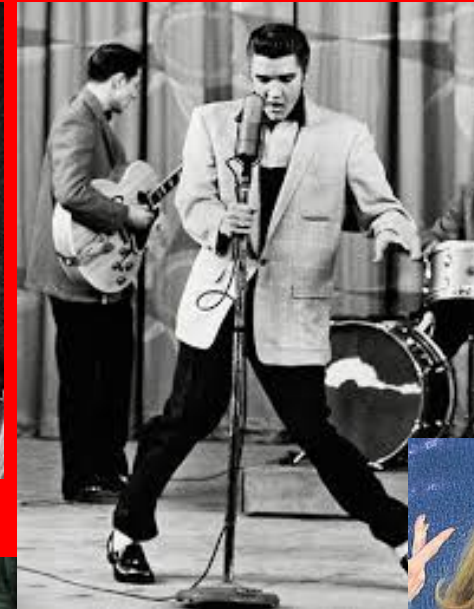


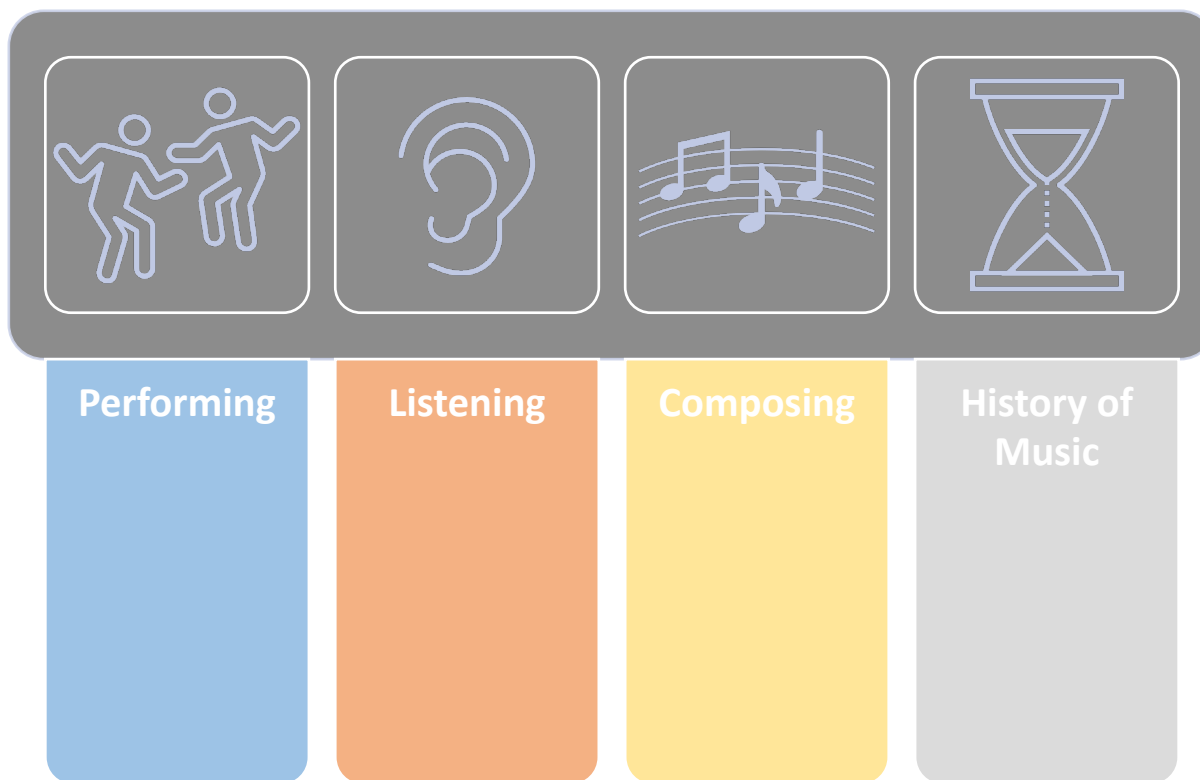
# Music Curriculum Overview



*"A caring community: Serious about learning."*

## Our Approach

We have based our curriculum on the **Charanga** scheme of work. Our **cyclical** curriculum weaves the **inter related dimensions of music** through the 4 aspects below and our pupils revisit these aspects throughout their time in our school from EYFS to Y6 as highlighted in the overviews within this document. The dimensions of Inter related dimensions of music are: **pulse, pitch, duration, dynamics, tempo, timbre, texture, structure** and **notation**. Each time they revisit an aspect, it is with **increasing complexity** to build on their **prior knowledge**. Music is taught in three 1 hour sessions per unit and in addition, pupils come together **every week** in our **Big Sing** assembly. **Wider Opportunities** are provided weekly through Rock Steady and additional **instrumental tuition** with pupils learning to play samba rhythms and the ukulele during their time at Old Fletton.



## Our Big Ideas

Our curriculum is designed to enable our children to work towards an understanding of the ‘big ideas’ in music outlined below. This cumulative knowledge is developed over time through appropriate, age-related steps that enable pupils to develop a secure understanding.

By the time a child reaches Y6 we expect them to:

1. Know that the voice can be developed to sing solo or as part of a choir for one’s own pleasure or to a live audience.
2. Know that the voice can be used expressively and creatively by singing songs and speaking chants and rhymes.
3. Play a number of simple tunes on the xylophone/glockenspiel, using the correct technique.
4. Know the appropriate musical vocabulary to appraise a piece of music.
5. Know the instruments from the orchestra.
6. Know how to compose a piece of music both independently and as part of a group.
7. Read music from the stave and graphic score.
8. Know some significant musicians and composers through history to the present day.
9. Know a full repertoire of songs from different cultures and languages.
10. Know the elements of music, including tempo, dynamics, pitch, rhythm and duration.

Unit + Songs	Vocab	Perform	Listening	Compose	History of Music
Me! Musical styles as an introduction		<b>Singing:</b> <b>Knowledge</b> <ul style="list-style-type: none"> <li>• To sing or rap nursery rhymes and simple songs from memory.</li> <li>• Songs have sections.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>• To sing along with a pre-recorded song and add actions.</li> <li>• To sing along with the backing track.</li> </ul> <b>Share and Perform:</b> <b>Knowledge</b> <ul style="list-style-type: none"> <li>• A performance is sharing music.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>• Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>• Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>• Record the performance to talk about.</li> </ul>	<b>Listen and Respond:</b> <b>Knowledge</b> <ul style="list-style-type: none"> <li>• To know twenty nursery rhymes off by heart.</li> <li>• To know the stories of some of the nursery rhymes.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>• To learn that music can touch your feelings.</li> <li>• To enjoy moving to music by dancing, marching, being animals or Pop stars</li> </ul>	<b>Explore and Create:</b> <b>Knowledge</b> <ul style="list-style-type: none"> <li>• To know that we can move with the pulse of the music.</li> <li>• To know that the words of songs can tell stories and paint pictures.</li> </ul> <b>Skills</b> <p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song :</p> <ul style="list-style-type: none"> <li>• Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>• Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>• Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> <li>• Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> <li>• Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</li> </ul>	
* Christmas play *					
My Stories Musical styles as an introduction					
Everyone Musical styles as an introduction					
Our World Musical styles as an introduction					
Big Bear Funk Funk					

Unit + Songs	Vocab	Perform	Listening	Compose	History of Music
Unit 1: Hey You! Old School Hip Hop	Melody Rhythm	<b>Singing:</b> <b>Knowledge</b> To confidently sing or rap five songs from memory and sing them in unison. <b>Skills</b> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.	<b>Listen and Appraise:</b> <b>Knowledge</b> ● To know 5 songs off by heart. ● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use. <b>Skills</b> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	<b>Improvise:</b> <b>Knowledge</b> ● Improvisation is about making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise <b>Skills</b> Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. <b>Composition:</b> <b>Knowledge</b> ● Composing is like writing a story with music. ● Everyone can compose. <b>Skills</b> ● Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary	<b>Composers:</b> <b>Baroque</b> era 1600 - 1750 Unit 1 - George Frideric Handel  <b>Classical</b> era 1750 - 1830 Unit 2 - Wolfgang Amadeus Mozart (1756 - 1791) Unit 3 - Ludwig Van Beethoven (1770 - 1827)  <b>Romantic</b> era 1830 - 1920 Unit 4 - Gustav Mahler (1860 - 1920)  <b>20th Century</b> 1920 - to date Unit 5 - Elvis Presley (1935 - 1971) Unit 6 - Beyonce Knowles (1981 onwards)  Key learning: What is the musical era? Name a famous piece of music and evaluate it.
Unit 2: * Christmas play *	Beat Pulse	● Learn to start and stop singing when following a leader.			
Unit 3: Rhythm in the way we walk and banana rap Reggae	Pitch (high/low)	<b>Playing:</b> <b>Knowledge</b> ● Learn the names of the notes in their instrumental part from memory ● Learn the names of the instruments they are playing. <b>Skills</b> ● Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader.			
Unit 4: In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk		<b>Performance:</b> <b>Knowledge</b> A performance is sharing music with other people, called an audience. <b>Skills</b> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.			
Unit 5: Round and round Bossa Nova					
Unit 6: Your Imagination Pop					

Unit + Songs	Vocab	Perform	Listening	Compose	History of Music
Unit 1: Hands, Feet, Heart Afropop, South African	Tempo Pulse	<b>Singing:</b> <b>Knowledge</b> • Songs include other ways of using the voice e.g. rapping (spoken	<b>Listen and Appraise:</b> <b>Knowledge</b> • To know five songs off by heart.	<b>Improvisation:</b> <b>Knowledge</b> • Everyone can improvise, and you can use one or two notes.	<b>Composers:</b> <b>Baroque</b> era 1600 - 1750 Unit 1 - George Frideric Handel
Unit 2: Ho, Ho, Ho Rap and improvise	Dynamics Orchestra	• To confidently know and sing five songs from memory.	• To know some songs have a chorus or a response/answer part.	• Improvisation is making up your own tunes on the spot.	<b>Classical</b> era 1750 - 1830 Unit 2 - Wolfgang Amadeus Mozart (1756 - 1791)
Unit 3: I wanna Play in a Band Rock	Ostinati Improvise	• To know that unison is everyone singing at the same time. word).	• To know that songs have a musical style	• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	Unit 3 - Ludwig Van Beethoven (1770 - 1827)
Unit 4: Zootime Reggae	Appraise  <b>Review</b>	• To know why we need to warm up our voices. <b>Skills</b>	<b>Skills</b> • To learn how songs can tell a story or describe an idea.	<b>Skills</b> Use the improvisation tracks provided. Improve using the three challenges:	<b>Romantic</b> era 1830 - 1920 Unit 4 - Gustav Mahler (1860 - 1920)
Unit 5: Friendship Song Pop	Pulse Melody	• Learn about voices singing notes of different pitches (high and low).	• To learn how they can enjoy moving to being animals or pop stars.	1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).	<b>20th Century</b> 1920 - to date Unit 5 - Elvis Presley (1935 - 1971)
Unit 6: Reflect, Rewind, and Replay Classical	Pitch	• Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).		2. Sing, Play and Improvise – Use voices and instruments, listen and sing	Unit 6 - Beyonce Knowles (1981 onwards)
		• Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. <b>Playing:</b> <b>Knowledge</b> • Learn the names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class. <b>Skills</b> • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader		3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes. <b>Composition:</b> <b>Knowledge</b> • Composing is like writing a story with music. • Everyone can compose. <b>Skills</b> • Help create three simple melodies with the Units using one, three five different notes. • Learn how the notes of the composition can be written down and changed if necessary.	<b>Key learning:</b> How old were they when they became famous? What were the main instruments that were used to create this piece of music?

Unit + Songs	Vocab	Perform	Listening	Compose	History of Music
Unit 1: Hands, Feet, Heart Afropop, South African	Tempo Pulse	<p><b>Performance:</b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• A performance is sharing music with an audience.</li> <li>• A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>• An audience can include your parents and friends.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>			
Unit 2: Ho, Ho, Ho Rap and improvise	Dynamics Orchestra				
Unit 3: I wanna Play in a Band Rock	Ostinati Improvise Appraise				
Unit 4: Zootime Reggae	<b>Review</b>				
Unit 5: Friendship Song Pop	Pulse Melody				
Unit 6: Reflect, Rewind, and Replay Classical	Pitch				



Unit + Songs	Vocab	Perform	Listening	Compose	History of Music
Unit 1 - Let Your Spirit Fly RnB	Stave Treble clef	<b>Singing - Knowledge</b> To know and be able to talk about: ● Singing in a group can be called a choir	<b>Listen and Appraise - knowledge</b> ● To know the style of the five songs.	<b>Improvise - Knowledge</b> To know and be able to talk about improvisation:	<b>Composers:</b> <b>Baroque</b> era 1600 - 1750 Unit 1 - George Frideric Handel
Unit 2 - Glockenspiel Stage 1	Timbre	● Leader or conductor: A person who the choir or group follow	● To choose one song and be able to talk about: ○ Its lyrics: what the song is about chorus etc.)	● Improvisation is making up your own tunes on the spot	<b>Classical</b> era 1750 - 1830 Unit 2 - Wolfgang Amadeus Mozart (1756 - 1791)
Unit 3 - Three Little Birds Reggae	Time signature (2/4, 3/4, 4/4)	● Songs can make you feel different things e.g. happy, energetic or sad	○ Name some of the Skills	● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them	Unit 3 - Ludwig Van Beethoven (1770 - 1827)
Unit 4 - The Dragon Song Pop song that tells a story	Crotchet	● Singing as part of an ensemble or large group is fun, but that you must listen to each other	● To know five songs from memory and who sang them or wrote them.	● To know that using one or two notes confidently is better than using five	<b>Romantic</b> era 1830 - 1920 Unit 4 - Gustav Mahler (1860 - 1920)
Unit 5 - Bringing Us Together	<b>Review</b> Appraise Dynamics	● To know why you must warm up your voice	○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)	● To know that if you improvise using the notes you are given, you cannot make a mistake	<b>20th Century</b> 1920 - to date Unit 5 - Elvis Presley (1935 - 1971)
Unit 6 - Reflect, Rewind and Replay	Tempo Ostinati	<b>Skills</b> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture.	○ Identify the main sections of the song (introduction, verse, instruments they heard in the song)	<b>Skills</b> Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the	Unit 6 - Beyonce Knowles (1981 onwards)
		● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune' ● To have an awareness of the pulse internally when singing.	<b>Skills</b> ● To confidently identify and move to the pulse. ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel.	perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: ● Bronze Challenge: ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note.	<b>Key learning:</b> What emotions does this piece make you feel? To know interesting facts about the composer/musician.
		<b>Playing - Knowledge</b> To know and be able to talk about: ● The instruments used in class (a glockenspiel, a recorder)	● Listen carefully and respectfully to other people's thoughts about the music.	○ Improve! – Take it in turns to improvise using one or two notes. ● Silver Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improve! – Take it in turns to improvise using one or two notes.	Interesting Facts: Unit 1: George Frideric Handel - To know that Handel was born in Germany, but became very popular in England. Unit 2: Wolfgang Amadeus Mozart - To know that Mozart could play the keyboard and violin beautifully by the age of 6 years old. Unit 3: Ludwig Van Beethoven - To know that Beethoven started losing his hearing in his late 20's and eventually became completely deaf Unit 4 - Gustav Mahler - To know that Mahler's most famous symphony (the 8th symphony) is known as 'Symphony of a thousand' because it needs a huge orchestra and choir to perform it.
		<b>Skills</b> ● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader.			

Unit + Songs	Vocab	Perform	Listening	Compose	History of Music
Unit 1 - Let Your Spirit Fly RnB	Stave Treble clef			<ul style="list-style-type: none"> <li>● Gold Challenge:                             <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</li> <li>○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ Improvise! – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>	Unit 5: Elvis Presley - To know that Elvis didn't know how to read music, yet he could still play and sing songs just by listening to them.
Unit 2 - Glockenspiel Stage 1	Timbre Time signature				Unit 6: Beyonce Knowles -To know that Beyonce was part of a popular girl group called Destiny's Child.
Unit 3 - Three Little Birds Reggae	(2/4, 3/4, 4/4) Crotchet				
Unit 4 - The Dragon Song Pop song that tells a story	<b>Review</b>			<p><b>Composition -Knowledge</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	
Unit 5 - Bringing Us Together	Appraise Dynamics				
Unit 6 - Reflect, Rewind and Replay	Tempo Ostinati			<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Help create at least one simple melody using one, three or five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	



Unit + Songs	Vocab	Perform	Listening	Compose	History of Music
Unit 1 - Mamma Mia Pop	Bars in stave Chord	<b>Singing - Knowledge</b> To know and be able to talk about: ● Singing in a group can be called a choir	<b>Listen and Appraise - knowledge</b> To know five songs from memory and who sang them or wrote them. To know the style of the five songs.	<b>Improvise - Knowledge</b> To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot	<b>Composers:</b> <b>Baroque</b> era 1600 - 1750 Unit 1 - George Frideric Handel
Unit 2 - Glockenspiel 2 Mixed styles	Octave	● Leader or conductor: A person who the choir or group follow	To choose one song and be able to talk about:	● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	<b>Classical</b> era 1750 - 1830 Unit 2 - Wolfgang Amadeus Mozart (1756 - 1791)
Unit 3 - Stop! Grime	Time signature (2/4, 3/4, 4/4)	● Songs can make you feel different things e.g. happy, energetic or sad	● Some of the style indicators of that song (musical characteristics that give the song its style).	● To know that using one or two notes confidently is better than using five	Unit 3 - Ludwig Van Beethoven (1770 - 1827)
Unit 4 - Lean on Me Gospel	Minim Quaver Compose	● Singing as part of an ensemble or large group is fun, but that you must listen to each other	● The lyrics: what the song is about.	● To know that if you improvise using the notes you are given, you cannot make a mistake	<b>Romantic</b> era 1830 - 1920 Unit 4 - Gustav Mahler (1860 - 1920)
Unit 5 - Blackbird The Beatles/Pop	<b>Review</b>	● Texture: How a solo singer makes a thinner texture than a large group	● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).	● To know that you can use some of the riffs you have heard in the Challenges in your improvisations	<b>20th Century</b> 1920 - to date Unit 5 - Elvis Presley (1935 - 1971)
Unit 6 - Reflect, Rewind and Replay Classical	Crotchet Timbre Treble clef	● To know why you must warm up your voice	● Identify the main sections of the song (introduction, verse, chorus etc).	● To know that you can use some of the riffs you have heard in the Challenges in your improvisations	Unit 6 - Beyonce Knowles(1981 onwards)
		<b>Skills</b> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune' . ● To rejoin the song if lost. ● To listen to the group when singing.	● Name some of the instruments they heard in the song. <b>Skills</b> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).	<b>Skills</b> Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. ● Bronze Challenge: ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes.	<b>Key learning:</b> What country were they from and where did they find fame? To know interesting facts about the composer/musician.  Interesting Facts: Unit 1: George Frideric Handel - To know that Handel wrote the music for the UEFA Champions League theme song. Unit 2: Wolfgang Amadeus Mozart - To know that Mozart composed his first musical piece at the age of 5 Years old. Unit 3: Ludwig Van Beethoven - To know that Beethoven used the vibrations from his piano to help him 'hear' the notes after he went deaf. Unit 4 - Gustav Mahler - To know that Gustav was one of the last great composers of the Romantic era.
		<b>Playing - Knowledge</b> To know and be able to talk about: ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends. <b>Skills</b> ● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.	● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words.		

Unit + Songs	Vocab	Perform	Listening	Compose	History of Music
Unit 1 - Mamma Mia Pop	Bars in stave Chord	<ul style="list-style-type: none"> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>		<ul style="list-style-type: none"> <li>Gold Challenge:                             <ul style="list-style-type: none"> <li>Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</li> </ul> </li> </ul>	Unit 5: Elvis Presley - To know that Elvis never had any formal music lessons, yet could play the guitar, bass and piano.
Unit 2 - Glockenspiel 2 Mixed styles	Octave	<ul style="list-style-type: none"> <li>To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>		<ul style="list-style-type: none"> <li>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</li> </ul>	Unit 6: Beyonce Knowles -To know that Beyonce started singing at the age of seven and would participate in school talent shows.
Unit 3 - Stop! Grime	Time signature (2/4, 3/4, 4/4)	<p><b>Perform - Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> </ul>		<ul style="list-style-type: none"> <li>Improvise! – Take it in turns to improvise using three different notes.</li> </ul>	
Unit 4 - Lean on Me Gospel	Minim Quaver Compose	<ul style="list-style-type: none"> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> </ul>		<p><b>Composition - Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> </ul>	
Unit 5 - Blackbird The Beatles/Pop	<b>Review</b>	<ul style="list-style-type: none"> <li>You need to know and have planned everything that will be performed</li> </ul>		<ul style="list-style-type: none"> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	
Unit 6 - Reflect, Rewind and Replay	Crotchet Timbre	<ul style="list-style-type: none"> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>		<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or all five different notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> </ul>	
Classical	Treble clef	<ul style="list-style-type: none"> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>			
		<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>Present a musical performance designed to capture the audience.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>			

Unit + Songs	Vocab	Perform	Listening	Composing	History of Music
Unit 1 - Livin' on a prayer Rock	Allegro	<p><b>Singing - Knowledge</b></p> <ul style="list-style-type: none"> <li>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To choose a song and be able to talk about:                             <ul style="list-style-type: none"> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul> </li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>To enjoy exploring singing solo.</li> <li>To listen to the group when singing.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'</li> </ul> <p><b>Playing - Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Different ways of writing music down – e.g. staff notation, symbols</li> <li>The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>The instruments they might play or be played in a band or orchestra or by their friends.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> </ul>	<p><b>Listening - Knowledge</b></p> <ul style="list-style-type: none"> <li>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>To choose two or three other songs and be able to talk about:                             <ul style="list-style-type: none"> <li>Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the songs</li> <li>The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul>	<p><b>Improvising - Knowledge</b></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul> <p><b>Skills</b></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> <li>Play and Copy Back                             <ul style="list-style-type: none"> <li>Bronze – Copy back using instruments. Use one note.</li> <li>Silver – Copy back using instruments. Use the two notes.</li> <li>Gold – Copy back using instruments. Use the three notes.</li> </ul> </li> <li>Play and Improvise You will be using up to three notes:                             <ul style="list-style-type: none"> <li>Bronze – Question and Answer using instruments. Use one note in your answer.</li> <li>Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> </ul> </li> </ol>	<p><b>Composers:</b></p> <p><b>Baroque</b> era 1600 - 1750 Unit 1 - George Frideric Handel</p> <p><b>Classical</b> era 1750 - 1830 Unit 2 - Wolfgang Amadeus Mozart (1756 - 1791) Unit 3 - Ludwig Van Beethoven (1770 - 1827)</p> <p><b>Romantic</b> era 1830 - 1920 Unit 4 - Gustav Mahler (1860 - 1920)</p> <p><b>20th Century</b> 1920 - to date Unit 5 - Elvis Presley (1935 - 1971) Unit 6 - Beyonce Knowles(1981 onwards)</p> <p><b>Key learning:</b> What/who influenced their music? To know interesting facts about the composer/musician.</p> <p>Interesting Facts: Unit 1: George Frideric Handel - To know that Handel had a strong personality with a passion for music. He once threatened to throw a soprano out of the window because she wasn't singing the way he liked. He was known as being a 'hot head'. Unit 2: Wolfgang Amadeus Mozart - To know that Mozart wrote his first opera at the age of 14 years old. Unit 3: Ludwig Van Beethoven - To know that Beethoven was a fantastic improviser. He met Mozart in 1787 and improvised a composition. Mozart then said "Pay attention to this one, he will be talk of the world" Unit 4 - Gustav Mahler - To know that Mahler was known as one of the most passionate and greatest conductors in music history.</p>
Unit 2 - Classroom Jazz 1 Bassa Nova and Swing	Forte				
Unit 3 - Make You Feel My Love Pop Ballads	Piano(P) Symphony				
Unit 4 - Fresh prince of Bel-Air Old School Hip Hop	Time signature (2/4, 3/4, 4/4) Semibreve Semi quaver Soprano				
Unit 5 - Dancing in the Street Motown	<b>Review</b> Stave and bars Octave Quaver Crotchet Treble clef				
Unit 6 - Reflect, Rewind and replay Classical					

Unit + Songs	Vocab	Perform	Listening	Composing	History of Music
Livin' on a prayer Rock Classroom Jazz 1 Bassa Nova and Swing Make You Feel My Love Pop Ballads Fresh prince of Bel-Air Old School Hip Hop Dancing in the Street Motown Reflect, Rewind and replay Classical	Allegro Adagio Forte Piano(P) Symphony Time signature (2/4, 3/4, 4/4) Semibreve Semi quaver  <u>Review</u> Stave and bars Octave Quaver Crotchet Treble clef	<ul style="list-style-type: none"> <li>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session.</li> </ul> <p><b>Performance - knowledge</b>                      To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<p><b>Skills</b>                      To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>When you talk try to use musical words.</li> <li>To talk about the musical dimensions working together in the Unit songs.</li> <li>Talk about the music and how it makes you feel.</li> </ul>	<ul style="list-style-type: none"> <li>Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> <li>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:                             <ul style="list-style-type: none"> <li>Bronze – Improvise using one note.</li> <li>Silver – Improvise using two notes.</li> <li>Gold – Improvise using three notes.</li> </ul> </li> </ul> <p><b>Composition - Knowledge</b>                      To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection between sound and symbol</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in <b>any</b> way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p>Unit 5: Elvis Presley - To know that Elvis blended diverse musical genres (such as blues, country, gospel, and rhythm and blues) to create rock and roll. This challenged social and racial barriers in the 1950's as his music appealed to a wider audience than any one genre could alone.</p> <p>Unit 6: Beyonce Knowles - To know that Beyonce is considered one of the most successful and influential musicians of all time and has sold over 200 million records.</p>

Unit + Songs	Vocab	Perform	Listening	Compose	History of Music
<p>Unit 1: Happy Pop/Neo Soul</p> <p>Unit 2: Classroom Jazz 2 Bacharach and Blues</p> <p>Unit 3: A New Year Carol Classical or Urban Gospel</p> <p>Unit 4: You've Got A Friend 70s Ballad/Pop</p> <p>Unit 5: Music and Me Hip Hop, Classical, Electronic, Soul, Contemporary</p> <p>Unit 6: Reflect, Rewind and Replay Classical</p>	<p><b>Review</b> Timbre Symphony Piano (P) Forte Allegro Adagio Stave and bars Octave Minim Quaver Crotchet Semibreve Semi quaver Ostinati Time signature (2/4, 3/4, 4/4)</p>	<p><b>Singing:</b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>● To choose a song and be able to talk about:                             <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'.</li> </ul> <p><b>Playing:</b> <b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C,D,E,F,G,A,B+C on the treble stave.</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> </ul>	<p><b>Listen and Appraise:</b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>● To know the style of the songs and to name other songs from the Units in those styles.</li> <li>● To choose three or four other songs and be able to talk about:                             <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity.</li> </ul> </li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>		<p><b>Composers:</b> <b>Baroque</b> era 1600 - 1750 Unit 1 - George Frideric Handel</p> <p><b>Classical</b> era 1750 - 1830 Unit 2 - Wolfgang Amadeus Mozart (1756 - 1791) Unit 3 - Ludwig Van Beethoven (1770 - 1827)</p> <p><b>Romantic</b> era 1830 - 1920 Unit 4 - Gustav Mahler (1860 - 1920)</p> <p><b>20th Century</b> 1920 - to date Unit 5 - Elvis Presley (1935 - 1971) Unit 6 - Beyonce Knowles(1981 onwards)</p> <p><b>Key learning:</b> To evaluate how this type of music reflects the culture and values from this time period.</p> <p>To evaluate how these composers and musicians are similar or different.</p>

Unit + Songs	Vocab	Perform	Listening	Compose	History of Music
Unit 1: Happy Pop/Neo Soul	<b>Review</b> Timbre	<ul style="list-style-type: none"> <li>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> </ul>	<ul style="list-style-type: none"> <li>Use musical words when talking about the songs.</li> </ul>		
Unit 2: Classroom Jazz 2 Bacharach and Blues	Symphony Piano (P)	<ul style="list-style-type: none"> <li>To rehearse and perform their part within the context of the Unit song.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about the musical dimensions working together in the Unit</li> </ul>		
Unit 3: A New Year Carol Classical or Urban Gospel	Forte Allegro	<ul style="list-style-type: none"> <li>To listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>To lead a rehearsal session.</li> </ul>		
Unit 4: You've Got A Friend 70s Ballad/Pop	Adagio Stave and bars	<p><b>Performance:</b></p> <p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with an audience with belief</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> </ul>	<ul style="list-style-type: none"> <li>To talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>		
Unit 5: Music and Me Hip Hop, Classical, Electronic, Soul, Contemporary	Octave Minim Quaver	<ul style="list-style-type: none"> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> </ul>			
Unit 6: Reflect, Rewind and Replay Classical	Crotchet Semibreve Semi quaver Ostinati Time signature (2/4, 3/4, 4/4)	<ul style="list-style-type: none"> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance</li> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>			

## Our Working Disciplinary Knowledge Progression

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Singing songs with control and using the voice expressively</b>	<p>Know that my voice can be used in different ways.</p> <p>Know many different songs and nursery rhymes.</p>	<p>Know that songs can be sung in different ways.</p> <p>Know how to start and finish when performing.</p> <p>Know how to sing songs expressively.</p>	<p>Know a wide range of songs and rhymes and sing them with expression to different audiences.</p> <p>Know how to sing in parts and rounds</p> <p>Know how to sing with more control of pitch.</p>	<p>Know songs and sing with confidence and in tune.</p> <p>Know how to sing with awareness of pulse and control of rhythm.</p> <p>Know simple structures and phrases.</p> <p>Know that mouth shapes can affect voice sounds.</p>	<p>Know a wide range of songs and sing with confidence using a wide vocal range.</p> <p>Know how to sing with increasing expressions and awareness of expressive elements.</p> <p>Know how to internalise sounds by singing parts of a song 'in the head'.</p>	<p>Know how to sing songs with increasing control of breathing, posture and sound projection.</p> <p>Know how to sing songs in tune and with an awareness of other parts.</p> <p>Know how to identify phrases through breathing in appropriate places.</p> <p>Know how to sing with expression and rehearse with others.</p>	<p>Know how to sing and perform songs with control of breathing, posture and sound projection.</p> <p>Know how to sing songs tunefully and in parts.</p> <p>Know how to sing with expression, in a round identifying melodic phrases and how they fit together.</p> <p>Know how to perform confidently as a class, small groups and alone</p>

<p><b>Listening, Memory and Movement</b></p>	<p>Know how to perform simple vocal patterns.</p> <p>Know how to describe a piece of music.</p>	<p>Know how to describe the visual images a piece of music creates.</p> <p>Know different sound sources.</p>	<p>Know where the part that is being sung fits into the whole song.</p> <p>Know songs help to expand knowledge of other subjects.</p> <p>Know how to identify well-defined musical features.</p>	<p>Know melodic phrases and play them by ear.</p> <p>Know how to use expressive movements.</p> <p>Know the phrases introduction, interlude and ending.</p>	<p>Know how phrases are used as an introduction, interlude and ending.</p>	<p>Know how a mood is created by music and lyrics.</p> <p>Know how to listen to pieces of short music and identify features.</p>	<p>Know how to listen to longer pieces of music and identify features.</p>
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<p><b>Controlling Pulse and Rhythm</b></p>	<p>Know how to keep a steady pulse.</p>	<p>Know how moods and simple elements affect a piece of music.</p> <p>Know how to identify the pulse in different pieces of music.</p>	<p>Know that many key elements of musical style affect a piece of music.</p> <p>Know that performances have different pulses, rhythmic patterns and have long and short sounds.</p>	<p>Know how to identify rhythmic patterns.</p> <p>Know how to perform a repeated pattern to a steady pulse.</p>	<p>Know how to identify and recall rhythmic and melodic patterns.</p> <p>Know how to identify repeated patterns used in a variety of music.</p>	<p>Know how to identify different speeds of pulse by clapping and moving.</p> <p>Know how to perform an independent part keeping a steady beat.</p> <p>Know how to identify metres of different songs.</p>	<p>Know how to improvise rhythm patterns.</p> <p>Know how to perform an independent part keeping to a steady beat.</p> <p>Know how to identify different metres of different songs through recognizing the pattern of strong and weak beats.</p> <p>Know how to subdivide the pulse while keeping to a steady beat.</p>
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<p><b>Control of Instruments</b></p>	<p>Know that sounds can be changed.</p> <p>Know that tuned and untuned instruments can be played in different ways</p>	<p>Know that sounds can be created using the same instrument in different ways.</p> <p>Know the names of some instruments.</p> <p>Know how to handle and play instruments.</p>	<p>Know how to use symbols to represent sounds.</p> <p>Know the names of groups of instruments: brass, wind, strings.</p> <p>Know how to handle and play instruments with control.</p>	<p>Know a range of instruments from visual images.</p> <p>Know how to play instruments with control.</p>	<p>Know and describe a wider range of instruments from seeing and hearing them.</p>	<p>Know how different percussion instruments make different sounds.</p> <p>Know how to play Accompaniments with increasing control and accuracy.</p> <p>Know how computing can be used to change and manipulate sounds.</p>	<p>Know how to identify and control different ways percussion instruments to make sounds.</p> <p>Know how to play accompaniments with control and accuracy.</p> <p>Know how to create different musical effects using combinations of pitched sounds and computing resources.</p>
<p><b>Composition</b></p>	<p>Know that pieces of music have different elements: fast, slow, loud, quiet.</p> <p>Know that music can affect how you feel.</p> <p>Know that different musical instruments give different sounds.</p> <p>Know how to create simple repetitive sequences.</p>	<p>Know how to compose simple musical patterns, copy rhythms individually and cooperatively.</p> <p>Know that moods can affect a piece of music.</p> <p>Know which instruments to choose to create an intended sound.</p> <p>Know how to improve compositions.</p>	<p>Know how musical elements can be used to create different moods and effects.</p> <p>Know how to devise musical sequences taking into account speed, volume and beat.</p> <p>Know how to improve compositions and explain why.</p>	<p>Know how to create textures by combining sounds in different ways.</p> <p>Know how to create music that describes contrasting moods/emotions.</p> <p>Know how to compose music in pairs and make improvements.</p>	<p>Know how to create descriptive music in pairs or small groups.</p>	<p>Know how to identify different starting points of music.</p> <p>Know how to compose music developing musical ideas individually or in pairs using a range of stimuli.</p>	<p>Know how to identify starting points when composing music.</p> <p>Know how to compose music individually or in pairs using a range of stimuli and developing musical ideas into a completed composition.</p>

<p><b>Reading and Writing Notation</b></p>	<p>Know simple symbols to show short and long sounds.</p> <p>Know how to create short and long sounds on instruments.</p> <p>Know how to make a short sound on an instrument.</p>	<p>Know how to create short and long sounds on instruments.</p>	<p>Know how to simply record ideas with symbols/pictures.</p>	<p>Know how to perform music with increasing confidence using different symbols.</p>	<p>Know how to confidently use different symbols in pieces of music.</p>	<p>Know how to record rhythm using standard note symbols</p>	<p>Know how to position notes on treble clef stave to represent pitch</p>
<p><b>Performance Skills</b></p>	<p>Know that instruments when played together make a sound.</p> <p>Know how to create a simple performance.</p>	<p>Know how to perform together and follow instructions.</p>	<p>Know how to perform together and follow instructions that combine musical elements.</p>	<p>Know how to perform in different ways exploring the way performers are a musical resource.</p>	<p>Know how to perform with awareness of different parts.</p>	<p>Know how to present performances with awareness of audiences.</p>	<p>Know how to present performances effectively with awareness of audience, venue and occasion.</p>
<p><b>Evaluating and Appraising</b></p>	<p>Know what sounds go well together and which instruments complement each other.</p>	<p>Know which sounds and instruments work well together and make improvements.</p>	<p>Know how make improvements on their own and others work.</p>	<p>Know how make improvements on their own and others work and suggest improvements.</p>	<p>Know how make improvements on their own and others work and make constructive comments.</p>	<p>Know how to improve performance and composition through analysing performances.</p>	<p>Know how to improve compositions through effective analysis, critical evaluation and comparison.</p>

End Points	Children invent, adapt and recount narratives and stories with peers and their teacher. They sing a range of well-known nursery rhymes and songs. Children sing a range of well-known nursery rhymes and songs. They also perform songs, rhymes, poems and stories with others and when appropriate, try to move in time with music. (ELG: Being Imaginative and Expressive)	A year 1 pupil working at the expected standard will have developed foundational music skills and a love for music-making. They will be able to sing simple songs with confidence, using clear pitch and rhythm. Pupils will recognize and perform basic rhythms, clapping or tapping along to a steady beat. They will identify and explore different sounds, using both their voices and classroom instruments to make music. Pupils will have learned to listen carefully to music, identifying basic elements like loud and soft, fast and slow, and high and low sounds. They will also begin to understand simple musical concepts such as call and response, and be able to follow simple instructions when playing in a group. By the end of Year 1, pupils will have gained confidence in performing individually and as part of a group, fostering an early appreciation of music.	A year 2 pupil working at the expected standard will have built upon the foundational music skills from Year 1 and developed a broader understanding of music. They will be able to sing songs with improved pitch, rhythm, and expression, performing both individually and as part of a group. Pupils will demonstrate a deeper understanding of musical concepts such as beat, rhythm, pitch, and dynamics, and can identify these elements in the music they listen to. They will be able to play simple instruments, maintaining a steady beat and following rhythm patterns. Year 2 pupils will also begin to explore musical structures like verse and chorus, and recognize patterns in music. They will be confident in participating in group performances, showing greater cooperation and timing. By the end of Year 2, pupils will have developed creativity, listening skills, and the ability to express themselves through music.	A year 3 pupil working at the expected standard will have developed a solid understanding of musical concepts and the ability to apply them in performance. They will be able to sing a wider variety of songs with control over pitch, rhythm, and expression, demonstrating improved vocal techniques. Pupils will understand and play more complex rhythms, including syncopation, and maintain a steady beat on percussion and other instruments. They will also be able to read and perform simple musical notation, using basic note values and rests. Pupils will explore different musical styles and genres, identifying key characteristics and applying them to their performances. They will confidently participate in group activities, harmonizing and playing together as part of an ensemble. By the end of Year 3, pupils will have enhanced their creativity, improvisation skills, and ability to perform and compose music with greater independence and confidence.	A year 4 pupil working at the expected standard will have developed a deeper understanding of music and refined their performance skills. They will be able to sing with greater accuracy, control, and expression, confidently tackling songs with more complex melodies and lyrics. Pupils will demonstrate improved instrumental skills, playing a variety of percussion and tuned instruments with greater rhythm accuracy and coordination. They will be able to read and perform simple rhythmic and melodic notation, understanding basic time signatures and note values. Pupils will explore different musical genres and cultures, identifying their key features and characteristics. They will collaborate effectively with others in group performances, playing harmonies, accompanying melodies, and using dynamics to enhance the overall sound. By the end of Year 4, pupils will have a solid foundation in music theory, composition, and performance, showing greater confidence in improvising and expressing their creativity.	A year 5 pupil working at the expected standard will have a strong grasp of musical concepts and techniques. They will be able to sing with accuracy, expression, and confidence, tackling more complex melodies and harmonies. Pupils will demonstrate advanced instrumental skills, playing both tuned and untuned instruments with improved rhythm, technique, and coordination. They will read and interpret more complex musical notation, understanding time signatures, key signatures, and a variety of musical symbols. Pupils will have explored and performed music from a wide range of genres and cultures, recognizing their distinctive characteristics. They will confidently compose their own music, incorporating melody, rhythm, and harmony, and experimenting with structure. Pupils will be able to improvise and create music on the spot, expressing their creativity in group performances. By the end of Year 5, pupils will have developed strong ensemble skills, musical literacy, and the ability to express themselves through both performance and composition.	A year 6 pupil working at the expected standard will have a comprehensive understanding of music and a wide range of performance and composition skills. They will sing with full control, expression, and a strong sense of pitch, tackling more challenging pieces with confidence. Pupils will demonstrate advanced instrumental abilities, playing a variety of instruments with precision and fluency. They will be proficient in reading and interpreting complex musical notation, understanding a broad range of musical symbols, dynamics, and time signatures. Pupils will be able to compose original pieces, incorporating sophisticated elements like melody, harmony, structure, and rhythm, and experiment with different genres and styles. They will confidently improvise and perform, responding to others in ensemble settings. By the end of Year 6, pupils will have developed excellent ensemble skills, strong creative expression, and the ability to critically reflect on and refine their performances and compositions.

