



SPARK
EDUCATION TRUST



Whinstone Primary School

MUSIC CURRICULUM

MUSIC INTENT:

At Whinstone, Music is an extremely important ingredient in our children's education. Our Music curriculum has been designed and chosen to inspire pupils to develop a love of music, as well as developing their own talent as musicians. This should increase their self-confidence, creativity, self-expression and sense of achievement. We believe that music is a universal language that children can use to embark on a musical journey; therefore, a high-quality music education should engage and inspire pupils to develop a love of the subject.

Music is used to develop children's confidence and imagination. Our children are able to develop skills in listening, composition and performance throughout school. Music also plays a great part in our school and wider community. Our children are given the chance to perform in concerts, plays, carol services, talent shows and assemblies. We aim to give every child the opportunity to participate in a structured scheme of musical experiences and develop at their own pace, no matter what their age or ability. We hope to foster a lifelong 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 achieve their very best and become confident, reflective musicians.

Our teaching aims in Music include the following:

Enjoyment and Appreciation -Children will engage in a music curriculum that inspires them to develop a love of music and nurtures their talent as a musician. This will increase their self-confidence, creativity and a sense of achievement.	Creativity -Music is a universal language that embodies one of the highest forms of creativity. We will ensure that every child develops this creativity through composition, use of their voice and a range of musical instruments, exploration and imagination.
Knowledge -Every child will develop a rich foundation of facts based on musical across a range of historical periods, genres, styles and traditions. This includes the works of the great composers and well-known contemporary musicians.	Performance -Children will develop their performance skills through a range of opportunities both within school and the wider community. They will sing and play musically within increasing enthusiasm, confidence, expression and control.
Skills -Through a combination of solo, ensemble and class contexts, children will develop skills in singing, composition, listening and the interrelated dimensions: pitch, dynamics, duration, tempo, timbre, texture, structure and notation.	Evaluation and Analysis -Every child will review, evaluate and analyse musical works from different genres, traditions, cultures and styles. This will further develop their critical engagement with music, as well as developing their oracy skills.

MUSIC UNIT Progression Tracker - Curriculum Overview

EYFS

<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
Rhythm and pulse Exploring pitch and voices					

The Interrelated Dimensions of Music

Progression through Charanga Musical School

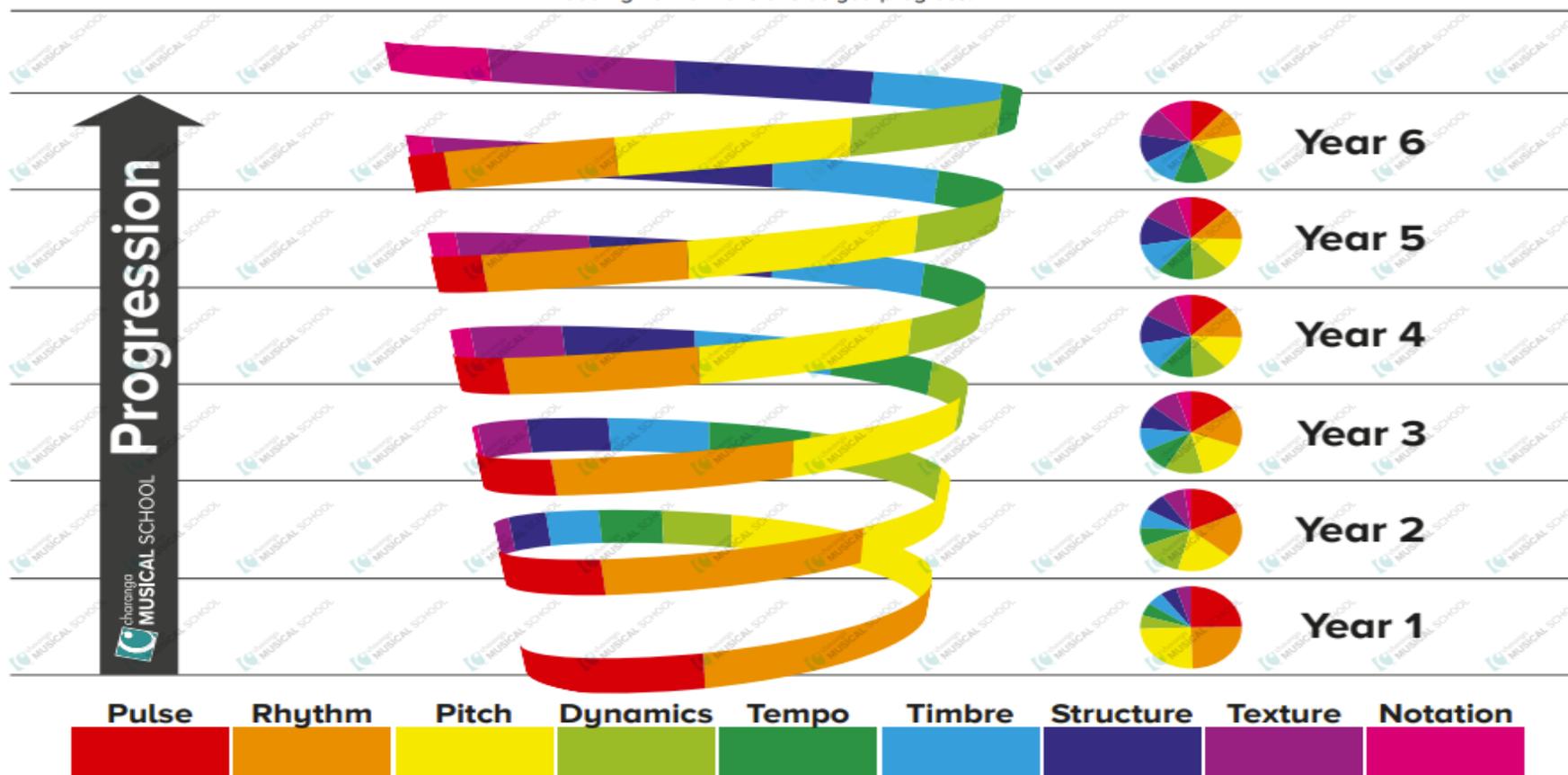


YE

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Music Curriculum Overview – EYFS – Year 6: Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Me (Charanga)	Christmas Production + My Stories (Charanga)	Everyone Charanga	Our World Charanga	Big Bear Funk Charanga	Reflect, Rewind and Replay
1	Hey You! (Charanga)	Christmas Production + Rhythm in the way we walk (Charanga)	In the Groove - Charanga	Round and Round - Charanga	Your Imagination - Charanga	Reflect, rewind, replay - Charanga
2	Hands, Feet Heart (Charanga)	Christmas Production + Ho Ho Ho (Charanga)	I wanna play in a band - Charanga	Zoo Time - Charanga	Friendship Song (Charanga)	Reflect, Rewind and Replay - Charanga
3	Let Your Spirit Fly (Charanga)	Christmas Production + Glockenspiel 1 (Charanga)	Three Little Birds Charanga	The Dragon Song (Charanga)	Learn song - Bringing Us Together (Charanga) PLUS Heather Ward's Blown Away Recorder (1)	Reflect, Rewind and Replay - Charanga
4	Mamma Mia (Charanga)	Christmas Production + Glockenspiel 2 (Charanga)	Stop! Charanga	Lean On Me (Charanga)	Learn song - Blackbird (Charanga) PLUS Heather Ward's Blown Away Recorder (2)	Reflect, rewind and replay
5	Living on a Prayer (Charanga)	Christmas production + Classroom Jazz 1 (Charanga)	INSTRUMENTS OF THE ORCHESTRA (Whinstone Scheme)	UKELELE COURSE (Charanga)	Fresh Prince of Bel Air (Charanga)	Reflect, rewind and replay
6	Learn song - Happy (Charanga) PLUS UKELELE COURSE / SING AND STRUM (Charanga)	Christmas Production + Classroom Jazz 2 (Charanga)	NOTATION RHYTHMS (Whinstone Scheme)	FAMOUS COMPOSERS (Whinstone Scheme)	SATs	Music and Me (Charanga)

Music Curriculum Overview – EYFS – Year 6

Early Learning Goals and National Curriculum Aims:

Early Years Foundation Stage:		
<p>EYFS Linked Areas of Learning:</p> <p>The most relevant statements for Music are taken from the following areas of learning:</p> <ul style="list-style-type: none"> • Communication and Language • Physical Development • Expressive Arts and Design 	<p>Early Learning Goal: Invent, adapt and recount stories with peers and teachers</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>'Year 1 Ready' Goals:</p> <p>-Copy a simple beat pattern, for example XX-, XX- using untuned percussion instruments or claps.</p> <p>- To invent patterns using at least one pitch sounds.</p> <p>- To identify instruments they can hear in a piece of music e.g. guitar, drum, etc.</p>

Key Stage 1
<p>Pupils should be taught to:</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

Key Stage 2
<p>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.</p> <p>Pupils should be taught to:</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

Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
Games Track	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.

Copy Cat Rhythm Games	Copy-clap the rhythm of names.	Copy-clap the rhythm of small phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap 3 or 4 word phrases from the song.	Revise existing.
High and Low Games	Explore high sounds and low sounds using voices and glockenspiels.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch using the images from the songs.		Revise existing.
High and Low Games A. Play Together					Keep the beat of the song with a pitched note.	Revise existing.
High and Low Games B. Pitch Activities					Add pitched notes to the rhythm of the words or phrases in the song.	Revise existing.
High and Low Games C. Extended Options					Enjoy playing patterns using a combination of any of the three notes C, D and E.	Revise existing.
Create your own Sounds using instruments		Invent a pattern to go with a song using one note.	Use the starting note to explore melodic patterns using one or two notes.	Use the starting note to explore melodic patterns using one or two notes.		Revise existing.

Instrument Notes	1	2	3	4	5	6
		I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E	Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A	Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G	Big Bear Funk D, D + E, D + C	Revise existing.

Supporting Songs and Styles

1	2	3	4	5	6
Me! by Joanna Mangona	My Stories by Joanna Mangona	Everyone! by Joanna Mangona	Our World by Joanna Mangona	Big Bear Funk by Joanna Mangona	Reflect, Rewind and Replay
Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Funk.	Classical.
Celebration by Kool And The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggy Lee Happy Birthday by Stevie Wonder Our House by Madness	Roll Alabama by Bellowhead Boogie Wonderland by Earth Wind And Fire Don't Go Breaking My Heart by Elton John and Kiki Dee Ganesh Is Fresh by MC Yogi Frosty The Snowman sung by Ella Fitzgerald Spiderman sung by Michael Bubl�	We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart	Lovely Day by Bill Withers Beyond The Sea sung by Robbie Williams Mars from The Planets Suite by Gustav Holst Frog's Legs And Dragon's Teeth by Bellowhead Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral Singing In The Rain performed by Gene Kelly	Big Bear Funk by Joanna Mangona I Feel Good by James Brown Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band	William Tell Overture by Rossini Dance Of The Sugar Plum Fairy by Tchaikovsky Flight Of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer Of Jollity by Gustav Holst Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams

Listen and Respond

Knowledge	Skills
<ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.

Knowledge & Skills – Year 1

Unit	1	2	3	4	5	6
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Instrumental Parts						
Key	C		C	D minor	C	Revise existing
One Note	C		C	D	C	
Easy Part	C		C + D	D, F, C + D	C + G	
Medium Part	C + G		C + D	D, E, F, G + A	C, E + G	
Melody	C + G		C, G + A	D, F, G, A + C	E, G + A	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	Find The Pulse Choose an animal and find the pulse					
Game 2	Rhythm Copy Back Listen to the rhythm and clap back					
Game 3	Rhythm Copy Back, Your Turn					
Game 4	Pitch Copy Back and Vocal Warm-up 1					
Game 4a	Pitch Copy Back and Vocal Warm-up 2					

	1	2	3	4	5	6
Improvisation						
Challenge 1	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).		Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.	
Challenge 3	Improvise! Take it in turns to improvise using C or C and D		Improvise! Take it in turns to improvise using C or C and D	Improvise! Take it in turns to improvise using D or D and E	Improvise! Take it in turns to improvise using D or D and E	
Composing						
With one note	C		C		C	Revise existing
With three notes	C, D + E		C, D + E		C, D + E	
With five notes	C, D, E, F + G		C, D, E, F + G		C, D, E, F + G	

Supporting Songs and Styles

1	2	3	4	5	6
Hey You! By Joanna Mangona	Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba	In The Groove by Joanna Mangona	Round and Round by Joanna Mangona	Your Imagination by Joanna Mangona and Pete Readman	Reflect, Rewind and Replay
Old-School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)	How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)	Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bubl� (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)	Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin	A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavener – Contemporary

Listen and Appraise

Knowledge	Skills
<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. 	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>

Games

Knowledge	Skills
<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. 	<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'.

Singing

Knowledge	Skills
To confidently sing or rap five songs from memory and sing them in unison.	<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.

Playing

Knowledge	Skills
<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.	<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.

Improvisation

Knowledge	Skills
<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!	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none">1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.3. Improvise! – Take it in turns to improvise using one or two notes.

Composition

Knowledge	Skills
<ul style="list-style-type: none">• Composing is like writing a story with music.• Everyone can compose.	<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.

Performance

Knowledge	Skills
<p>A performance is sharing music with other people, called an audience.</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.

Knowledge & Skills – Year 2

Unit	1	2	3	4	5	6
Title	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind & Replay
Style of main song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	G	D	C	C	Revise existing
One Note	G	G	F	C	C	
Easy Part	G, A + C	G, A + B	D + C	C + D	E + G	
Medium Part	G, A, B + C	G, A + B	G, F + C	C + D	E, G, A + B	
Melody	E, F, G, A, B + C	N/A	C, D + F	C + D	C, D, E, F, G, A + B	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	Find the Pulse Choose an animal and find the pulse					
Game 2	Rhythm Copy Back Listen to the rhythm and clap back					
Game 3	Rhythm Copy Back, Your Turn					
Game 4	Pitch Copy Back and Vocal Warm-up 1					
Game 4a	Pitch Copy Back and Vocal Warm-up 2					

	1	2	3	4	5	6
Improvising						
Challenge 1	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).		Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	
Challenge 3	Improvise! Take it in turns to improvise using C or C and D.		Improvise! Take it in turns to improvise using F or F and G.	Improvise! Take it in turns to improvise using C or C and D.	Improvise! Take it in turns to improvise using C or C and D.	
Composing						
With one note	C		F	C	C	Revise existing
With three notes	C, D + E		F, G + A	C, D + E	C, D + E	
With five notes	C, D, E, F + G		F, G, A, B ♭ (A#) + C	C, D, E, F + G	C, D, E, G + A	

Supporting Songs and Styles

1	2	3	4	5	6
Hands, Feet, Heart by Joanna Mangona	Ho, Ho, Ho by Joanna Mangona	I Wanna Play in a Band by Joanna Mangona	Zootime by Joanna Mangona	Friendship Song by Joanna Mangona and Pete Readman	Reflect, Rewind and Replay
Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
The Click Song sung by Miriam Makeba	Please choose your own song here	We Will Rock You by Queen	Kingston Town by UB40	Count On Me by Bruno Mars	Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic
The Lion Sleeps Tonight sung by Soweto Gospel Choir	Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song)	Smoke On The Water by Deep Purple	Shine by ASWAD	We Go Together (from the Grease soundtrack)	Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque
Bring Him Back by Hugh Masekela	Suspicious Minds by Elvis Presley (Pop)	Rockin' All Over The World by Status Quo	IGY by Donald Fagen	You Give A Little Love (from Bugsy Malone)	From The Diary Of A Fly by Béla Bartók – 20th Century
You Can Call Me Al by Paul Simon	Sir Duke by Stevie Wonder (Funk)	Johnny B.Goode by Chuck Berry	Feel Like Jumping by Marcia Griffiths	That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John	Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century
Hlokoloza by Arthur Mafokate	Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)	I Saw Her Standing There by The Beatles	I Can See Clearly Now by Jimmy Cliff	You've Got A Friend In Me by Randy Newman	Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic
					The Robots (Die Roboter) by Kraftwerk – Contemporary

Listen and Appraise

Knowledge	Skills
<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. 	<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.

Games

Knowledge	Skills
<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. 	<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'.

Singing

Knowledge	Skills
<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.	<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).● Learn to find a comfortable singing position.● Learn to start and stop singing when following a leader.

Playing

Knowledge	Skills
<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.	<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.

Improvisation

Knowledge	Skills
<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.	Use the improvisation tracks provided. Improvise using the three challenges: <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.

Composition

Knowledge	Skills
<ul style="list-style-type: none">Composing is like writing a story with music.Everyone can compose.	<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.

Performance

Knowledge	Skills
<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.	<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.

Knowledge & Skills – Year 3

Unit	1	2	3	4	5	6
Title	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	C	Multiple pieces	G	G	C	Revise existing
One Note	C	E	G	G	C	
Easy Part	C, F + G	D + E and D + C	G + A	G	C	
Medium Part	E, F ,G, A ,B + C	D, E, F and C, D + E	C + A	G, A + B	G, A + C	
Melody	N/A	N/A	C, D, E, G, A + Bb	B, C, D, E, F + G	G, A + C	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	C + sometimes D	n/a	C + sometimes D	G + sometimes A	C + sometimes A	
Gold	C + D	n/a	C + D	G + A	C + A	

	1	2	3	4	5	6
Improvisation						
Bronze Challenge 1	Sing and Copy Back Listen and sing back	Improvise using the note D	Sing and Copy Back Listen and sing back	Improvise Challenge 1 Listen and copy back using the notes G, A + B	Sing and Copy Back Listen and sing back	Revise existing
Bronze Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one note: C		Play and Improvise Using your instruments, listen and play your own answer using one note: C	n/a	Play and Improvise Using your instruments, listen and play your own answer using one note: C	
Bronze Challenge 3	Improvise! Take it in turns to improvise using one note: C		Improvise! Take it in turns to improvise using one note: C	n/a	Improvise! Take it in turns to improvise using one note: C	
Silver Challenge 1	Sing, Play and Copy Back Listen and copy back using instruments and one note: C		Sing, Play and Copy Back Listen and copy back using instruments and one note: C	Improvise Challenge 2 Using your instruments, listen and play your own answer using any of these notes: G, A or B	Sing, Play and Copy Back Listen and copy back using instruments, one note: C	
Silver Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D		Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	n/a	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes A	
Silver Challenge 3	Improvise! Take it in turns to improvise using one or two notes: C and sometimes D		Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	n/a	Improvise! Take it in turns to improvise using one or two notes: C and sometimes A	

	1	2	3	4	5	6
Improvisation, continued						
Gold Challenge 1	Sing, Play and Copy Back Listen and copy back using two notes: C and D	Improvise using the notes D E F	Sing, Play and Copy Back Listen and copy back using two notes: C and D	Improvise Challenge 3 Take it in turns to improvise using all or any of these notes: G, A and B	Sing, Play and Copy Back Listen and copy back using two notes: C and A	Revise existing
Gold Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	n/a	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	n/a	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and A	
Gold Challenge 3	Improvise! Take it in turns to improvise using two notes: C and D	n/a	Improvise! Take it in turns to improvise using two notes: C and D	n/a	Improvise! Take it in turns to improvise using two notes: C and A	
Composition						
Starting notes	C	D or E	C	G + A	C + A	Revise existing
Easy option	C, D + E	D + E	C, D + E	G, A + B	C, A + G	
Harder option	C, D, E, F + G	D + E	C, D, E, G + A	D, E, G, A + B	C, D, E, G + A	

Supporting Songs and Styles

1	2	3	4	5	6
Let Your Spirit Fly by Joanna Mangona	Glockenspiel Stage 1	Three Little Birds by Bob Marley	The Dragon Song by Joanna Mangona and Pete Readman	Bringing Us Together by Joanna Mangona and Pete Readman	Reflect, Rewind and Replay
RnB	Mixed styles	Reggae	A Pop song that tells a story	Disco	Classical
Please choose your own song/piece here Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)	Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth	Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan	Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce	L'Homme Arme by Robert Morton – Early Music Les Tricoteuses (The Knitters) – Baroque The Clock: Il Andante by Franz Joseph Haydn – Classical Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary

Listen and Appraise

Knowledge	Skills
<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 	<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.

Musical Activities: Games

Knowledge	Skills
<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>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: <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 4. Pitch Copy Back and Vocal Warm-ups

Musical Activities: Singing

Knowledge	Skills
<p>To know and be able to talk about:</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 	<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.

Musical Activities: Playing Instruments

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, a recorder) 	<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.

Musical Activities: Improvisation

Knowledge	Skills
<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 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>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. ● Gold Challenge: <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.

Musical Activities: Composition

Knowledge	Skills
<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. ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<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).

Performance

Knowledge	Skills
<p>To know and be able to talk about:</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 	<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.

Knowledge & Skills – Year 4

Unit	1	2	3	4	5	6
Title	Mamma Mia	Glockenspiel 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind & Replay
Style of main song	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	multiple pieces		C	C	Revise existing
One Note	G	C		C	C	
Easy Part	G	C + D		C + F	C + B	
Medium Part	G + A	C, D + E		E, F + G	G, A, B + C	
Melody	G, A, B + C	C, D, E, F + G		G, A, B, C, D + E	C, D, E, F + G	
Warm-up Games	Progressive challenges within each unit that include four games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	G + sometimes A	n/a	C + sometimes D	F + sometimes G	C + sometimes D	
Gold	G + A	n/a	C + D	F + G	C + D	

	1	2	3	4	5	6
Improvisation						
Bronze Challenge 1	Sing and Copy Back Listen and sing back	n/a	Sing and Copy Back Listen and sing back	Sing and Copy Back Listen and sing back	Sing and Copy Back Listen and sing back	Revise existing
Bronze Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one note: G		Play and Improvise Using your instruments, listen and play your own answer using one note: C	Play and Improvise Using your instruments, listen and play your own answer using one note: F	Play and Improvise Using your instruments, listen and play your own answer using one note: C	
Bronze Challenge 3	Improvise! Take it in turns to improvise using one note: G		Improvise! Take it in turns to improvise using one note: C	Improvise! Take it in turns to improvise using one note: F	Improvise! Take it in turns to improvise using one note: C	
Silver Challenge 1	Sing, Play and Copy Back Listen and copy back using instruments, one note: G		Sing, Play and Copy Back Listen and copy back using instruments, one note: C	Sing, Play and Copy Back Listen and copy back using instruments, one note: F	Sing, Play and Copy Back Listen and copy back using instruments, one note: C	
Silver Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: G and sometimes A		Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: F and sometimes G	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	
Silver Challenge 3	Improvise! Take it in turns to improvise using one or two notes: G and sometimes A		Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	Improvise! Take it in turns to improvise using one or two notes: F and sometimes G	Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	
Gold Challenge 1	Sing, Play and Copy Back Listen and copy back using two notes: C and D		Sing, Play and Copy Back Listen and copy back using two notes: C and D	Sing, Play and Copy Back Listen and copy back using two notes: F and G	Sing, Play and Copy Back Listen and copy back using two notes: C and D	
Gold Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D		Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	Play and Improvise Using your instruments, listen and play your own answer using two notes: F and G	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	
Gold Challenge 3	Improvise! Take it in turns to improvise using two notes: C and D		Improvise! Take it in turns to improvise using two notes: C and D	Improvise! Take it in turns to improvise using two notes: F and G	Improvise! Take it in turns to improvise using two notes: C and D	

	1	2	3	4	5	6
Composition						
Starting notes	G	C	n/a	C	C	
Easy option	G, A + B	C, D + E		F, G + A	C, D + E	
Harder option	G, A, B, D + E	C, D, E, F + G		C, D, F, G + A	C, D, E, G + A	

Supporting Songs and Styles

1	2	3	4	5	6
Mamma Mia by ABBA	Glockenspiel Stage 2	Stop! by Joanna Mangona	Lean On Me sung by Bill Withers	Blackbird by The Beatles	Reflect, Rewind & Replay
Pop	Mixed styles	Grime and mixed styles	Gospel	Pop/The Beatles	Classical
ABBA's music: Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA	Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive	Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas	He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel)	Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles	La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)

Listen and Appraise

Knowledge	Skills
<p>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:</p> <ul style="list-style-type: none"> ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The 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. 	<ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words.

Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 	<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: <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 4. Pitch Copy Back and Vocal Warm-ups

Singing

Knowledge	Skills
<p>To know and be able to talk about:</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 ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice 	<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 rejoin the song if lost. ● To listen to the group when singing.

Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends. 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all 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. ● To experience leading the playing by making sure everyone plays in the playing section of the song.

Improvisation

Knowledge	Skills
<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 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 ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using 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 melodic patterns ○ 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. ● Gold Challenge: <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.

Composition

Knowledge	Skills
<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. ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or all 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).

Performance

Knowledge	Skills
<p>To know and be able to talk about:</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 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● 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.

Knowledge and Skills – Year 5



Unit	1	2	3	4	5	6
Title	<u>L</u> ivin' <u>O</u> n <u>A</u> Prayer	Classroom Jazz 1 and Christmas	Instrin <u>o</u> ms of the Orchestra (Whinstone)	Ukulele Course (On Charanga)	Fresh Prince of Bel Air	Reflect, Rewind and Replay
Style	Rock	Jazz	N/A	N/A	Old-school hip-hop	Classical
Unit	Rock anthems	Jazz and improvisation	Instrin <u>o</u> ms of the Orchestra	Ukulele tuition	Old-school hip-hop	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	Bossa Nova B, A + G Swing D, E, G, A + B	N/A	Chords C, F, Am, G, A7, Dm		Revise existing
One note	G				A	
Easy part	G, A and B				A, D	
Medium part	D, E, F# G				A, G	
Melody	D, E, F#, G, A, B + C				C, D, E, F, G, A	
Warm-up games						
Bronze	G	N/A	N/A	N/A	D	Revise existing
Silver	G, A	N/A	N/A	N/A	D, E	
Gold	G, A, B	N/A	N/A	N/A	D, E, F	

Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the Units in those styles. ● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of 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 and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? 	<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. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel.

Games

Knowledge	Skills
<p>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 and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 	<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 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 <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

Singing

Knowledge	Skills
<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 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 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● 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'.

Playing

Knowledge	Skills
<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 	<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.

Improvisation

Knowledge	Skills
<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 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● To know that you can use some of the riffs you have heard in the Challenges in your improvisations● To know three well-known improvising musicians	<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">1. Play and Copy Back<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.2. Play and Improvise You will be using up to three notes:<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.3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:<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>

Composition

Knowledge	Skills
<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 ● Notation: recognise the connection between sound and symbol 	<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).

Performance

Knowledge	Skills
<p>To know and be able to talk about:</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 ● 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 	<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. ● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

Knowledge and Skills – Year 6

Unit	1	2	3	4	5	6
Title	Happy	Classroom Jazz 2 and Christmas	Notation / Rhythms (Whinstone)	Famous Composers (Whinstone)	SATs	Reflect, Rewind and Replay
Style	Pop / Neo Soul	Jazz	N/A	N/A	N/A	Classical
Unit	Being Happy!	Jazz and improvisation	Notation and rhythm	Famous Composers	N/A	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	D (mixolydian on A)	C and Blues in C	N/A Use octave C – C when creating own melodies	N/A		Revise existing
One note	A					
Easy part	G, A					
Medium part	G, A, B					
Melody	G, A, B, C, D, E					
Warm-up games	Rhythm and Pitch Copy back and Question and Answer					
Bronze	A	N/A	N/A	N/A		Revise existing
Silver	G, A	N/A	N/A	N/A		
Gold	G, A, B	N/A	N/A	N/A		

Listen and Appraise

Knowledge	Skills
<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 	<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.

Games

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Singing

Knowledge	Skills
<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 	<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'.

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	Key Vocabulary
EYFS	<p>Sing Rhyme Clap Instrument / instrument names Song Rhythm Music Move</p>

Music: Vocabulary Development

Year 1	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove, keyboard, bass, guitar, percussion, trumpets, saxophones, audience
Year 2	Keyboard, drums, bass, electric guitars, rock, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo
Year 3	Improvise, compose, pulse, rhythm, melody, pitch, tempo, dynamics, texture, structure, glockenspiel, introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, hook, riff, reggae, synthesizer
Year 4	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, acoustic guitar, percussion, birdsong, pentatonic scale, unison, pulse, compose, improvise, hook, riff, solo, rapping, lyrics, turntables, digital/electronic sounds
Year 5	Ballad, verse, chorus, interlude, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, appraising, Bossa Nova, syncopation, Swing
Year 6	Rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, groove, Motown, hook, riff, solo

Addressing misconceptions in Music:

Below are the seven elements of music. These elements are inter-related and are the building blocks of music. The list below is not exhaustive by any means but shows the main misconception(s) within the elements.

Year Group:	Rhythm	Tempo	Pitch	Dynamics	Timbre	Texture	Structure
EYFS							
In EYFS, good modelling and confident teaching can help to ensure that misconception are picked up early. Clapping along to songs, clapping syllables in names / words, playing instruments in different ways will all contribute to children becoming more confident musicians.	<p>What is rhythm? Rhythm is the pattern of sound, silence, and emphasis in a song. In music theory, rhythm refers to the recurrence of notes and rests (silences) in time. When a series of notes and rests repeats, it forms a rhythmic pattern.</p> <p>MAIN MISCONCEPTION Rhythm and beat / pulse are not the same! Some people find rhythm difficult for a number of reasons, including a perceptual disorder, a lack of</p>	<p>What is tempo? Tempo is the speed at which a piece of music is played. It's measured in beats per minute (BPM). Within the tempo, there is an underlying beat that keeps the music steady – this is known as the pulse.</p> <p>MAIN MISCONCEPTIONS Tempo and rhythm are not the same! Not all tempi are the same and some music can change tempo as the music progresses</p>	<p>What is pitch? Pitch in music is the quality of a sound that makes it higher, mid-range or lower. Sounds are higher or lower in pitch according to the frequency of vibration of the sound waves producing them.</p> <p>MAIN MISCONCEPTIONS Pitch and volume are often confused because both can be described as high or low. However, pitch is related to the frequency of a sound wave, while volume is related</p>	<p>What are dynamics? Dynamics means how quietly or loudly a piece of music should be played. Dynamics are an important way of conveying the mood of a piece and the use of dynamics is a marked element of any performance.</p> <p>MAIN MISCONCEPTIONS Pitch and volume are often confused because both can be described as high or low. Another misconception with dynamics is that loud music has to be fast and</p>	<p>What is timbre? Timbre (Pronounced Tam-ber) is the quality of a musical note. It is what makes a sound different from another one. Words like round, brassy, sharp, or bright can be used to describe the timbre of a sound.</p> <p>MAIN MISCONCEPTIONS Timbre is often confused with texture.</p>	<p>What is texture? Texture in music indicates how many layers there are within the music. Just like textiles, music can be 'thick' or 'thin' depending on how many layers of sound are played at once.</p> <p>MAIN MISCONCEPTION Texture is often confused with timbre.</p>	<p>What is structure? Structure is a crucial element of music. It describes how the different sections in a piece of music are positioned together to form the composition</p> <p>MAIN MISCONCEPTION Success in music can exist without structure and organization. This misconception is one of the big things that prevents the up-and-comers from ever getting to the upper tier.</p>

	musical training, or a lack of attention.	Also, just because shorter notes may be written on a piece of music (e.g., semiquavers), it doesn't mean that the music will be fast. (Likewise with minims / semibreves)	to the amplitude of the wave. Larger objects produce louder sounds and smaller objects produce quieter sounds Larger and longer objects may vibrate, but this doesn't necessarily mean they produce louder sounds.	quiet music also has to be slow.			
How do we address the misconception?							
Year 1	Ensure strong, simple rhythms are played for children for them to listen to and copy. Where possible, try these with a steady beat going on in the background.	Clap along to songs / music with a strong pulse and a steady tempo to ensure that children become confident with keeping a steady beat.	Listen to lots of examples of low and high. Do physical actions to match, e.g., stand up very tall for high sounds and crouch down for low sounds	Listen to lots of examples of loud and quiet music. Children to identify when music is loud / quiet by using actions.	Using untuned percussion, can the children describe sounds made by a triangle, claves and tambourine?	Play simple pieces of music with only 2 parts – can the children identify the parts and try to say which instruments are playing?	Play / sing simple songs with verse / chorus structure. Can they identify how many verses / choruses?
Year 2	As Year 1, plus introduce words as rhythms alongside the clapping, e.g. "Can you clap my rhythm?" "Oranges and lemons"	As Year 1 plus ensure that songs with different tempi can be heard.	As Y1. Introduce sounds that are between high and low and do actions to match.	As Y1. Introduce music that is somewhere between quiet and loud. Use actions to show understanding.	As Y1. Can children choose instruments from a selection of untuned percussion that play certain sounds, e.g.,	As Y1, plus have music where the parts are doing different things, e.g., 2 different melodies.	As Y1, plus can they identify other features, e.g., an instrumental section?

					metallic, clicky, bright.		Playing along to simple songs will help.
Year 3	As Year 1 and Y2, plus can the children play these rhythms on other instruments, e.g., glockenspiels, untuned percussion, etc.	As well as clapping to songs with different tempi, keep a steady beat on tuned percussion.	Show a variety of notes on glockenspiels. Children to recognise which are low, middle and high notes depending on bar length.	Introduce the fact that loud music can come from low sounding instruments as well as high pitched instruments, and vice versa with quiet music.	As Y2. Create sounds to match parts of a well-known story, e.g., Goldilocks and The Three Bears. Can the children say why they've chosen specific sounds?	Play music that has several parts – can the children identify them and say which instruments are being played?	As previous, plus can the children identify repetition / ostinatos (repeated rhythms) Composing using ostinatos would help.
Year 4	As Y3, plus can children compose their own rhythms using a given set of notations, e.g. crotchets (these are known as 'walks' in our curriculum) and quavers (these are known as 'runnings' in our curriculum)	As well as clapping to songs with different tempi, keep a steady beat on tuned percussion and on tuned instruments such as glockenspiels.	As above. Link with science topic on sound and discuss frequency / wavelength / of sounds produced by a range of instruments.	Introduce music where the dynamics change dramatically or gradually, e.g. In The Hall of The Mountain King by Grieg and Beethoven's Fifth Symphony.			As previous, plus can key changes be identified?
Year 5	As Y4, plus can the children confidently play given rhythms as well as creating their own, including the note semibreve and semiquavers?	Identify songs / music where there is a change in the tempo. Play by clapping or on untuned percussion.	Continue to discuss how low and high sounds are produced and encourage children to play melodies on low notes of	Continue to discuss loud and quiet sounds. Ensure understanding by using these dynamics in their	Continue to create a variety of sounds with untuned percussion. Create as many sounds as possible using body percussion.	Play pieces of music with several parts and with lots going on – can they pick out as many parts as possible and describe melodic	Once children are confident with structure, binary form A-A-B-B) and ternary / Sonata Form (Exposition, Development,

Year 6	As Y5, plus can the children create own rhythms to different beats / tempi and time signatures?	As Y5 but play also on tuned instruments, e.g., glockenspiels.	glockenspiels and high notes of glockenspiels.	performances and in compositions.		shape, types of notes used, dynamics?	Recapitulation) can be taught. Chn can also use this structure to help them compose.
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