

Under Development



Our Primary Music Curriculum

From tiny seeds beautiful minds blossom and grow...



Developed with reference to

Model
Music
Curriculum

Music Curriculum Intent

At East Herrington Primary Academy, we strongly believe in delivering a wide and varied music curriculum that fosters a love of music for all pupils to take with them when they leave our school. We ensure that music is seen as an enjoyable learning experience for all whilst also nurturing the talents of children with an aptitude and interest in developing this subject further. We also aim to promote different styles of music and music from the past and present including different cultures. We do this by embedding it into the full curriculum offer making meaning and valuable links to other areas.

Music Curriculum Implementation

- Clear and comprehensive schemes of work in line with the National Curriculum and elements of the Model Music Curriculum through some support from Charanga, Sing up and BBC ten pieces whilst also linking to the curriculum enhancing knowledge and skills across all subjects.
- Teaching and learning shows progression across all key stages within the strands / elements of music.
- Children have opportunities to play, sing, listen and compose within the Music curriculum.
- Children listen to a wide range of music spanning a long period of time and a variety of genres.
- Wider Opportunities Music is covered at EHPA by recorders and Chalumeau teaching In Years 3, 4 and 5.
- Peripatetic teachers come into school and teach individual instruments to those children who wish to learn them (PP children are supported with this) and foster a love of playing an instrument promoted and encouraged in their ability to do so as a form of expression.
- Violin, clarinet, flute, cornet, guitar, drums, piano and harp will be offered to all children at a reduced cost. The children will play in concerts in the summer and Christmas #audience. Children will be aware of opportunities and possibility of accessing them.
- Singing is a high priority throughout the school with a clear progression from Nursery to Year 6. Weekly sessions are led by a music specialist.
- The choir is available for all children in Year 4 - 6 to join and showcases the singing throughout the school.
- More experienced members of the choir will perform at venues across the country as well as supporting local events. They will work towards competitions and participate in many different events to raise aspirations for all.

Music Curriculum Impact

- Children will achieve age related expectations at the end of the school year.
- Teachers will assess children at the end of units of work and feed this information into the next unit of work ensuring all children are making progress.
- Children will develop and build upon the skills needed to carry out music throughout the school.
- Children will retain knowledge that is pertinent to music
- Children will be given the chance to play a musical instrument and then get a chance to share this and to see that a musician is a job
- Children will participate in wider musical activities (eg. Singing workshops, Big sing, Infantasias)
- Opportunities for improved well-being and confidence will be increased by Singing together and music activities together.

All children will perform in front of others as a shared event. All children perform at Christmas and share this with a variety of audiences and at the Summer outdoor music festival.

- Children will have awareness of musical opportunities in and out of the school
- Children will know that a musician is a job role and the opportunities that are available for musicians

Children will leave our school and have a good understanding of music and be able to discuss different music and styles. They will know what music they like and be able to play/ sing to a good standard.

Talk like a Musician

Sentence Stems

- I like / dislike..., because...
 - I think this music is like...
 - The music made me feel...
- In my opinion, this piece is... because...
 - I know that... because I have listened carefully to the...
 - I believe there is a strong emphasis on...
 - I think this music has been developed with... in mind.
 - This technique makes me feel...
- I believe this musical technique is important, because...
 - The musicality of this ensures that the listener...
 - The most surprising thing about the music was...
 - The planning of this musical piece has meant that...
 - The musicians... and... are similar, because...
 - The questions I have after listening to this piece are...
 - This music has influenced the modern world by...
- I think the combination of instruments means that...
 - This piece made me ask the following questions...
 - The music within this piece has enhanced the emotion, because...
 - Using the technique of... ensured that the piece was...
 - Through working in this way, I have found that...
 - This articulation makes music more interesting by...
 - This music has influenced me, by...
 - This style is ..., as you can hear from the...
 - It is important to understand how ideas change over time because ...

Year 1



Music:

Autumn Term



Singing

Learn a wide range of songs by copying simple phrases, following simple directions and maintaining a steady beat.

Practise and perform Christmas songs beginning to understand musical phrases and be able to perform in front of an audience from memory.

Playing

Count and keep a steady beat using body and classroom percussion.

Use word rhythms to help perform a rhythmic pattern. Use the three little pigs story as a stimulus

Transfer patterns onto untuned and tuned percussion.

Composing

To put sounds together and experiment with the order to improve the intended effect.

Create musical sound effects and short sequences of sounds in response to stimuli, e.g. the three little pigs or a movement of an animal.

Combine sounds to make a story, choosing and playing classroom instruments.

Listening

Develop an understanding of Mozart, Webber, Prokofiev and Saint Saens and their works.

Respond to the pulse in recorded/live music through movement and dance.

Listen to live/ recorded music discussing knowledge of the elements.

Musical Elements

Pitch: recognise and respond to high, low and middle sounds.

Dynamics: understand loud, quiet and silence.

Tempo: understand fast and slow

Timbre: identify different percussion sounds and how they are made

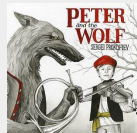
Listening Repertoire

Mozart - Rondo Alla Turca - Live piano music.

Andrew Lloyd Webber - Starlight express - Macavity from Cats

Compare Mozart to Webber - works for theatres. Marriage of Figaro / Magic Flute

Prokofiev - Peter and the Wolf and Saint Saens - Carnival of the Animals.



Music:

Spring Term



Singing	Playing	Composing	Listening	Musical Elements
Learn a wide range of songs by copying simple phrases, following simple directions, beginning to know when to breathe and maintaining a steady beat. Practise and perform songs beginning to understand musical phrases and to sing expressively.	Perform short copycat rhythm patterns accurately, led by the teacher including long and short sounds when following symbols. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Use body percussion, and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.	To write new lyrics to a known song using the stimulus of Space. Use voices to provide sound effects Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a space journey. Combine to make a story, choosing and playing classroom instruments) To invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.	Learn about Gustav Holst. To build on understanding of Hip Hop music and compare pieces. To talk about music heard and begin to use musical elements - respond in a variety of ways.	Pitch: recognise and respond to high, low and middle sounds. Duration: recognise and respond to a pulse and patterns of long and short sounds. Dynamics: understand loud, quiet and silence. Tempo: understand fast and slow Timbre: identify different percussion sounds and how they are made Texture: recognise and respond to one sound leading to many sounds. Structure: understand and identify beginning, middle and end and use of repetition and introduction

Listening Repertoire

Hip Hop Topic:

Me, Myself And I by De La Soul

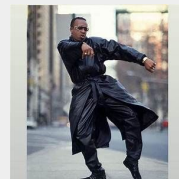
Fresh Prince Of Bel Air by Will Smith

Rapper's Delight by The Sugarhill Gang

U Can't Touch This by MC Hammer

It's Like That by Run DMC

Gustav Holst - The Planet Suite - Mars



Music:

Autumn Term



Singing Learn a wide range of songs by copying simple phrases, following simple directions and maintaining a steady beat. Practise and perform Christmas songs beginning to understand musical phrases and be able to perform in front of an audience from memory.	Composing To put sounds together and experiment with the order to improve the intended effect. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. the three little pigs or a movement of an animal . Combine sounds to make a story, choosing and playing classroom instruments.	Musical Elements Pitch: recognise and respond to high, low and middle sounds. Dynamics: understand loud, quiet and silence. Tempo: understand fast and slow Timbre: identify different percussion sounds and how they are made	Vocabulary Song Beat Sound
Playing Count and keep a steady beat using body and classroom percussion. Use word rhythms to help perform a rhythmic pattern. Use the three little pigs story as a stimulus Transfer patterns onto untuned and tuned percussion.	Listening Develop an understanding of Mozart. Webber, Prokofiev and Saint Saens and their works. Respond to the pulse in recorded/live music through movement and dance. Listen to live/ recorded music discussing knowledge of the elements.	Listening Repertoire Mozart - Rondo Alla Turca - Live piano music. Andrew Lloyd Webber - Starlight express - Macavity from Cats Compare Mozart to Webber - works for theatres. Marriage of Figaro / Magic Flute Prokofiev - Peter and the Wolf and Saint Saens - Carnival of the Animals.	

Music:

Summer Term



Singing

Learn a wide range of songs by copying phrases, using actions and beginning to increase the vocal range of songs learnt.

Sing call and response songs developing control of pitch and begin to sing in simple rounds.

Develop singing games to help increase accuracy of pitch.

Playing

Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. And play these on tuned instruments.

Follow pictures and symbols to guide singing and playing.

Play and sing phrases from dot notation using 'pitch cards'.

Perform as part of the class/ group.

Composing

Use music technology, to capture, change and combine sounds.

Recognise how graphic notation can represent created sounds.

Experiment with different timbres (sound qualities)

Listening

To listen and respond to a range of different musical genres .

To listen and reflect on an orchestral piece of music.

To name some orchestral instruments

To understand tempo fast and slow and other musical elements

Musical Elements

Duration: recognise and respond to a pulse and patterns of long and short sounds.

Dynamics: understand loud, quiet and silence.

Tempo: understand fast and slow

Timbre: identify different percussion sounds and how they are made

Texture: recognise and respond to one sound leading to many sounds.

Structure: understand and identify beginning, middle and end and use of repetition and introduction.

Listening Repertoire:

How Blue Can You Get by B.B. King

Let The Bright Seraphim by Handel

Livin' La Vida Loca by Ricky Martin

Jai Ho by J.R. Rahman

Lord Of The Dance by Ronan Hardiman

Diggin' On James Brown by Tower Of Power

Vivaldi - Summer

R.V Williams - Scott of the Antarctic/ Sinfonia - Antarctica.



Year 2





Music:

Autumn Term



Singing	Playing	Composing	Listening	Musical Elements
Learn a wide range of songs by copying simple phrases, following simple directions, singing accurate pitch and maintaining a steady beat. Practise and perform songs for Christmas beginning to understand musical phrases. Sing songs from Mary Poppins	Use body percussion, and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. Perform short copycat rhythm patterns including word chants to support rhythms.. Create, retain and perform their own rhythm patterns. Play tuned instruments following Dot notation.	To put sounds together and experiment with the order to improve the intended effect by using a graphic score. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. Carnivals of the Animals, Aviary, Swan and Hens. Combine sounds to compose a piece of music using long/ short and spiky sounds.	Build on understanding of music by Saint Saens and introduce Ballet music through Swan Lake and music from the British Isles. To learn about the string family. To understand what a musical is and use Mary Poppins as an example. Listen to live/ recorded music discussing knowledge of the elements such as tempo, pitch and dynamics.	Pitch: recognise and respond to high, low and middle sounds. Dynamics: understand loud, quiet and silence. Tempo: understand fast and slow Timbre: identify different percussion sounds and how they are made

Listening Repertoire

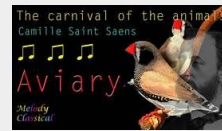
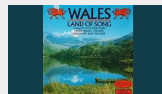
Carnival of the Animals - Aviary, Hens and Cockerels and the Swan

Swan Lake - Tchaikovsky

Mary Poppins - Supercalifragilistic, Feed the birds, Step in Time and Chim Chimney

Music from the British Isles:

God save the Queen, Flower of Scotland, Jerusalem Hymn, I vow to thee my country, Soldiers song and Land of my Fathers





Music:

Spring Term



Singing

Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Sing slightly more complex songs and be able to hear the words clearly when singing using expression and extend the vocal range.

Be able to sing in a round holding a simple part in a group and begin to understand phrasing.

Sing cumulative songs and include singing games

Playing

Use classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.

Play tuned and untuned instruments musically holding their own part.

Follow symbols, scores and dot notation.

Composing

To put sounds together and experiment with the order to improve the intended effect.

Create musical sound effects and short sequences of sounds.

Improvise on tuned instruments.

Listening

Develop an understanding of Vivaldi and string instruments.

To understand songs that were written about an event.

Respond to the pulse in recorded/live music through movement and dance.

Listen to live/ recorded music discussing knowledge of the elements.

To listen and understand rock music from a variety of bands.

Musical Elements

Pitch: recognise and respond to high, low and middle sounds.

Duration: recognise and respond to a pulse and patterns of long and short sounds.

Dynamics: understand loud, quiet and silence.

Tempo: understand fast and slow

Timbre: identify different percussion sounds and how they are made

Texture: recognise and respond to one sound leading to many sounds.

Structure: understand and identify beginning, middle and end and use of repetition and introduction

Listening Repertoire

Vivaldi - Spring

London's burning, Ring o Roses

Rock music: We will rock you, Queen, Smoke on the water - Deep Purple,

Rockin all over the World - Status Quo, Johnny B Goode - Chuck Berry,

I saw her standing there - Beatles.





Music:

Summer Term



Singing

Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Sing slightly more complex songs and be able to hear the words clearly when singing using expression and extend the vocal range.

Be able to sing confidently and begin to understand phrasing and develop posture and breathing.

Sing cumulative songs and include singing games

Ensure children use their thinking voice when learning new songs.

Playing

Use body percussion, and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on untuned and tuned instruments to maintain a steady beat.

Play tuned and untuned instruments musically. Play parts as part of a class piece.

Composing

To put sounds together and experiment with the order to improve the intended effect.

Create musical sound effects and short sequences of sounds in response to stimuli, e.g., compose own sea shanty.

Make your own title for your piece of music.

Listening

Develop an understanding of Hans Zimmer music and Sea shanties.

To understand the development of South African Music

Respond to the pulse in recorded/live music through movement and dance.

Listen to live/ recorded music discussing knowledge of the elements and compare two contrasting pieces.

Musical Elements

Pitch: recognise and respond to high, low and middle sounds.

Duration: recognise and respond to a pulse and patterns of long and short sounds.

Dynamics: understand loud, quiet and silence.

Tempo: understand fast and slow

Timbre: identify different percussion sounds and how they are made

Texture: recognise and respond to one sound leading to many sounds.

Structure: understand and identify beginning, middle and end and use of repetition and introduction

Listening Repertoire

Hans Zimmer - Pirates of the Caribbean

Sea shanties - The Wellerman - Roll the old chariot

Music by Paul Simon, Soweto Gospel choir,

Hugh Masekela, Miriam Makeba and Arthur Mafokate



Year 3



Music:

Autumn Term



Singing

Learn a wide range of songs from memory that are in unison with some simple parts and be able to sing them in tune with increased confidence.

Sing appropriate material confidently and fluently with increased expression, breath control and using the correct posture for a Christmas performance.

Playing

Perform a repeated pattern to a steady pulse when playing instruments.

Create and control sounds on instruments (including tempo/speed-dynamics/volume)

Maintain own part with awareness of how the different parts fit together to achieve an overall effect

Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Combine sounds to create textures

Internalise short melodies and play these on pitched instruments (play by ear)

Composing

Pupils should compose in response to different stimuli, e.g. Trains journey in Brazil.

Create repeated patterns and combine several layers of sound with awareness of the combined effect and create textures.

Recognise and explore the ways sounds can be combined and used expressively

Improvise - devise melodic phrases - using pentatonic scales

Listening

Develop an understanding of music by Vivaldi, Debussy, Saint - Saens and Heitor Villa - Lobos.

To understand music from the Samba tradition.

Describe and give opinions of the music heard with some use of musical vocabulary.

Recognise how the different musical elements are combined and used expressively and be able to name orchestral instruments.

Compare and contrast two different pieces of music.

Musical Elements

Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes.

Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm patterns and syncopated rhythms.

Dynamics: understand getting louder and quieter in finer graduations.

Tempo: understand getting faster and slower in finer graduations

Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces.

Texture: recognise different combinations of layers in music.

Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs.

Listening Repertoire

Prélude à l'après - midi d'un faune - Debussy

Saint Saens - Carnival of the Animals - March of the Lions and the Elephant.

The Little train of the Caipira - Heitor Villa - Lobos

Samba music for dancing - variety

Winter by Vivaldi



Music:

Spring Term



Singing	Playing	Composing	Listening	Musical Elements
Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunelessly and with expression and dynamics- (p and f - loud/soft). Sing rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter) Sing in tune in a group and alone Sing rounds (canons) and partner songs, maintaining their own part with some support.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Develop playing a tuned instrument. Play and perform melodies using staff notation - (GAB) Perform a repeated pattern to a steady beat. Copy melodic and rhythmic patterns and phrases.	Pupils should compose in response to different stimuli eg: sounds from home/town and use dimensions of music. Represent sounds on a graphic score. Create repeated patterns and combine several layers of sound with awareness of the combined effect/ creating textures. Improvise a melodic pattern.	Listen with attention to detail and recall sounds with increasing aural memory - look for different timbres and how this helps to create the intended effect. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Kerry Andrew - Modern composer - Country music and its origins.	Pitch: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes. High, low, rising, falling pitch range do - so. Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm patterns and syncopated rhythms. Use crotchets, paired quavers and minims - read three notes on the stave - do - me - vocab : stave, clef. Dynamics: understand getting louder and quieter in finer graduations. Loud/ forte quiet/ piano Tempo: understand getting faster and slower in finer graduations - Down beats fast (allegro) slow (adagio) pulse and beat Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces. Texture: recognise different combinations of layers in music unison, layered and solo. Harmony - drone. Structure: develop an understanding of repetition (ostinato) and echo. (verse/chorus) structures and repeat signs. Call and response; question phrase and answer phrase.

Listening Repertoire

Country Music - Dolly Parton, Kenny Rogers, Elvis Presley
No place like home - Kerry Andrew



Year 4



Music:

Autumn Term



Singing	Playing	Composing/improvising	Listening	Musical Elements
Continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately with attention to dynamics. Sing words/phrases of a song in their heads (thinking voice) Be aware of correct posture whilst singing and where to breathe to support correct phrasing. Make improvements to singing - rehearse together to achieve objectives Sing with expression and dynamics. Contribute to a class performance	To be able to hold the recorder correctly and make a sound learning B, A and G. and play these accurately. Keep in time with a steady pulse when playing instruments Play and perform melodies from staff notation. To recognise notes on the stave and note values of quaver, crotchet and minim and introduce a crotchet rest.	To copy short melodic phrases including those using the pentatonic scale. Improvise on a limited range of pitches on the instrument they are now learning with increased confidence. Improvise - devise melodic phrases - using pentatonic scales Capture and record creative ideas using any of: - o graphic symbols - o rhythm notation and time signatures - o staff notation - o technology. Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds	Describe, compare and evaluate and understand different kinds of music using an appropriate musical vocabulary including Pop music and ballet music. Identify some of the structural and expressive aspects of the music heard giving their own opinions using musical elements vocabulary and understand the intended effect.. Explore and explain their own ideas and feelings about music	Duration: distinguish between a pulse and rhythm.. Begin to understand 4 metre rhythm patterns and syncopated rhythms. Use crotchets, paired quavers and minims and rests - read five notes on the stave - do - me - vocab : stave, clef. Dynamics: understand getting louder and quieter in finer graduations. Getting louder - crescendo, getting quieter - decrescendo. Tempo: understand getting faster and slower in finer graduations Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces. Texture: recognise different combinations of layers in music melody, accompaniment. Structure: develop an understanding of repetition (ostinato) (verse/chorus) structures To understand ternary form.

Listening Repertoire

Abba - 1970's Pop music : Mamma Mia, Dancing Queen, The Winner Takes it All, Supertrooper, Thank you for the Music and Waterloo.
 The Nutcracker - Sugar Plum Fairy, The Waltz of the Flowers and Trepak - Russian dance - Tchaikovsky
 Assembly Music



Music:

Spring Term



Singing

Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo), singing in tune and with expression.

Sing rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)

Sing using a limited range of notes (i.e. middle C to D octave above)

Sing words/phrases of a song in their heads (thinking voice)

Playing

Read and play 5 notes on an instrument (eg recorders) with care and a degree of accuracy and from notation

Perform a repeated pattern to a steady pulse

Play new pieces by ear and from simple notations

Maintain own part with awareness of how the different parts fit together to achieve an overall effect

Introduce and understand the differences between minims, crotchets, paired quavers and rests.

Read and perform pitch notation within a defined range

Composing

Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).

Begin to take part in improvisation sessions with confidence.

Create repeated patterns and combine several layers of sound with awareness of the combined effect

Recognise and explore the ways sounds can be combined and used expressively

Combine sounds to create textures

Listening

Explore and explain their own ideas and feelings about music using expressive language and musical vocabulary

Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians

Explain how sounds can create different intended effects

Recognise how the different musical elements are combined and used expressively

Recognise the family groups within the orchestra and the importance of the conductor.

Musical Elements

Pitch: recognise higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes. Pentatonic scale, major and minor tonality, pitch range do - do.

Duration: distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm patterns and syncopated rhythms. Use crotchets, paired quavers and minims and rests - read five notes on the stave - do - me - vocab : stave, clef.

Dynamics: understand getting louder and quieter in finer graduations. Getting louder - crescendo, getting quieter - decrescendo legato - smooth and staccato - detached.

Tempo: understand getting faster and slower in finer graduations - getting faster / accelerando and getting slower - rallentando. Bar and Metre.

Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice' of both instrumental and vocal pieces.

Texture: recognise different combinations of layers in music Duet, melody, accompaniment. Static and moving.

Structure: develop an understanding of repetition (ostinato) and echo. (verse/chorus) structures and repeat signs. Rounds and partner songs, repetition, contrast.

Listening Repertoire

Hans Zimmer - Earth/ Pirates of the Caribbean /Gladiator etc

Mendelssohn - Fingal's Cave

Smetana - Vltava

Elgar - Violin concerto/ variations



Year 5



Music:

Autumn Term



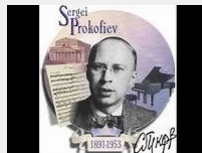
Singing	Playing	Composing/Improvising	Listening	Musical Elements
Sing songs in unison and two parts maintaining their own part. Sing with control of pitch, expression, fluency and confidence Sing with clear diction, a sense of phrase and musical expression controlling breathing(identifying musical phrases), posture and sound projection. Main focus Christmas songs for performance.	To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers and to continue to read pitched notes. Read and play at least 5 notes on an instrument with greater accuracy and independence. To copy notes and memorise patterns and develop the skill of playing by ear.	Improvise with confidence and an awareness of rhythm, context and purpose Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics. Capture and record creative ideas using any of: • graphic symbols • rhythm notation and time signatures • staff notation • technology. Compose music to describe images and develop musical imagination.	Give opinions of the music heard with confident use of an extended range of musical terminology. Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles Describe and Identify musical features, and how music reflects different intentions or time and place. Respond to music through dance	Pitch: identify steps, leaps and repeated notes. Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Dynamics: understand how a wider range of dynamics can be used for expressive effect. Tempo: understand how a wider range of tempi can be used for expressive effect. Timbre: Discuss the ‘quality’ of voice of vocal and instrumental pieces. Texture: begin to understand the different types of harmony (simple parts, use of chords, a cappella) Structure: develop an understanding of conventional musical structures

Listening Repertoire

Zorbas dance and other Greek traditional music.

Mason Bates - Anthology of Fantastic Zoology – Sprite; A Bao A Qu

Troika - Prokofiev. (Christmas listening)





Music:

Spring Term



Singing

Sing songs in unison and two parts maintaining their own part.

Sing with control of pitch, expression, fluency and confidence

Sing with clear diction, a sense of phrase and musical expression controlling breathing (identifying musical phrases), posture and sound projection.

Recognise structures in known songs (identify repeated phrases)

Playing

Read and play at least 5 notes on an instrument (eg Chalumeau Clarinet) with greater accuracy and independence.

Read and perform pitch notation within an octave

Perform with control, dynamics and awareness of others

Play instruments with control and rhythmic accuracy

Accurately maintain an independent part within a group in both instrumental and vocal performance.

Composing/Improvising

Improvise with confidence and an awareness of rhythm, context and purpose

Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics.

Compose music to describe images and develop musical imagination and contrasting moods.

Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics

Compose 4 bars of music using up to 5 notes with an understanding of note value and time signature.

Listening

Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians

Give opinions of the music heard with confident use of an extended range of musical terminology.

Listen to music of differing genres (eg jazz, classical, gospel) and compare and contrast the different styles

Describe and Identify musical features, and how music reflects different intentions or time and place.

Musical Elements

Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments.

Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm..Crotchets, paired quavers, minims, semibreves, semiquavers and rests.

Dynamics: understand how a wider range of dynamics can be used for expressive effect. Wider range of dynamics including FF fortissimo, pianissimo p, mf and mp moderately loud and quiet.

Tempo: understand how a wider range of tempi can be used for expressive effect.

Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces.

Identify families of instruments and ensemble combinations (samba, choir)

Texture: begin to understand the different types of harmony (simple parts, use of chords, a cappella) Music in 3 and 4 parts Triads and chord progression.

Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations). Ternary Form verse and chorus form, music with multiple sections.

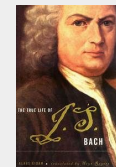
Listening Repertoire

Lean on Me - Bill Withers - Gospel Music

Beyonce / Mary Mary / Elvis Presley

Ode de Joy - Bach

Finlandia - Sibelius



Year 6



Music:

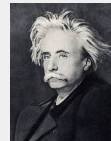
Autumn Term



Singing	Playing	Composing/Improvising	Listening	Musical Elements
Sing songs in unison and two parts maintaining their own part. Sing with control of pitch, expression, fluency and confidence Sing with clear diction, a sense of phrase and musical expression controlling breathing (identifying musical phrases), posture and sound projection. Main focus Christmas songs for performance.	To understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' together Perform significant parts from memory and from - increased awareness and understanding of notation and play chords - be able to do this independently. Refine and improve their own and others' work in relation to the intended effect	Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments - can include repetition. Compose music to describe images that have two contrasting moods. Develop more complex rhythms.	Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians and be able to listen for longer periods of time. Describe, compare and evaluate (giving own opinions) different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo, timbre, lyrics and how the music reflects different intentions. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary	Pitch: identify steps, leaps and repeated notes. Dynamics: understand how a wider range of dynamics can be used for expressive effect. Wider range of dynamics including FF fortissimo, pianissimo p, mf and mp moderately loud and quiet. Tempo: understand how a wider range of tempi can be used for expressive effect. Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir, strings etc) Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).

Listening Repertoire

In the Hall of the Mountain King by Edvard Grieg
Night on a Bare Mountain by Mussorgsky



Music:

Spring Term



Singing	Playing	Composing/Improvising	Listening	Musical Elements
Learn to sing the song as part of an ensemble/choir and follow a leader. Understand the meaning of the song Demonstrate and maintain correct posture and breath control Listening to each other and singing in tune together Learn by ear or from notation and the time signature and key. Learn the design / structure of the song	Play and perform an instrumental part as part of the song they are learning to sing by ear or from standard notation. Identify note names and duration. Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms. Use musical elements to direct their playing. Rehearse and perform their part independently.	Create textures by combining sounds Compose music to describe images Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics Improvise with confidence and an awareness of rhythm, context and purpose. Realise the importance of the home note Think about structure in music and how ideas can be repeated or contrasted for interest Compose song accompaniments on untuned percussion using known rhythms and note value	Identify different ensemble combinations and instruments heard and their role within the ensemble Describe and Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...) Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods Recognise different tempi – speeds of music Give opinions of the music heard with confident use of an extended range of musical terminology. Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles.	Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments. Full diatonic scale in different keys. Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm. Crotchets, paired quavers, minims, semibreves, semiquavers and rests. Dynamics: understand how a wider range of dynamics can be used for expressive effect. Wider range of dynamics including FF fortissimo, pianissimo p, mf and mp moderately loud and quiet. Tempo: understand how a wider range of tempi can be used for expressive effect. Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir, strings etc) Texture: begin to understand the different types of harmony (simple parts, use of chords, a cappella) Music in 3 and 4 parts Triads and chord progression. Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations). Ternary Form verse and chorus form, music with multiple sections.

Listening Repertoire The Storm - Benjamin Britten
Soul and Pop music : Beatles/ Marvin Gaye/ Tina Turner/
Stevie Wonder/Sam Smith / Adele/ Lewis Capaldi

