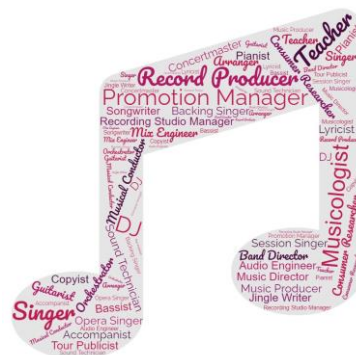


# Music



## Intent

Music is a unique way of communicating that can inspire and motivate children. Music is also a vehicle for personal expression and therefore plays an important part in the personal development of our pupils – something that our curriculum aims to capture and build on. In Key Stage 1 and Key Stage 2, our curriculum follows the Charanga 'English Model Music Curriculum Scheme'. We have chosen this as the units of learning are clearly sequenced so that musical knowledge and skills are built on over time. The curriculum follows a spiral approach to musical learning, with pupils revisiting and extending their knowledge and skills incrementally. Additionally, within the curriculum, there are many examples of musical styles and genres from different times and places which provides an inclusive approach to music learning. We intend for our pupils to be actively using and developing 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, we want pupils have opportunities to explore sounds, listen actively, compose and perform. In the Early Years Foundation Stage, musical opportunities and music-based play are weaved across the provision, with key musical objectives built into specific half-termly thematic units.

Key disciplinary knowledge for music has been broken into six strands that are mapped across lessons, units and year groups to ensure that all National Curriculum objectives are covered in depth.

Disciplinary Knowledge					
Musicianship	Listening and Responding	Singing	Playing Instruments	Composing and Improvising	Performing

All musical units in our curriculum have opportunities built in so that pupils explore, practise and learn about how music is created, produced and communicated. This is achieved through the deliberate weaving in of the teaching of key musical 'elements' - the Interrelated Dimensions of Music.

'Elements' - The Dimensions Of Music								
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Rhythm	Notation

At Longthorpe Primary School, we encourage our pupils to participate in music beyond the scope of the National Curriculum through a variety of musical experiences. These include:

- The 'Young Voices' project, where year 5 pupils practice and learn a repertoire of songs that they perform at the o2 arena in London to an audience of 8,000.
- A wonderful school choir that meets weekly, building a sense of musical community.
- Peripatetic music lessons where trained teachers provide guitar, drums, piano, keyboard and singing lessons to ensure that pupils can develop in depth musical skill and can extend their musical interests.
- Dedicated singing assemblies to bring musical alive as a whole school.

## Implementation

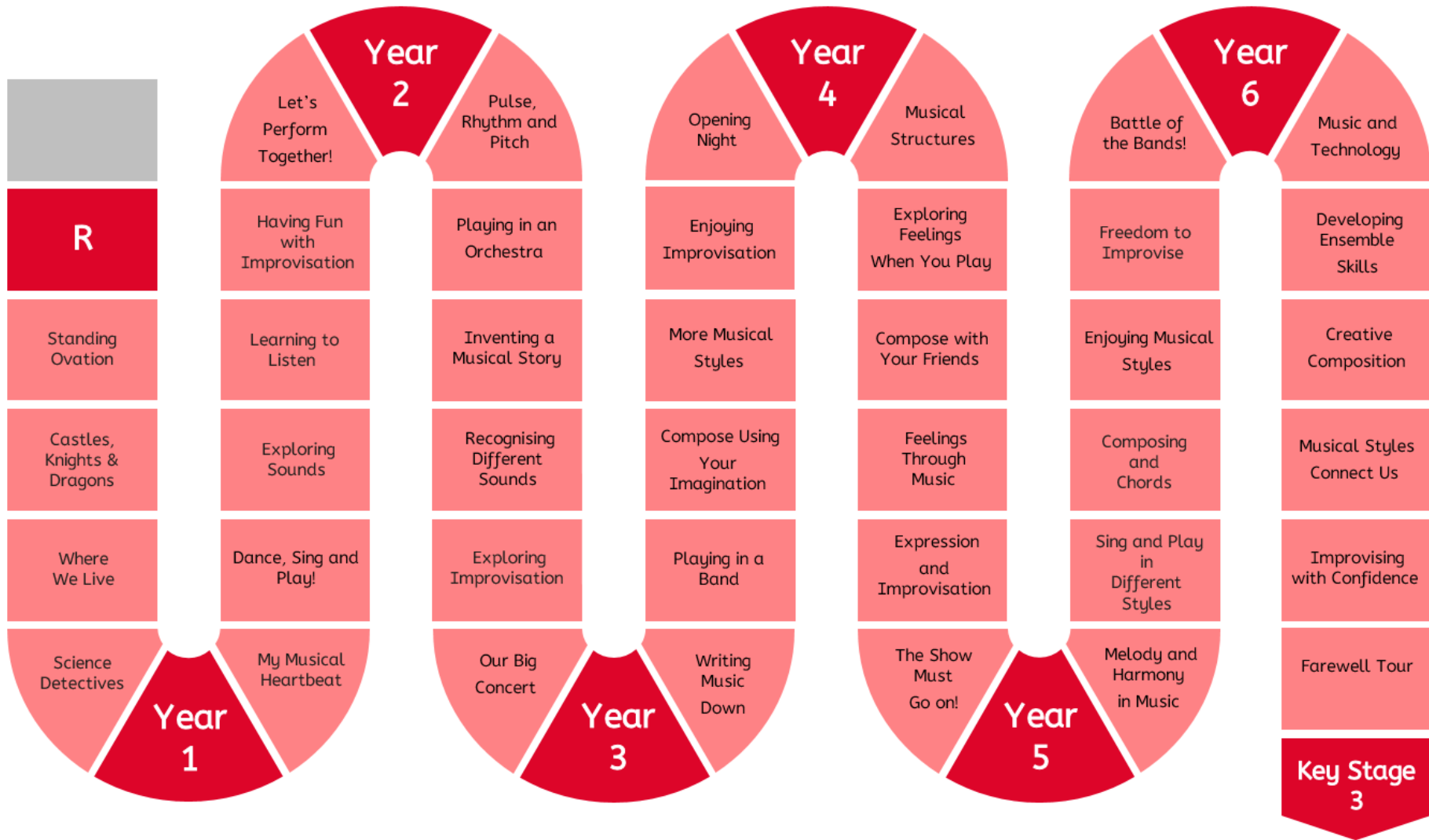
To ensure the successful implementation of our music curriculum, we know that we must make both the lessons engaging and joyful and ensure that pupils learn the intended musical skills and knowledge. To accomplish this, we blend a variety of teaching and learning strategies and approaches:

- Music is taught every week at Longthorpe Primary School to ensure that pupils have enough **time to engage** in their learning.
- Lessons are **musical and practical**– full of opportunities to explore, hear, experiment with, and make music.
- We foster appreciation for various musical forms and encourage pupils to **share ideas and opinions** about the music that they hear.
- We also have a variety of **resources and instruments** at hand for pupils to explore and develop their musical skills through such as glockenspiels, xylophones, recorders, djembes, drums and a variety of smaller percussion instruments.
- Lessons are classroom-based and highly **participatory**, with learning accessible for all.
- **Visual aids and technology** are used to support the delivery of the curriculum. For example, when exploring notation.
- Explicit **vocabulary** is taught so that pupils understand and learn key musical terms in the context of making music.

## The Journey of a Musician at Longthorpe

<b>EYFS</b>	<p>By the end of the EYFS, pupils will be able to:</p> <ul style="list-style-type: none"><li>• Suggest a movement to match a piece of music.</li><li>• Perform songs, music and dance in groups and on their own.</li><li>• Move in time to music.</li><li>• Begin to play an instrument along to a song,</li><li>• Listen attentively, move to and talk about music they hear.</li><li>• Watch and talk about dance, expressing their feelings and responses.</li></ul>
<b>KS1</b>	<p>By the end of KS1, pupils will be able to:</p> <ul style="list-style-type: none"><li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li><li>• Play tuned and untuned instruments musically.</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li><li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li></ul>
<b>KS2</b>	<p>By the end of KS2, pupils will be able to:</p> <ul style="list-style-type: none"><li>• Sing and play musically with increasing confidence and control.</li><li>• Develop their understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li><li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li><li>• Listen with attention to detail and recall sounds with increasing aural memory.</li><li>• Use and understand staff and other musical notations.</li><li>• Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li><li>• Develop an understanding of the history of music.</li></ul>

## Units Overview



## Progression of Knowledge and Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Weaved throughout the year, across all areas of the EYFS curriculum, many opportunities for pupils to experience and play with music are built into the provision. Songs, chants, nursery rhymes, playing with instruments and making music and sounds with objects are part of our EYFS pupils' day to day learning. In addition, music learning is planned into specific units as specified below.					
		<b>Standing Ovation</b>	<b>Castles, Knights &amp; Dragons</b>		<b>Where We Live</b>	<b>Science Detectives</b>
		Match firework movements to classical music.  Learn the Rama and Sita song.  Christmas Nativity performance.	Sing and perform nursery rhymes.		Listen to and learn simple songs from different countries.	Listen to a range of African music; traditional drumming, highlife and reggae.  Watch performances of African dance and create sequences of movement.
Year 1	<b>My Musical Heartbeat</b>  Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.	<b>Dance, Sing and Play!</b>  Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.	<b>Exploring Sounds</b>  Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.	<b>Learning to Listen</b>  Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?	<b>Having Fun with Improvisation</b>  Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.	<b>Let's Perform Together!</b>  Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.
	<p><b>Musicianship:</b> Use body percussion, instruments and voices. Find and keep a steady beat together. Begin to move in time with a steady beat/pulse. Copy back simple long and short rhythms with clapping. Copy back singing simple high and low patterns. Start to know and demonstrate the difference between pulse, rhythm and pitch.</p> <p><b>Listening &amp; Responding:</b> Move, dance and respond in any way they can when listening. Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. Talk about any instruments they might hear and perhaps identify them. Recognise some band and orchestral instruments. Identify a fast or slow tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Talk about any other music they have heard that is similar. Begin to understand where the music fits in the world. Begin to understand different styles of music.</p> <p><b>Singing:</b> Sing, rap or rhyme as part of a choir/group. Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. Sing unit songs from memory. Perhaps have a go at singing a solo. Try to understand the meaning of the song. Try to follow the leader or conductor. Add actions and/or movement to a song.</p>					

**Playing Instruments:** Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear. Learn to treat instruments carefully and with respect. Rehearse and perform their parts within the context of the unit song. Learn to play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.

**Improvising:** Explore improvisation within a major and minor scale, using the notes: C, D, E & D, E, A & F, G, A & D, F, G. Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.

**Composing:** Begin to understand that composing is like writing a story with music. Explore sounds and create their own melody. Perform their simple composition/s using two, three, four or five notes. Use simple notation if appropriate: Create a simple melody using crotchets and minims.

C, D & C, D, E & C, D, E, F & C, D, E, F, G. Start and end on the note C.  
 F, G & F, G, A & F, G, A, C & F, G, A, C, D. Start and end on the note F.  
 D, F & D, F, G & D, F, G, A & D, F, G, A, C. Start and end on the note D.

Begin to explore and create using graphic scores:

- Create musical sound effects and short sequences of sounds in response to music and video stimuli.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Create a story, choosing and playing classroom instruments.
- Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.
- Use music technology, if available, to capture, change and combine sounds

**Performing:** Rehearse a song and perform it to an audience, explaining why the song was chosen. Add actions and perhaps movement to the song. Perform the song from memory. Follow the leader or conductor. Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better.

When planning, rehearsing, introducing and performing the song:

- Introduce the performance.
- Begin to play tuned and untuned instruments musically within the performance.
- Begin to use the voice expressively and creatively by singing simple songs.
- Begin to play together as a group /band /ensemble.
- Show their understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.

Year 2	<p><b>Pulse, Rhythm &amp; Pitch</b></p> <p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together</p>	<p><b>Playing In An Orchestra</b></p> <p>Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?</p>	<p><b>Inventing A Musical Story</b></p> <p>Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try</p>	<p><b>Recognising Different Sounds</b></p> <p>When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can</p>	<p><b>Exploring Improvisation</b></p> <p>Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!</p>	<p><b>Our Big Concert</b></p> <p>Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt</p>
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			to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds	you recognise in the songs in this unit?		
<p><b>Musicianship:</b> Use body percussion, instruments and voices. Move in time and keep a steady beat together. Create their own rhythmic and melodic patterns. Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. Understand the difference between creating a rhythm pattern and a pitch pattern. Sing short phrases independently. Continue to learn to watch and follow a steady beat. Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo). Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point. Recognise long and short sounds, and match them to syllables and movement</p> <p><b>Listening &amp; Responding:</b> Find and try to keep a steady beat. Invent different actions to move in time with the music. Move, dance and respond with their bodies in any way they can. Describe their thoughts and feelings when hearing the music. Describe what they see in their individual imaginations when listening to the piece of music. Talk about why they like or don't like the music. Talk about any other music they have heard that is similar. Identify a fast or slow tempo. Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Walk in time to the beat of a piece of music. Describe differences in tempo and dynamics with more confidence. Recognise some band and orchestral instruments. Continue to talk about where music might fit into the world. Begin to understand that there are different styles of music. Discuss the style(s) of the music. Discuss what the song or piece of music might be about.</p> <p><b>Singing:</b> Sing as part of a choir. Have a go at singing a solo. Demonstrate good singing posture. Sing songs from memory. Sing with more pitch accuracy. Understand and follow the leader or conductor. Sing and try to communicate the meaning of the words. Listen for being 'in time' or 'out of time'. Add actions and perhaps movement to a song.</p> <p><b>Playing Instruments:</b> Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part). Rehearse and perform their parts within the context of the unit song. Learn to treat instruments carefully and with respect. Play together as a group while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p> <p><b>Improvising:</b> Explore improvisation within a major scale, using the notes: C, D, E &amp; C, G, A &amp; G, A, B &amp; F, G, A. Begin to create personal musical ideas using the given notes. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p><b>Composing:</b> Continue to understand that composing is like writing a story with music. Perform their simple composition/s using two, three, four or five notes. Start their tune/s on note one and end it on note one. Use simple notation if appropriate: Create a simple melody using crotchets and minims.</p> <p>C, D &amp; C, D, E &amp; C, D, E, F &amp; C, D, E, F, G. Start and end on the note C (C major).  G, A &amp; G, A, B &amp; G, A, B, D &amp; G, A, B, D, E. Start and end on the note G (pentatonic on G).  F, G &amp; F, G, A &amp; F, G, A, C &amp; F, G, A, C, D. Start and end on the note F (pentatonic on F).</p> <p>Explore and create graphic scores:</p> <ul style="list-style-type: none"> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimuli.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Create a story, choosing and playing classroom instruments.</li> <li>• Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> </ul> <p><b>Performing:</b> Rehearse a song and then perform it to an audience, explaining why the song was chosen. Add actions to the song. Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance. Perform the song from memory. Follow the leader or conductor. Continue to play tuned and untuned instruments musically</p>						



	<p>within the performance. Continue to use the voice expressively and creatively by singing simple songs. Continue to play together as a group /band /ensemble. Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>					
<p>Year 3</p>	<p><b>Writing Music Down</b></p> <p>Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a staff.</p>	<p><b>Playing In A Band</b></p> <p>Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p>	<p><b>Compose Using Your Imagination</b></p> <p>Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?</p>	<p><b>More Musical Styles</b></p> <p>Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.</p>	<p><b>Enjoying Improvisation</b></p> <p>Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Can you work out where you will improvise in the songs in this unit? Can you identify sections of the music that change or repeat?</p>	<p><b>Opening Night</b></p> <p>Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!</p>
<p><b>Musicianship:</b> Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4 and 4/4. Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. Find and keep a steady beat. Listen and copy more complex rhythmic patterns by ear or from notation. Copy back more complex melodic patterns. Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests. Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E / G, A, B / F, G, A / A, B, C. Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language.</p> <p>Start learning about basic music theory:</p> <ul style="list-style-type: none"> <li>• Introduce and understand the differences between crotchets and paired quavers.</li> <li>• Play and sing in the time signatures of 2/4, 3/4 and 4/4.</li> <li>• Create rhythms using word phrases as a starting point.</li> <li>• Identify the names of some pitched notes on a staff.</li> <li>• Identify if a song is major or minor in tonality.</li> </ul> <p><b>Listening &amp; Responding:</b> Talk about the style of the music. Share their thoughts and feelings about the music together. Find the beat or groove of the music. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Talk about the style of the music. Identify and describe their feelings when hearing the music, including why they like or don't like the music. Use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements more confidently when talking about the music. Recognise that some instruments are band instruments and some are orchestral instruments. Identify specific instruments if they can. Talk about where the music fits into the world. Think about and discuss why the song or piece of music was written and what it might mean. Discuss the style of the music and any other music they have heard that is similar.</p>						

**Singing:** Sing as part of a choir and in unison. Have a go at singing a solo. Demonstrate good singing posture. Sing the unit songs from memory. Sing with attention to clear diction. Sing more expressively, with attention to breathing and phrasing. Discuss what the song or piece of music might be about. Follow the leader or conductor confidently. Sing with attention to the meaning of the words. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Perform actions confidently and in time. Sing a widening range of unison songs, of varying styles and structures.

**Playing Instruments:** Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder. Play a part on a tuned instrument by ear or from notation. Play the instrumental part they are comfortable with and swap when appropriate. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique.

**Improvising:** Explore improvisation within a major scale, using the notes: C, D, E & C, D, E, F, G & C, D, E, G, A & G, A, B, D, E & G, A, B, C, D & F, G, A, C, D. Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. When improvising, follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.

**Composing:** Create a simple melody using crotchets, minims and perhaps paired quavers:

C, D & C, D, E & C, D, E, G & C, D, E, G, A Start and end on the note C (pentatonic on C).

C, D & C, D, E & C, D, E, F & C, D, E, F, G Start and end on the note C (C major).

F, G & F, G, A & F, G, A, B $\flat$  & F, G, A, B $\flat$ , C Start and end on the note F (F major).

G, A & G, A, B & G, A, B, D & G, A, B, D, E Start and end on the note G (pentatonic on G).

Successfully create a melody in keeping with the style of the backing track. This could include:

- Composing over a simple chord progression
- Composing over a simple groove
- Composing over a drone. Include a home note, to give a sense of an ending; coming home. Perform their simple composition/s, using their own choice of notes. Give the melody a shape. Describe how their melodies were created.

Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. Use simple dynamics. Create a tempo instruction. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns.

Compose a standalone piece of music which includes:

- A time signature
- A treble clef
- Four or six bars
- The correct notes for the scale and key signature
- Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests
- Expression /dynamics - A melody that starts and ends on note one
- A description of how their melodies were created.

**Performing:** Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence. Explain why the song was chosen. Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance. Follow the leader or conductor. Talk about the strengths of the performance, how they felt and what they would like to change. Introduce the performance with an understanding of what the song is about and comment on any other relevant connections. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc.

Year 4	<p><b>Musical Structures</b></p> <p>Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.</p>	<p><b>Exploring Feelings When You Play</b></p> <p>Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.</p>	<p><b>Compose With Your Friends</b></p> <p>When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final - like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.</p>	<p><b>Feelings Through Music</b></p> <p>Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.</p>	<p><b>Expression &amp; Improvisation</b></p> <p>Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.</p>	<p><b>The Show Must Go On!</b></p> <p>Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to.</p>
	<p><b>Musicianship:</b> Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p><b>Listening &amp; Responding:</b> Talk about the words of the song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Discuss the structures of songs. Explain what a main theme is and identify when it is repeated.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Call and response</li> <li>• A solo vocal/instrumental line and the rest of the ensemble</li> <li>• A change in texture - The articulation of certain words</li> <li>• Programme music</li> </ul> <p>Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music. Identify major and minor tonalities. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato. Recognise the style of music they are listening to. Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p> <p><b>Singing:</b> Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture. Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.</p> <p><b>Playing Instruments:</b> Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor. Rehearse and perform their parts within the context of the unit song. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique.</p>					

**Improvising:** Explore improvisation within a major scale, using the notes: C, D, E & C, D, E, G, A & C, D, E, F, G & D, E, F# & D, E, F#, A, B. Explore improvisation within a major scale, using more notes. Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression /groove.

**Composing:** Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:  
 C, D & C, D, E & C, D, E, G & C, D, E, G, A Start and end on the note C (pentatonic on C).  
 C, D & C, D, E & C, D, E, F & C, D, E, F, G Start and end on the note C (C major).  
 A, B & A, B, C & A, B, C, D & A, B, C, D, E Start and end on the note A (A minor).  
 D, E & D, E, F & D, E, F, G & D, E, F, G, A Start and end on the note D (D minor).  
 G, A & G, A, B & G, A, B, D & G, A, B, D, E Start and end on the note G (pentatonic on G).

Successfully create a melody in keeping with the style of the backing track. This could include:

- Composing over a simple chord progression
- Composing over a simple groove
- Composing over a drone.

Include a home note to give a sense of an ending; coming home. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. Use simple dynamics. Create a tempo instruction. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale. Begin to understand the structure of the composition. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Perform their simple composition/s using their own choice of notes.

Compose a standalone piece of music which includes:

- A time signature
- A treble clef
- Four or six bars
- The correct notes for the scale and key signature
- Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests
- Expression/dynamics - Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end
- A melody that starts and ends on note one
- A description of how their melodies were created.

**Performing:** Rehearse and enjoy the opportunity to share what has been learnt in the lessons. Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Communicate the meaning of the words and articulate them clearly. Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.

Year 5	Practising 'Young Voices' repertoire for the performance at the o2 Arena in January.	<b>Composing &amp; Chords</b> If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create	<b>Enjoying Musical Styles</b> There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear	<b>Freedom To Improvise</b> Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to	<b>Battle Of The Bands!</b> Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform.
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		<p>music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.</p>	<p>in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.</p>	<p>the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p>	<p>You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts.</p>
<p><b>Musicianship:</b> Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F# Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back various melodic patterns.</p> <p><b>Listening &amp; Responding:</b> Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Explain the role of a main theme in musical structure. Understand what a musical introduction is and know its purpose. Explain rapping. Identify major and minor tonalities. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Identify the musical style of a song or piece of music. Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p> <p><b>Singing:</b> Sing in unison and parts, and as part of a smaller group. Sing a second part in a song. Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre. Sing 'on pitch' and 'in time'. Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Develop confidence as a soloist. Talk about the different styles of singing used for different styles of song. Talk confidently about how connected they feel to the music and how it connects to the world. Respond to a leader or conductor.</p> <p><b>Playing Instruments:</b> Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E<sub>b</sub> major, C minor and D minor. Play a part on a tuned instrument, by ear or from notation. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture. Begin to understand how to rehearse a piece of music in order to improve.</p> <p><b>Improvising:</b> Explore improvisation within a major and minor scale, using the following notes:</p> <p>C, D, E<sub>b</sub>, F, G  C, D, E, F, G  C, D, E, G, A  F, G, A, B<sub>b</sub>, C  D, E, F, G, A.</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower. Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Include smooth (legato) and detached (staccato) articulation when playing notes.</p> <p><b>Composing:</b> Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p>					

F, G & F, G, A & F, G, A, B $\flat$  & F, G, A, B $\flat$ , C Start and end on the note F (F major).  
 G, A & G, A, B & G, A, B, C & G, A, B, C, D Start and end on the note G (G major).  
 G, A & G, A, B & G, A, B, D & G, A, B, D, E Start and end on the note G (pentatonic on G).

Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale, as well as major and minor tonalities. Understand the structure of the composition. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Include a home note to give a sense of an ending; coming home. Perform their simple composition/s, using their own choice of notes. Successfully create a melody in keeping with the style of the backing track. Create their composition/s with an awareness of the basic chords in the backing track. Compose a standalone piece of music which includes:

- A time signature - A treble clef
- Four, six or eight bars
- The correct notes for the scale and key signature
- Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests
- Expression/dynamics
- Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end
- A melody that starts and ends on note one - A description of how their melodies were created.

**Performing:** Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience. Perhaps perform in smaller groups, as well as with the whole class. Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra. Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student will lead part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect on how future performances might be different.

Year 6	<p><b>Music &amp; Technology</b></p> <p>Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the Yustudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your creativity.</p>	<p><b>Developing Ensemble Skills</b></p> <p>You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ("crescendo") or from loud</p>	<p><b>Creative Composition</b></p> <p>By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.</p>	<p><b>Musical Styles Connect Us</b></p> <p>Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes.</p>	<p><b>Improvising With Confidence</b></p> <p>You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes</p>	<p><b>Farewell Tour</b></p> <p>This is your last performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class.</p>
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to soft ("decrescendo") can help make music more exciting.

from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.

**Musicianship:** Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes:

D, E, F, G, A  
C, D, E, F, G, A, B  
G, A, B, C, D, E, F#  
D, E, F#, G, A, B, C#  
A, B, C, D, E, F, G.

Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.

**Listening & Responding:** Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing. Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups. Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Explain the role of a main theme in musical structure. Understand what a musical introduction and outro are and know their purpose. Identify major and minor tonalities and chord triads. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.

**Singing:** Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts, where appropriate. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8. Demonstrate and maintain good posture and breath control whilst singing. Sing with and without an accompaniment. Sing syncopated melodic patterns. Lead a singing rehearsal. Talk about the different styles of singing used in the various styles of song visited throughout this year. Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world.

**Playing Instruments:** Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$  major, D minor and F minor. Play a melody, following staff notation written on one staff and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Play a part on a tuned instrument, by ear or from notation. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song. Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture. Understand how to rehearse a piece of music in order to improve. Play a more complex part.

**Improvising:** Explore improvisation within a major scale, using the notes:

C, D, E, F, G  
G, A, B $\flat$ , C, D  
G, A, B, C, D  
F, G, A, C, D

Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. Follow a steady beat and stay 'in time'. Become more skilled in improvising, perhaps trying more notes and rhythms. Include rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Challenge themselves to play for longer periods, both as soloists and in response to others in a group.

**Composing:** Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:

C, D & C, D, E & C, D, E, F & C, D, E, F, G Start and end on the note C (C major).

G, A & G, A, B & G, A, B, D & G, A, B, D, E Start and end on the note G (pentatonic on G).

G, B $\flat$  & G, B $\flat$ , C & G, B $\flat$ , C, D & G, B $\flat$ , C, D, F Start and end on the note G (minor pentatonic on G).

D, E & D, E, F & D, E, F, G & D, E, F, G, A Start and end on the note D (D minor).

F, G & F, G, A & F, G, A, B $\flat$  & F, G, A, B $\flat$ , C Start and end on the note F (F major).

F, G & F, G, A & F, G, A, C & F, G, A, C, D Start and end on the note F (pentatonic on F).

Plan and compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece. Use available music software/apps to create and record it, discussing how musical contrasts are achieved. Use music technology, if available, to capture, change and combine sounds. Create music in response to music and video stimuli. Start to use and understand structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form). Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use a pentatonic and a full scale, as well as major and minor tonalities. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Include a home note to give a sense of an ending; coming home. Perform their simple composition/s, using their own choice of notes. Successfully create a melody in keeping with the style of the backing track and describe how their melodies were created. Create their composition/s with an awareness of the basic chords in the backing track. Compose a standalone piece of music which includes:

- A time signature
- A treble clef
- Four, six, eight or 12 bars
- The correct notes for the scale and key signature
- Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests
- Expression/dynamics
- Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.
- A melody that starts and ends on note one.
- A description of how their melodies were created.

**Performing:** Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Perform from memory or with notation. Understand the value of choreographing any aspect of a performance. Understand the importance of the performing space and how to use it. Rehearse and lead parts of the performance, individually or as a group. Record the performance and compare it to a previous one. Collect feedback from the audience and reflect on how the audience believed in/supported the performance. Discuss how the performance might change if it were repeated in a larger/smaller performance space.