy part: D + A by ear and from notation. <p><u>Improvise in the lessons and as part of the performance.</u></p> <ul style="list-style-type: none"> Bronze Challenge: D. 		<p>All children Can</p> <p><u>Perform</u></p> <ul style="list-style-type: none"> Practise, rehearse and present performances with an awareness of the audience. <p><u>Listen</u></p> <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing oral memory. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established an invented notations. Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p><u>Dynamics</u></p> <ul style="list-style-type: none"> Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). <p><u>Tempo</u></p> <ul style="list-style-type: none"> Identify the differences between fast and slow tempos. 	
<p>Most children can:</p> <p><u>Perform</u></p>		<p>Most children Can</p> <p><u>Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)</u></p> <ul style="list-style-type: none"> Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending 		<p>Most children Can</p> <p><u>Perform</u></p> <ul style="list-style-type: none"> Sing songs, speak chance and rhymes in unison and two parts, with clear diction, 	



<ul style="list-style-type: none"> Sing songs, speak chance and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. <p><u>Knowledge & Understanding</u></p> <ul style="list-style-type: none"> Explore and explain their own ideas and feelings about music using movement, dance, express if language and musical vocabulary. <p><u>Pitch</u></p> <ul style="list-style-type: none"> Identify the prominent melody patterns in a piece of music. <p><u>Tempo</u></p> <ul style="list-style-type: none"> Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p><u>Timbre</u></p> <ul style="list-style-type: none"> Recognise the instruments heard in a piece of music. 		<ul style="list-style-type: none"> Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. <u>Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.</u> <ul style="list-style-type: none"> Silver Challenge: D + E and reading notes <u>Play instrumental parts accurately and in time as part of the performance.</u> <ul style="list-style-type: none"> The medium part: G + A by ear <u>Improvise in the lessons and as part of the performance.</u> <ul style="list-style-type: none"> Silver Challenge: D + E <u>Compose a melody using simple rhythms and use as part of the performance.</u> <ul style="list-style-type: none"> Using the notes: D, E + F know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. 		<p>control of pitch, a sense of phrase and musical expression.</p> <p><u>Pitch</u></p> <ul style="list-style-type: none"> Identify the prominent melody patterns in a piece of music. <p><u>Tempo</u></p> <ul style="list-style-type: none"> Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. <p><u>Timbre</u></p> <ul style="list-style-type: none"> Recognise the instruments heard in a piece of music. 	
<p>Some children can:</p> <p><u>Perform</u></p> <ul style="list-style-type: none"> Play tuned and untuned instruments with control and rhythmic accuracy. <p><u>Knowledge & Understanding</u></p> <ul style="list-style-type: none"> Use and understand staff and other musical notations. 		<p>Some children can</p> <p><u>Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)</u></p> <ul style="list-style-type: none"> Identify changes in tempo, dynamics and texture. <p><u>Musical Activities using glocks and/or recorders.</u></p> <ul style="list-style-type: none"> Some will complete the Gold if working at greater depth. <p><u>Complete warm-up games</u></p> <ul style="list-style-type: none"> Gold Challenge: D, E + F and reading notes <p><u>Improvise</u></p> <ul style="list-style-type: none"> Gold Challenge: D, E + F. <p><u>Compose</u></p> <ul style="list-style-type: none"> Using the notes: D, E, F, G + A. <p><u>Instrumental parts</u></p> <ul style="list-style-type: none"> The harder part: C, D, E, F, G, A by ear and from notation. 		<p>Some children can</p> <p><u>Knowledge & Understanding</u></p> <ul style="list-style-type: none"> Use and understand staff and other musical notations. 	



		<ul style="list-style-type: none"> take on a musical leadership, creating musical ideas for the group to copy or respond to. 			
Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus		Assessment notes / evaluation – include SEN / PP		Assessment notes / evaluation – include SEN / PP	
Assessment notes / evaluation – include SEN / PP – next step learning and areas that need more focus					

	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			

End of document