



St. Peter and St. Paul's RC Primary School

Music - Unit and Progression Overview



**Holding God's hand,
we grow in faith together,
we dream, believe, achieve.
Following the footsteps of Jesus,
we act with love,
we care for one another
and our world.**

Music Unit and Progression Overview

Nursery			
Communication and Language		Physical Development	Expressive Arts and Design
<ul style="list-style-type: none">Sing a large repertoire of songs.		<ul style="list-style-type: none">Use large-muscle movements to wave flags and streamers, paint and make marks.	<ul style="list-style-type: none">Listen with increased attention to sounds.Respond to what they have heard, expressing their thoughts and feelings.Remember and sing entire songs.Sing the pitch of a tone sung by another person ('pitch match').Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.Create their own songs, or improvise a song around one they know.Play instruments with increasing control to express their feelings and ideas.
Reception			
Communication and Language	Physical Development	Expressive Arts and Design	Early Learning Goal: Being Imaginative and Expressive
<ul style="list-style-type: none">Listen carefully to rhymes and songs, paying attention to how they sound.Learn rhymes, poems and songs.	<ul style="list-style-type: none">Combine different movements with ease and fluency.	<ul style="list-style-type: none">Explore, use and refine a variety or artistic effects to express their ideas and feelings.Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.Listen attentively, move to and talk about music, expressing their feelings and responses.Sing a group or on their own, increasingly matching the pitch and following the melody.Explore and engage in music and dance, performing solo or in groups.	<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><u>Keeping the pulse (Theme: My favourite things)</u></p> <p>Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.</p>	<p><u>Dynamics (Theme: seaside)</u></p> <p>Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.</p>	<p><u>Pitch (Theme: Superheroes)</u></p> <p>Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.</p>
<p>KS1 NATIONAL CURRICULUM</p> <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. 	<p>KS1 NATIONAL CURRICULUM</p> <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. 	<p>KS1 NATIONAL CURRICULUM</p> <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.
<p><u>Keeping the pulse (Theme: My favourite things)</u></p> <p>Skills</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to move in time with the beat of the music. Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do-re-mi). To recognise and name the following instruments: up to three instruments from Group A and B. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Singing simple songs, chants and rhymes from memory. Competently singing songs with a very small pitch range (two notes that are different but close together). Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Exploring changing their singing voice in different ways. Breathing at appropriate times when singing. Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests. 	<p><u>Dynamics (Theme: seaside)</u></p> <p>Skills</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy) Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (eg. 'It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. To recognise and name the following instruments: up to three instruments from Group A and B. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods. Developing an awareness of how sound is affected by the way an instrument is held. (Group A, B and C.) Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) 	<p><u>Pitch (Theme: Superheroes)</u></p> <p>Skills</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Talking about the tempo of music using the vocabulary fast and slow. Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs. Recognising pitch patterns using dots. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character.

<ul style="list-style-type: none"> Improvising simple question and answer phrases, using untuned percussion or voices. Starting to maintain a steady beat throughout short performances. Keeping instruments still until their part in the performance. Performing actively as part of a group; keeping in time with the beat. Showing awareness of the leader, particularly when starting or ending a piece. <p>Knowledge To know that:</p> <ul style="list-style-type: none"> Notation is read from left to right. Pictorial representations of rhythm show sounds and rests. 	<ul style="list-style-type: none"> Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notation by moving eyes from left to right as sound occurs. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Offering positive feedback on others' performances. Showing awareness of the leader, particularly when starting or ending a piece. <p>Knowledge To know that:</p> <ul style="list-style-type: none"> Sections of music can be described as loud, quiet or silent and the meaning of these terms. Notation is read from left to right. To be able to recognise and name up to three instruments from Groups A and B. 	<ul style="list-style-type: none"> Playing and combining sounds under the direction of a leader (the teacher). Offering positive feedback on others' performances. Keeping instruments still until their part in the performance. Showing awareness of the leader, particularly when starting or ending a piece. <p>Knowledge To know that:</p> <ul style="list-style-type: none"> Sounds within music can be described as high or low sounds and the meaning of these terms. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.
<p><u>Tempo (Theme: Snail and mouse)</u></p> <p>Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story,</p>	<p><u>Sound Patterns (Theme: Fairytales)</u></p> <p>Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.</p>	<p><u>Musical Symbols (Theme: Under the sea)</u></p> <p>Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.</p>
<p>KS1 NATIONAL CURRICULUM</p> <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. 	<p>KS1 NATIONAL CURRICULUM</p> <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. 	<p>KS1 NATIONAL CURRICULUM</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p><u>Tempo (Theme: Snail and mouse)</u></p> <p>Skills</p> <ul style="list-style-type: none"> Recognising basic tempo changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. 	<p><u>Sound Patterns (Theme: Fairytales)</u></p> <p>Skills</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). Identifying some common instruments when listening to music. 	<p><u>Musical Symbols (Theme: Under the sea)</u></p> <p>Skills</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it

<ul style="list-style-type: none"> Combining instrumental and vocal sounds within a given structure. Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo changes. Competently singing songs with a very small pitch range (two notes that are different but close together). <p>Knowledge To know:</p> <ul style="list-style-type: none"> That sound can help tell a story. That an instrument or voice can be played at different speeds. That pulse can be fast and slow. 	<ul style="list-style-type: none"> Relating sounds in music to real-world experiences (e.g., "It sounds like squelching mud"). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Stating what they enjoyed about their peers' performances. Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher). Offering positive feedback on others' performances. Keeping instruments still until their part in the performance. <p>Knowledge To know that:</p> <ul style="list-style-type: none"> Sections of music can be described as loud, quiet or silent and the meaning of these terms. 	<p>makes them happy).</p> <ul style="list-style-type: none"> Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. "it sounds like squelching mud"). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Developing an awareness of how sound is affected by the way an instrument is held. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notation by moving eyes from left to right as sound occurs. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Offering positive feedback on others' performances. Showing awareness of the leader, particularly when starting or ending a piece. <p>Knowledge</p> <ul style="list-style-type: none"> To be able to recognise and name the following instruments: Up to three instruments from Group A and B. To know that notation is read from left to right.
---	--	---

Year 2

<u>Call and response (Theme: Animals)</u>	<u>Singing (Theme: On this island)</u>	<u>Structure (Theme: Myths and legends)</u>
<p>Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.</p>	<p>Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments.</p>	<p>Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices.</p>

<p>KS1 NATIONAL CURRICULUM</p> <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. 	<p>KS1 NATIONAL CURRICULUM</p> <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 • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>KS1 NATIONAL CURRICULUM</p> <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.
<p><u>Call and response (Theme: Animals)</u></p> <p>Skills</p> <ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Confidently moving in time with the beat of the music when modelled. • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. • Recognising simple patterns and repetition in rhythm (eg. where a pattern of beats is repeated). • To recognise and name the following instruments: up to three instruments from Group A and B. • Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. • Breathing at appropriate times when singing. • Singing part of a given song in their head (using their “thinking voice”). • Developing an awareness of how dynamics are affected by the force with which an instrument is played. • Learning to use instruments to follow the beat, by first observing and then mimicking the teacher’s modelling. • Maintaining a comfortable position when sitting or standing to sing and play instruments. • Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. • Improvising simple question and answer phrases, using untuned percussion or voices. • Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. • Offering positive feedback on others’ performances. • Starting to maintain a steady beat throughout short performances. • Standing or sitting appropriately when performing or waiting to perform. 	<p><u>Singing (Theme: On this island)</u></p> <p>Skills</p> <ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Confidently moving in time with the beat of the music when modelled. • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. • Identifying some common instruments when listening to music. • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers’ performances. • Appreciating music from a wide variety of cultures and historical periods. • Singing simple songs, chants and rhymes from memory. • Practising singing songs with a wider pitch range (e.g pentatonic melodies) which is gradually getting higher or lower. • Breathing at appropriate times when singing. • Singing part of a given song in their head (using their “thinking voice”). • Using instruments imaginatively to create soundscapes which convey a sense of place. • Maintaining a comfortable position when sitting or standing to sing and play instruments. • Reading different types of notation are read by moving eyes from left to right as sound occurs. • Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. 	<p><u>Structure (Theme: Myths and legends)</u></p> <p>Skills</p> <ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Confidently moving in time with the beat of the music when modelled. • Beginning to keep movements to the beat of different speeds of music. • Beginning to explain why the music is having a certain effect on them: which could be related to the music or related to a personal experience. • Identifying some common instruments when listening to music. • Stating what they enjoyed about their peers’ performances. <p>Creating sound</p> <ul style="list-style-type: none"> • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. • Starting to understand how to produce different sounds on pitched instruments. • Maintaining a comfortable position when sitting or standing to sing and play instruments. • Reading different types of notation are read by moving eyes from left to right as sound occurs. • Using pictorial representations to stay in time with the pulse when singing or playing. • Beginning to read simple rhythmic patterns which include two half beats (quavers). • Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. • Offering positive feedback on others’ performances. • Starting to maintain a steady beat throughout short performances • Standing or sitting appropriately when performing or waiting to perform.

<ul style="list-style-type: none"> Performing actively as a group, clearly keeping in time with the beat. <p>Knowledge</p> <ul style="list-style-type: none"> To be able to recognise and name up to three instruments from Group A and B. 	<ul style="list-style-type: none"> Offering positive feedback on others' performances. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Following a leader to start and end a piece appropriately. <p>Knowledge To know that:</p> <ul style="list-style-type: none"> Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. Sounds within music can be described as high or low sounds and the meaning of these terms. Notation is read from left to right. 	<ul style="list-style-type: none"> Following a leader to start and end a piece appropriately. <p>Knowledge To know that:</p> <ul style="list-style-type: none"> Pictorial representations of rhythm show sounds and rests.
<p><u>Instruments (Theme: Musical storytelling)</u></p> <p>Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.</p>	<p><u>Contrasting Dynamic (Theme: Space)</u></p> <p>Developing knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets.</p>	<p><u>Pitch (Theme: Musical Me)</u></p> <p>Learning to sing and play the song 'Once a Man Fell in a Well,' children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation</p>
<p>KS1 NATIONAL CURRICULUM</p> <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. 	<p>KS1 NATIONAL CURRICULUM</p> <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. 	<p>KS1 NATIONAL CURRICULUM</p> <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.
<p><u>Instruments (Theme: Musical storytelling)</u></p> <p>Skills</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (eg. It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. 	<p><u>Contrasting Dynamic (Theme: Space)</u></p> <p>Skills</p> <ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Talking about the tempo of music using the vocabulary fast and slow. 	<p><u>Pitch (Theme: Musical Me)</u></p> <p>Skills</p> <ul style="list-style-type: none"> Recognising simple patterns and repetition in pitch (eg. do re mi). Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Singing simple songs, chants and rhymes from memory. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing. Singing part of a given song in their head (using their "thinking voice"). Developing an awareness of how sound is affected by the way

<ul style="list-style-type: none"> Talking about the pitch of music, using the vocabulary high and low. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Stating what they enjoyed about their peers' performances. To recognise and name the following instruments: up to three instruments from Group A and B. Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Knowledge To know that:</p> <ul style="list-style-type: none"> Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. Sounds within music can be described as high or low sounds and the meaning of these terms. <p>To be able to:</p> <ul style="list-style-type: none"> Recognise and name up to three instruments from Group A and B. 	<ul style="list-style-type: none"> Talking about the dynamics of the music using the vocabulary loud, quiet and silent. Stating what they enjoyed about their peers' performances. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Appreciating music from a wide variety of cultures and historical periods. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notation by moving eyes from left to right as sound occurs. Confidently reading simple rhythmic patterns comprising of one-beat sounds and one-beat rests. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance. <p>Knowledge To know that:</p> <ul style="list-style-type: none"> Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or silent and the meaning of these terms. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Pictorial representations of rhythm show sounds and rests. 	<p>an instrument is held (Group A, B and C).</p> <ul style="list-style-type: none"> Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Starting to understand how to produce different sounds on pitched instruments (Group C). Maintaining a comfortable position when sitting or standing to sing and play instruments. Reading different types of notation are read by moving eyes from left to right as sound occurs. Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches). Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance Standing or sitting appropriately when performing or waiting to perform. <p>Knowledge To know that:</p> <ul style="list-style-type: none"> Notation is read from left to right. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Sounds within music can be described as high or low sounds and the meaning of these terms.
---	---	---

<p style="text-align: center;"><u>Ballads</u></p> <p>Children learn what ballads are, and how to identify their features and how to convey different emotions when performing... They select vocabulary to describe a story, before turning it in to lyrics following the structure of a traditional ballad.</p>	<p style="text-align: center;"><u>Developing singing technique (Theme: The Vikings)</u></p> <p>Children develop singing technique: learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.</p>	<p style="text-align: center;"><u>Jazz</u></p> <p>Children learn about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p>
<p style="text-align: center;">KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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 • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p style="text-align: center;">KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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 	<p style="text-align: center;">KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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
<p style="text-align: center;"><u>Ballads</u></p> <p>Skills:</p> <ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that a ballad tells a story through song. • To know that lyrics are the words of a song. • To know that in a ballad, a 'stanza' is a verse. 	<p style="text-align: center;"><u>Developing singing technique (Theme: The Vikings)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style. • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. <p>Knowledge:</p> <ul style="list-style-type: none"> • The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. • Different notes have different durations and crotchets are worth one whole beat. 	<p style="text-align: center;"><u>Jazz</u></p> <p>Skills:</p> <ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology. <p>Knowledge:</p>

	<ul style="list-style-type: none"> That 'reading' music means using how the written note symbols look and their position to know what notes to play. That written music tells you how long to play a note for. 	<ul style="list-style-type: none"> To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing.
<p><u>Creating compositions in response to an animation (Theme: Mountains)</u></p> <p>Children listen to music and consider the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece of music. They create original compositions to match an animation.</p>	<p><u>Pentatonic melodies and composition (Theme: Chinese New Year)</u></p> <p>Using the story of Chinese New Year as a stimulus, children revise key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.</p>	<p><u>Traditional instruments and improvisation (Theme: India)</u></p> <p>Children are introduced to traditional Indian music. They learn about the rag and tal, listening to a range of examples of Indian music and identify traditional instruments and create improvisations and perform.</p>
<p>KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<p>KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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 	<p>KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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
<p><u>Creating compositions in response to an animation (Theme: Mountains)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). 	<p><u>Pentatonic melodies and composition (Theme: Chinese New Year)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). 	<p><u>Traditional instruments and improvisation (Theme: India)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Composing a piece of music in a given style with voices and instruments. Using letter name and rhythmic notation (graphic or staff), and

<ul style="list-style-type: none"> Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. <p>Knowledge:</p> <ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble. 	<ul style="list-style-type: none"> Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. <p>Knowledge:</p> <ul style="list-style-type: none"> To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. 	<p>key musical vocabulary to label and record their compositions.</p> <ul style="list-style-type: none"> Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. <p>Knowledge:</p> <ul style="list-style-type: none"> To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional.
--	---	---

Year 4		
<p><u>Body and tuned percussion (Theme: Rainforests)</u></p> <p>Children explore the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.</p>	<p><u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u></p> <p>Children represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<p><u>Samba and carnival sounds and instruments</u></p> <p>Children are introduced to samba and the sights and sounds of the carnival. They learn about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.</p>
<p>KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician 	<p>KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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 musician 	<p>KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician develop an understanding of the history of music
<p><u>Body and tuned percussion (Theme: Rainforests)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece 	<p><u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Recognising the use and development of motifs in music. 	<p><u>Samba and carnival sounds and instruments</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

<p>of music.</p> <ul style="list-style-type: none"> • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Suggesting improvements to others work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. • To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. • To know that a 'loop' in music is a repeated melody or rhythm. • To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <ul style="list-style-type: none"> • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion and looping. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that when you sing without accompaniment it is called 'a cappella'. • To know that harmony means playing two notes at the same time that usually sound good together. • To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. • To know that 'performance directions' are words added to musical notation to tell the performers how to play. 	<ul style="list-style-type: none"> • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. Beginning to improvise musically within a given style. • Creating a piece of music with at least four different layers and a clear structure. • Suggesting improvements to others' work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing syncopated rhythms with accuracy, control and fluency. <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. • To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. • To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.
<p style="text-align: center;">Rock and Roll</p> <p>Children learn about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.</p>	<p style="text-align: center;">Haiku, music and performance (Theme: Hanami)</p> <p>Children use descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.</p>	<p style="text-align: center;">Adapting and transposing motifs (Theme: Romans)</p> <p>Drawing upon their understanding of repeating patterns in music, children are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers</p>
<p style="text-align: center;">KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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 	<p style="text-align: center;">KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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 	<p style="text-align: center;">KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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

<ul style="list-style-type: none"> 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 musician develop an understanding of the history of music 	<ul style="list-style-type: none"> 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 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician 	<ul style="list-style-type: none"> 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 musician
<p style="text-align: center;"><u>Rock and Roll</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. <p>Knowledge:</p> <ul style="list-style-type: none"> To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that playing in time means all performers playing together at the same speed. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. 	<p style="text-align: center;"><u>Haiku, music and performance (Theme: Hanami)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. <p>Knowledge:</p> <ul style="list-style-type: none"> To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that expressive language (like a poem) can be used as inspiration for composing music. To understand that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting 'textures' in music. 	<p style="text-align: center;"><u>Adapting and transposing motifs (Theme: Romans)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. <p>Knowledge:</p> <ul style="list-style-type: none"> To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.

Year 5

<p style="text-align: center;"><u>Composition notation (Theme: Ancient Egypt)</u></p> <p>Children identify the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.</p>	<p style="text-align: center;"><u>South and West Africa</u></p> <p>Children learn 'Shosholozá', a traditional South African song. They play the accompanying chords using tuned percussion and learn to play the djembe and some dance moves.</p>	<p style="text-align: center;"><u>Looping and Remixing</u></p> <p>Children learn how dance music is created, focusing particularly on the use of loops, and learning how to play a well-known song before putting a dance music spin on it to create their own versions.</p>
---	--	---

<p>KS2 NATIONAL CURRICULUM</p> <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 	<p>KS2 NATIONAL CURRICULUM</p> <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 	<p>KS2 NATIONAL CURRICULUM</p> <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
<p><u>Composition notation (Theme: Ancient Egypt)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that simple pictures can be used to represent the structure (organisation) of music. • To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. • To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of 	<p><u>South and West Africa</u></p> <p>Skills:</p> <ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Improvising coherently within a given style. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Using staff notation to record rhythms and melodies. <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. • To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. • To understand that major chords create a bright, happy sound. • To know that poly-rhythms means many rhythms played at once. 	<p><u>Looping and Remixing</u></p> <p>Skills:</p> <ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Performing with accuracy and fluency from graphic and simple staff notation. <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. • To know that a loop is a repeated rhythm or melody, and is another word for ostinato. • To know that remix is music that has been changed, usually so it is suitable for dancing to. •

the note.	•	
<p>Blues</p> <p>Children identify the key features and mood of Blues music and its importance and purpose. They learn the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p>	<p>Composition to represent the festival of colour (Theme: Holi festival)</p> <p>Children explore the associations between music, sounds and colour, composing and, as a class perform their own musical composition to represent Holi.</p>	<p>Musical Theatre</p> <p>Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects</p>
<p>KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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 	<p>KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>KS2 NATIONAL CURRICULUM</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>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 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music
<p>Blues</p> <p>Skills:</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Improvising coherently within a given style. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. 	<p>Composition to represent the festival of colour (Theme: Holi festival)</p> <p>Skills:</p> <ul style="list-style-type: none"> Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest. <p>Knowledge:</p> <ul style="list-style-type: none"> To know that a vocal composition is a piece of music created 	<p>Musical Theatre</p> <p>Skills:</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. <p>Knowledge:</p> <ul style="list-style-type: none"> To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance.

Knowledge: <ul style="list-style-type: none"> To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. To understand that a chord is the layering of several pitches played at the same time. 	<ul style="list-style-type: none"> only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. 	<ul style="list-style-type: none"> To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.
--	--	---

Year 6		
<ul style="list-style-type: none"> 		
<u>Dynamics, pitch and tempo (Theme: Fingal's Cave)</u> Children appraise the work of Mendelssohn and further develop the skills of improvisation and composition.	<u>Film Music</u> Children explore and identify the characteristics of film music. They create a composition and graphic score to perform alongside a film.	<u>Baroque</u> Children explore music of the Baroque Period (from 1600-1750). They look at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.
KS2 NATIONAL CURRICULUM Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <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 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	KS2 NATIONAL CURRICULUM Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <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 	KS2 NATIONAL CURRICULUM Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <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
<u>Dynamics, pitch and tempo (Theme: Fingal's Cave)</u> Skills: <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Using musical vocabulary correctly when describing and evaluating the features of a piece of music. 	<u>Film Music</u> Skills: <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and 	<u>Baroque</u> Skills: <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another

<ul style="list-style-type: none"> Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology. Constructively critiquing their own and others' work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. <p>Knowledge:</p> <ul style="list-style-type: none"> To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. 	<ul style="list-style-type: none"> evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology. Constructively critique their own and others' work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. <p>Knowledge:</p> <ul style="list-style-type: none"> To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. 	<p>to create a coherent overall effect.</p> <ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing a solo or taking a leadership role within a performance (some children). <p>Knowledge:</p> <ul style="list-style-type: none"> To know that music in which very similar parts are introduced one by one to overlap is called a canon. To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that ground bass is a repeating melody played on a bass instrument in Baroque music.
<p>Songs of WW2</p> <p>Children develop greater accuracy in pitch and control. They identify pitches within an octave when singing and use knowledge of pitch to develop confidence when singing in parts.</p>	<p>Theme and Variations (Theme: Pop Art)</p> <p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p>Composing and performing a Leavers' Song</p> <p>Children create their own leavers' song personal to their experiences as a class. They listen to and critique well known songs, write the lyrics, explore the concept of the four chord backing track and compose melodies.</p>
<p>KS2 NATIONAL CURRICULUM</p> <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 	<p>KS2 NATIONAL CURRICULUM</p> <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 	<p>KS2 NATIONAL CURRICULUM</p> <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

<p>voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<p>voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	<p>playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> 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 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
<p style="text-align: center;"><u>Songs of WW2</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. <p>Knowledge:</p> <ul style="list-style-type: none"> To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody' provides contrast to the main melody. <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>	<p style="text-align: center;"><u>Theme and Variations (Theme: Pop Art)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. <p>Knowledge:</p> <ul style="list-style-type: none"> To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. 	<p style="text-align: center;"><u>Composing and performing a Leavers' Song</u></p> <p>Skills:</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions <p>Knowledge:</p> <ul style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.

