



MUSIC KNOWLEDGE AND SKILLS PROGRESSION

	Unit 1	Unit 2	Unit 3	Unit 4
EYFS	<p>Exploring Sound</p> <p>Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.</p>	<p>Music and Movement</p> <p>Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.</p>	<p>Transport</p> <p>Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p>	<p>Big Band</p> <p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>
Year 1	<p>Keeping The Pulse (My Favourite Things)</p> <p>Children explore keeping the pulse together through music and movement, by exploring their favourite things.</p>	<p>Sound Patterns (Fairytale)</p> <p>Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p>	<p>Pitch (Superheroes)</p> <p>Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p>Musical Symbols (Under The Sea)</p> <p>Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p>
Year 2	<p>Call and response (Theme: Animals)</p> <p>Using instruments to represent animals, copying rhythms and creating call and response rhythms</p>	<p>Instruments (Musical Storytelling)</p> <p>Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p>	<p>Structure (Myths and Legends)</p> <p>Developing an understanding of structure by exploring and ordering rhythms.</p>	<p>Pitch (Musical Me)</p> <p>Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.</p>
Year 3	<p>South Africa (Instrumental Teaching- Glockenspiel)</p> <p>Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.</p>	<p>South America (Instrumental Teaching- Glockenspiel)</p> <p>Whole class instrumental lessons on tuned percussion. This unit develops notation reading and ensemble skills using salsa rhythms and improvisation.</p>	<p>Whole Class Recorder Lessons</p> <p>Children will apply the previous skills of notation reading and ensemble skills when learning the recorder. Lessons will focus on posture, tone, notation, melody, accuracy and both solo and ensemble skills.</p>	

	Unit 1	Unit 2	Unit 3	Unit 4
Year 4	<p>Body and Tuned percussion (Theme: Rainforests)</p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p>	<p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<p>Samba and carnival sounds and instruments</p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p>	<p>Adapting and transposing motifs (Theme: Romans)</p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p>
Year 5	<p>Blues</p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p>	<p>South and West Africa</p> <p>Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.</p>	<p>Composition to represent the festival of colour (Theme: Holi Festival)</p> <p>Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.</p>	<p>Dynamics, pitch and tempo (Theme: Fingal's Cave)</p> <p>Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p>
Year 6	<p>Theme and Variations (Theme: Pop Art)</p> <p>Theme and Variations (Theme: Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p>Baroque</p> <p>A unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p>	<p>Composing and performing a Leaver's Song</p> <p>Children spend the topic creating their very own leavers' song personal to their experiences as a class. Use drones, loops and pentatonic techniques in a computer program to create more lengthy compositions.</p>	<p>Leaver's Musical</p> <p>Children to work as a class to learn, rehearse and prepare a celebratory musical including singing, drama and dance performance.</p>

Substantive Concepts in Music

This is the factual information and concepts pupils learn that can be clearly stated or 'declared.' It includes:

Our Curriculum Rationale	
To ensure breadth and ambition	To develop readiness for what pupils will go on to learn next.

- Being able to name musical instruments and their characteristics.
- Understanding musical terminology, such as pitch, tempo, rhythm etc.
- Naming symbols used in musical notation and what they represent.
- Knowing about musical styles and genres and their cultural and historical background.
- Knowing about significant figures in music. This type of knowledge is most often developed in our 'Listening and evaluating and 'Notation' strands.

In our long term planning, we will highlight these concepts through the use of the inter-related dimensions of music, which are:

Pulse (Beat)	Duration (Note length and rhythm)	Dynamics (Velocity and Volume)	Tempo (Speed of the music)	Timbre (Types of instrumentation)	Texture (The amount of layers)	Structure (How the music is built)	Pitch (The range of notes/ high to low)	Appropriate musical notation (graphic score/letter names/formal staff notation)
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Disciplinary Concepts in Music

Playing music is a skill, but to be able to competently perform that skill, musicians undoubtedly have many elements of procedural knowledge such as:

- How to hold the instrument correctly.
- How to produce different sounds with the instrument.
- How to read the notation in front of them.
- How to play a melody in time.

In our long term planning, we will highlight these concepts through the following strands:

Listening and evaluating	Creating Sound	Notation	Improvising and composing	Performing-Singing and Playing
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National Curriculum

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Subject Content

KS1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

KS2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

EYFS	Knowledge	Vocabulary	Skills	By the end of this unit, children will be able to:	Related Listening Opportunities
Unit 1	<p>Unit Title: Exploring Sound</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To understand how to listen carefully and talk about what I hear. - To know that sounds can be copied by my voice, body percussion and instruments. - To understand that instruments can be played loudly or softly. <p>Substantive knowledge:</p> <p>Pulse</p> <p>Duration</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Pitch</p> <p>Notation</p> <p>Disciplinary Knowledge:</p> <p>Listening and Evaluating</p> <p>Creating Sound</p> <p>Notation</p> <p>Improvising and composing</p> <p>Performing- singing and playing</p>	<p>Voice</p> <p>sound</p> <p>whisper</p> <p>speaking</p> <p>high</p> <p>low</p> <p>higher</p> <p>lower</p> <p>body sounds</p> <p>sound</p> <p>rhythm</p> <p>beat</p> <p>stomp</p> <p>instrumental</p> <p>sounds</p> <p>tempo</p> <p>fast</p> <p>slow</p> <p>drum</p> <p>triangle</p> <p>shaker</p> <p>tambourine</p> <p>nature sounds</p> <p>pitch</p> <p>loud</p> <p>quiet</p> <p>soft</p> <p>silence</p>	<p>Unit Overview</p> <p>Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.</p> <ul style="list-style-type: none"> - using voices to make a variety of sounds. - to use our bodies to make sounds. - explore the sounds of different instruments. - identify sounds in the environment and differentiate between them - use voices to imitate nature sounds 	<p>EYFS Outcomes</p> <ul style="list-style-type: none"> - Communication and Language (ELG: Listening, Attention and Understanding) - Expressive Arts and Design (ELG: Being Imaginative and Expressive) <p>Communication and Language</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p> <p><i>Every lesson to start with a nursery rhyme from the rhyme stick pack.</i></p>

Unit 2	<p>Unit Title:</p> <p>Music and Movement</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To know that the beat is the steady pulse of a song - To recognise music that is 'fast' or 'slow.' - To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. <p>Substantive knowledge:</p> <p>Pulse</p> <p>Duration</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Pitch</p> <p>Notation</p> <p>Disciplinary Knowledge:</p> <p>Listening and Evaluating</p> <p>Creating Sound</p> <p>Notation</p> <p>Improvising and composing</p> <p>Performing- singing and playing</p>	<p>Actions</p> <p>Action songs</p> <p>Sign language</p> <p>Makaton</p> <p>Deaf</p> <p>Lyrics</p> <p>Verse</p> <p>Beat</p> <p>Heartbeat</p> <p>Pulse</p> <p>Steady</p> <p>Repeat</p> <p>Drum</p> <p>Music</p> <p>Piece</p> <p>Composer</p> <p>Tempo</p> <p>Fast</p> <p>Medium</p> <p>Slow</p> <p>Pitch</p> <p>High</p> <p>Low</p> <p>Triangle</p> <p>Siren</p> <p>Cello</p> <p>Whistle</p> <p>Sound</p> <p>Perform</p> <p>Performance</p> <p>Audience</p>	<p>Unit Overview</p> <p>Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.</p> <ul style="list-style-type: none"> - understand why songs have actions - To learn some simple Makaton signs to accompany a song - explore beat through body movement - express feelings and emotions through movement to music - explore beat through body movement - express feelings and emotions through movement to music - explore pitch and tempo through scarf dancing and body movement - express feelings and emotions through movement to music - perform action songs to a small audience. 	<p>EYFS Outcomes</p> <ul style="list-style-type: none"> - Personal, social and emotional development - Expressive arts and design - Characteristics of Effective Learning <p>Personal, social and emotional development</p> <ul style="list-style-type: none"> - Think about the perspectives of others. <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. - ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs. - ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> - Playing and exploring - Active learning 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p> <p><i>Every lesson to start with a nursery rhyme from the rhyme stick pack.</i></p>
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Unit 3	<p>Unit Title:</p> <p>Transport</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles) - To know that the beat is the steady pulse of a song. - To recognise music that is 'fast' or 'slow.' <p>Substantive knowledge:</p> <p>Pulse</p> <p>Duration</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Pitch</p> <p>Notation</p> <p>Disciplinary Knowledge:</p> <p>Listening and Evaluating</p> <p>Creating Sound</p> <p>Notation</p> <p>Improvising and composing</p> <p>Performing- singing and playing</p>	<p>beat</p> <p>fast</p> <p>slow</p> <p>speed</p> <p>tempo</p> <p>symbols</p> <p>slower</p> <p>faster</p> <p>stop</p> <p>score</p>	<p>Unit Overview</p> <p>Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p> <ul style="list-style-type: none"> - Explore creating sound effects - Explore making sounds at different speeds - Explore moving to different tempos - Interpret symbol to show a change in speed - Interpret a simple score to show tempo changes 	<p>EYFS Outcomes</p> <ul style="list-style-type: none"> - Communication and Language (ELG: Listening, Attention and Understanding) - Expressive Arts and Design (ELG: Being Imaginative and Expressive) <p>Communication and Language (ELG: Listening, Attention and Understanding)</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Expressive arts and design (ELG Being Imaginative and Expressive)</p> <ul style="list-style-type: none"> - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p> <p><i>Every lesson to start with a nursery rhyme from the rhyme stick pack.</i></p>
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Unit 4	<p>Unit Title:</p> <p>Big Band</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To know that an orchestra is a big group of people playing a variety of instruments together. - To know that music often has more than one instrument being played at a time. - To understand that performing means playing a finished piece of music for an audience. <p>Substantive knowledge:</p> <p>Pulse</p> <p>Duration</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Pitch</p> <p>Notation</p> <p>Disciplinary Knowledge:</p> <p>Listening and Evaluating</p> <p>Creating Sound</p> <p>Notation</p> <p>Improvising and composing</p> <p>Performing- singing and playing</p>	<p>Musical instrument</p> <p>Band</p> <p>Sound</p> <p>Shake</p> <p>Tap</p> <p>Bang</p> <p>Strum</p> <p>Jingle</p> <p>Pitch</p> <p>Orchestra</p> <p>Dynamic</p> <p>Beat</p> <p>Conductor</p> <p>Percussion</p> <p>Rhythm</p> <p>Names of musical instruments</p> <p>Strings</p> <p>Brass</p> <p>Percussion</p> <p>Wind</p>	<p>Unit Overview</p> <p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p> <ul style="list-style-type: none"> - Use recyclable materials to create a simple representation of a musical instrument - Learn the four different groups of instruments - Follow a beat using an untuned instrument - Play tuned and untuned instruments to play in time with familiar songs - Choose appropriate instruments to represent different parts in a song - Perform a practised song to a small audience 	<p>EYFS Outcomes</p> <ul style="list-style-type: none"> - Expressive arts and design - Characteristics of Effective Learning <p>Expressive arts and design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups. - - ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> - Playing and exploring - Active learning - Creating and thinking critically 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p> <p><i>Every lesson to start with a nursery rhyme from the rhyme stick pack.</i></p>

Year 1	Knowledge	Vocabulary	Skills	By the end of this unit, children will be able to:	Related Listening Opportunities
Unit 1	<p>Unit Title: Keeping the pulse (My Favourite Things)</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To know that: - Notation is read from left to right. - Pictorial representations of rhythm show sounds and rests. - - <p>Prior Knowledge</p> <p>Children should already know how to sing and perform action songs and respond to a variety of musical experiences through movement and sound from work in EYFS music time. They will also cover aspects of this in the Reception Unit 'Exploring Sound.'</p> <p>Next Steps</p> <p>Children will develop this further when using untuned percussion in the next unit of work 'Musical Vocabulary' (Year 1, Unit 2)</p>	<p>pulse singing voice speaking voice thinking voice</p>	<p>Unit Overview</p> <p>Children explore keeping the pulse together through music and movement, by exploring their favourite things.</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Beginning to move in time with the beat of the music. - Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). - Recognising simple patterns and repetition in pitch (e.g. do-re-mi). 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Clap the rhythm of their name in time to the pulse. - Sway or tap in time to the pulse. - Sing a rhythm in time with the pulse. - Copy rhythms based on word patterns using an instrument. - Keep the pulse while playing a rhythm on an instrument. - Follow instructions during a performance. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

Unit 2	<p>Unit Title: Sound Patterns (Fairytale)</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To know that: - Sections of music can be described as loud, quiet or silent and the meaning of these terms. - <p>Prior Knowledge</p> <p>Children should already know the difference between rhythm and pulse and clap examples through their work in the previous unit 'Pulse and Rhythm'. (Year 1, Unit 1)</p> <p>Next Steps</p> <p>Children will develop this further by creating patterns in the unit 'Pitch- Superheroes' (Year 1, Unit 3)</p>	<p>character voice sound pattern</p>	<p>Unit Overview</p> <p>Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). - Identifying some common instruments when listening to music. - Relating sounds in music to real-world experiences (e.g., "It sounds like squelching mud"). - Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). - Stating what they enjoyed about their peers' performances. <p>Creating sound</p> <ul style="list-style-type: none"> - Developing an awareness of how dynamics are affected by the force with which an instrument is played. - Using instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye coordination to play/hold instruments using both hands. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Chant in time with others. - Make changes to the dynamics (volume) of their voice to represent a character. - Respond to hand signals when playing an instrument. - Choose a suitable sound to represent a point in the story. - Read simple rhythmic patterns comprising one beat sounds and one beat rests. - Clap or play a rhythmic pattern along with spoken words. - Play given sound patterns in time with the pulse. - Follow instructions during a performance. - Join in with repeated phrases using a character voice. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>
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			<ul style="list-style-type: none"> - Starting to understand how to produce different sounds on pitched instruments. - Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Composing and improvising</p> <ul style="list-style-type: none"> - Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. - Selecting objects and/or instruments to create sounds to represent a given idea or character. - Playing and combining sounds under the direction of a leader (the teacher). <p>Performing</p> <ul style="list-style-type: none"> - Offering positive feedback on others' performances. - Keeping instruments still until their part in the performance. 		
<p>Unit 3</p>	<p>Unit Title: Pitch (Superheroes)</p> <p>Core Knowledge To know that:</p> <ul style="list-style-type: none"> - Sounds within music can be described as high or low sounds and the meaning of these terms. - In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. <p>Prior Knowledge</p>	<p>high low pattern performance pitch tempo</p>	<p>Unit Overview Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Coordinating the speed of their movements to match the speed of the music (not the beat). - Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Identify high and low notes. - Perform high and low notes. - Create and perform a two-note and three-note pattern. - Identify and perform changes in tempo. - Contribute musical ideas and cooperate within a group. - Prepare and perform a musical piece. - Demonstrate a musical understanding of tempo and pitch. - Participate in discussions about pitch and tempo. - Offer feedback to groups on their performance. - Follow instructions during a performance. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

	<p>Children should already know how to create rhythms using untuned percussion in the previous unit 'Musical Vocabulary' (Year 1, Unit 2)</p> <p>Next Steps</p> <p>Children will develop this further when investigating tempo changes and pitch in the next unit 'Pitch and Tempo' (Year 1, Unit 4)</p>		<ul style="list-style-type: none"> - Recognising simple patterns and repetition in pitch (e.g. do-re-mi). - Talking about the tempo of music using the vocabulary fast and slow. - Talking about the pitch of music, using the vocabulary high and low. - Stating what they enjoyed about their peers' performances. <p>Creating sound</p> <ul style="list-style-type: none"> - Using instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. - Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Notation</p> <ul style="list-style-type: none"> - Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs. - Recognising pitch patterns using dots. <p>Composing and improvising</p> <ul style="list-style-type: none"> - Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. - Experimenting with creating different sounds using a single instrument. - Experimenting with creating loud, soft, high and low sounds. - Selecting objects and/or instruments to create sounds to represent a given idea or character. - Playing and combining sounds under the direction of a leader (the teacher). 		
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			<p>Performing</p> <ul style="list-style-type: none"> - Offering positive feedback on others' performances. - Keeping instruments still until their part in the performance. - Showing awareness of the leader, particularly when starting or ending a piece. 		
<p>Unit 4</p>	<p>Unit Title: Musical Symbols (Under The Sea)</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To be able to recognise and name the following instruments: Up to three instruments from Group A and B. - To know that notation is read from left to right. <p>Prior Knowledge Children should already know how to create rhythmic patterns in the previous unit 'Timbre and Rhythmic Patterns' (Year 1, Unit 3)</p> <p>Next Steps Children will develop this further by learning about the use of rhythm in different cultures and how to use basic notation in the next unit 'Call and Response' (Year 2, Unit 1)</p>	<p>dynamics pitch rest sound pattern tempo</p>	<p>Unit Overview Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Coordinating the speed of their movements to match the speed of the music (not the beat). - Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). - Identifying some common instruments when listening to music. - Relating sounds in music to real-world experiences (e.g. "it sounds like squelching mud"). - Talking about the tempo of music using the vocabulary fast and slow. - Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. - Talking about the pitch of music, using the vocabulary high and low. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Move to reflect a character. - Create sounds to reflect a character - Move at a speed that reflects the tempo of the audio. - Respond to dynamic changes without prompting. - Demonstrate a sound pattern correctly to a pulse. - Sing and play high and low sounds. - Read symbols representing high and low sounds correctly. - Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

			<ul style="list-style-type: none"> - Stating what they enjoyed about their peers' performances. <p>Creating sound</p> <ul style="list-style-type: none"> - Developing an awareness of how sound is affected by the way an instrument is held. - Using instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye coordination to play/hold instruments using both hands. - Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Notation</p> <ul style="list-style-type: none"> - Reading different types of notation by moving eyes from left to right as sound occurs. <p>Composing and improvising</p> <ul style="list-style-type: none"> - Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. - Experimenting with creating different sounds using a single instrument. - Experimenting with creating loud, soft, high and low sounds. - Selecting objects and/or instruments to create sounds to represent a given idea or character. <p>Performing</p> <ul style="list-style-type: none"> - Offering positive feedback on others' performances. - Showing awareness of the leader, particularly when starting or ending a piece. 		
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Year 2	Knowledge	Vocabulary	Skills	By the end of this unit, children will be able to:	Related Listening Opportunities
Unit 1	<p>Unit Title: Call and Response (Animals)</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To be able to recognise and name up to three instruments from Group A and B. <p>to Prior Knowledge Children should already know about the use of timbre from the unit Timbre and Rhythmic patterns (Year 1, Unit 3)</p> <p>Next Steps Children will develop this further in the unit 'Myths and Legends' (Year 2, Unit 4) when representing moods in a song</p>	<p>call and response dynamics sound pattern</p>	<p>Unit Overview Using instruments to represent animals, copying rhythms and creating call and response rhythms</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Confidently moving in time with the beat of the music when modelled. - Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. - Recognising simple patterns and repetition in rhythm (eg. where a pattern of beats is repeated). - To recognise and name the following instruments: up to three instruments from Group A and B. <p>Creating sound</p> <ul style="list-style-type: none"> - Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. - Breathing at appropriate times when singing. - Singing part of a given song in their head (using their "thinking voice"). - Developing an awareness of how dynamics are affected by the force with which an instrument is played. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Use dynamics when creating sound. - Play in time with a group. - Experiment with different sounds on the same instrument. - Clap the animal sound patterns mostly accurately. - Clap the sound patterns in time with the pulse of the backing track. - Demonstrate both a call and response. - Copy a sound pattern using an instrument. - Playing either a call and/or response role in time with another pupil. - Perform a composition. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

			<ul style="list-style-type: none"> - Learning to use instruments to follow the beat, by first observing and then mimicking the teacher’s modelling. - Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Composing</p> <ul style="list-style-type: none"> - Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. - Improvising simple question and answer phrases, using untuned percussion or voices. - Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. - Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. - Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Performing</p> <ul style="list-style-type: none"> - Offering positive feedback on others’ performances. - Starting to maintain a steady beat throughout short performances. - Standing or sitting appropriately when performing or waiting to perform. - Performing actively as a group, clearly keeping in time with the beat. 		
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Unit 2	<p>Unit Title: Instruments (Musical Storytelling)</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To know that: - Sections of music can be described as fast or slow and the meaning of these terms. - Sections of music can be described as loud, quiet or silent and the meaning of these terms. - Sounds within music can be described as high or low sounds and the meaning of these terms. - To be able to: - Recognise and name up to three instruments from Group A and B. <p>to Prior Knowledge</p> <p>Children should already know the names of untuned percussion and how to play them from their work in previous EYFS and Year 1 units of work.</p> <p>Next Steps</p> <p>Children will develop this further when learning about identifying traditional instruments from other cultures in the units 'Pentatonic melodies and composition' (Year 3, Unit 3) and 'Traditional Instruments and Improvisation' (Year 3, Unit 4)</p>	<p>dynamics encore instrumental sound sound effect tempo</p>	<p>Unit Overview</p> <p>Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. - Identifying some common instruments when listening to music. - Relating sounds in music to real-world experiences (eg. It sounds like squelching mud'). - Talking about the tempo of music using the vocabulary fast and slow. - Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. - Talking about the pitch of music, using the vocabulary high and low. - Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. - Stating what they enjoyed about their peers' performances. - To recognise and name the following instruments: up to three instruments from Group A and B. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Identify sections of the music where the tempo changes. - Correctly describe sections of music as fast or slow. - Point out moments in the music where the dynamics change. - Accurately describe dynamic changes as soft or loud. - Give specific examples of how the music corresponds to actions in the story. - Provide clear and specific examples of how music supports the story. - Justify tempo and dynamic choices made to represent a character, event or feeling. - Suggest appropriate musical dynamics and tempo changes for different scenes of the story. - Work as part of a group to rehearse a performance. - Perform confidently using appropriate instrumental sounds. - Play their part at appropriate tempo and dynamics. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>
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			<p>Creating sound</p> <ul style="list-style-type: none"> - Developing an awareness of how dynamics are affected by the force with which an instrument is played. - Using instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. - Starting to understand how to produce different sounds on pitched instruments - Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Composing</p> <ul style="list-style-type: none"> - Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. - - Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. - - Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. - Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. 		
<p>Unit 3</p>	<p>Unit Title: Structure (Myths and Legends)</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To know that: - Pictorial representations of rhythm show sounds and rests. 	<p>one-beat notes composition paired half-beat notes legend myth</p>	<p>Unit Overview</p> <p>Developing an understanding of structure by exploring and ordering rhythms.</p> <p>Listening</p> <p>Listening with concentration to short pieces of music or excerpts from longer pieces of music</p>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Recognise, play and write rhythms with one beats and paired half beats. - Show a rest beat using a silent movement. - Read and follow a structure from left to right. - Add rhythms to a structure to create a beginning, middle and end. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and</i></p>

	<p>Prior Knowledge Children should already know about changes in pitch from the unit 'Pitch and Tempo' (Year 1, Unit 4) and simple notation from West African Call and Response (Year 2, Unit 1)</p> <p>Next Steps Children will develop this further by improving their knowledge of notation in the unit 'Developing Singing Technique' (Year 3, Unit 2)</p>	<p>notation pulse rest rhythm structure tempo thinking voice</p>	<ul style="list-style-type: none"> - Engaging with and responding to longer pieces of music. - Confidently moving in time with the beat of the music when modelled. - Beginning to keep movements to the beat of different speeds of music. - Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience - Identifying some common instruments when listening to music. - Stating what they enjoyed about their peers' performances. <p>Creating sound</p> <ul style="list-style-type: none"> - Using instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye coordination to play/hold instruments using both hands. - Starting to understand how to produce different sounds on tuned instruments. - Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Notation</p> <ul style="list-style-type: none"> - Reading different types of notation by moving eyes from left to right as sound occurs. - Using pictorial representations to stay in time with the pulse when singing or playing. - Beginning to read simple rhythmic patterns which include paired half beats (quavers). <p>Composing and improvising</p> <ul style="list-style-type: none"> - Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. 	<ul style="list-style-type: none"> - Work well as part of a group, listening to others and respecting their ideas. - Maintain a steady beat. - Use a thinking voice to play rhythms on an instrument. 	<p><i>whole school gatherings and change weekly.</i></p>
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			<ul style="list-style-type: none"> - Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. - Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Performing</p> <ul style="list-style-type: none"> - Offering positive feedback on others' performances. - Starting to maintain a steady beat throughout short performances. - Standing or sitting appropriately when performing or waiting to perform. - Following a leader to start and end a piece appropriately. 		
<p>Unit 4</p>	<p>Unit Title: Pitch (Musical Me)</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To know that: - Notation is read from left to right. - In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. - Sounds within music can be described as high or low sounds and the meaning of these terms. <p>Prior Knowledge</p> <p>Next Steps</p> <p>Children will develop this further by learning about mood and story in song in the unit 'Blue' Year 5 Unit 1</p>	<p>dot high low musical sentence notation phrase pitch pitch pattern stave</p>	<p>Unit Overview</p> <p>Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.</p> <p>Listening and evaluating</p> <ul style="list-style-type: none"> - Recognising simple patterns and repetition in pitch (e.g. do-re-mi). - Talking about the pitch of music, using the vocabulary high and low. - Stating what they enjoyed about their peers' performances. <p>Creating sound</p> <ul style="list-style-type: none"> - Singing simple songs, chants and rhymes from memory. - Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). - Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Move their eyes from left to right to read pitch patterns. - Sing high and low notes including the notes in between. - Play a pattern of high and low notes on an instrument. - Read notation from left to right. - Draw high and low sounds using dots at the top and bottom of a page, respectively. - Recognise when notes stay the same. - Recognise missing notes on a stave. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

			<ul style="list-style-type: none"> - Breathing at appropriate times when singing. - Singing part of a given song in their head (using their 'thinking voice'). - Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C). - Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. - Starting to understand how to produce different sounds on pitched instruments (Group C). - Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Notation</p> <ul style="list-style-type: none"> - Reading different types of notation by moving eyes from left to right as sound occurs. - Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches). <p>Performing</p> <ul style="list-style-type: none"> - Offering positive feedback on others' performances. - Beginning to acknowledge their own feelings around performance. - Standing or sitting appropriately when performing or waiting to perform. 		
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Year 3	Knowledge	Vocabulary	Skills	By the end of this unit, children will be able to:	Related Listening Opportunities
Unit 1	<p><u>Unit Title:</u> South Africa (Instrumental Lessons)</p> <p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> - To identify the basic key features of staff notation - To recognise and play minims by ear and from staff notation, moving up and down by step - To recognise and play semibreves by ear and from staff notation - To recognise and play crotchets and crotchet rests by ear and from staff notation - To read and perform a tune using the basic notation learned so far <p><u>Prior Knowledge</u></p> <p>Children should already know about pitch and reading from, left to right from the previous unit of work 'Pitch- Musical Me' in Year 2</p> <p><u>Next Steps</u></p> <p>Children to continue developing their control of a musical instrument, knowledge of notation and playing an instrument in the next unit of work 'South American music'</p> <p><u>Substantive knowledge:</u></p>	<p>Time signature Bar line Metallophone Rest Ostinato Harmony Dynamics Minim Semibreve Crotchet Treble Clef</p>	<p><u>Unit Overview</u></p> <p>Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.</p> <ul style="list-style-type: none"> - Correctly label all staff notation features. - Share their ideas about South African music. - Play both Sheet music: Put on your gumboots! (<i>tuned percussion part 1</i>) and Sheet music: Put on your gumboots! (<i>tuned percussion part 2</i>) patterns accurately and in time. - Play both patterns accurately and in time. - Play the rhythmic pattern and sing the tune accurately and in time. - Create and perform an eight beat rhythm pattern. 	<p><u>Pupils who are secure will be able to:</u></p> <ul style="list-style-type: none"> - Read staff notation from left to right - Know what crotchets, minims and semibreves are worth - Know that when the notes go up or down on the staff, the pitch changes in the same direction - Play a harmonic ostinato on my instrument 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

	<p>Pulse Duration Dynamics Tempo Timbre Texture Structure Pitch Notation</p> <p>Disciplinary Knowledge: Listening and Evaluating Creating Sound Notation Improvising and composing Performing- singing and playing</p>				
<p>Unit 2</p>	<p>Unit Title: Caribbean (Instrumental Lessons) Core Knowledge</p> <ul style="list-style-type: none"> - To understand the key features of Calypso music - To improvise a vocal part in the tyle of a Calypso - To understand how and why percussion instruments can be used in Calypso music - To recognise and perform quavers from staff notation <p>Prior Knowledge Children should already know how to read basic notation in the previous unit of work 'South Africa'</p> <p>Next Steps</p>	<p>Latin music Salsa Rumba Cha-cha Reggaeton Samba Tango Percussion Clave Shakers Bongos Castanets guiros</p>	<p>Unit Overview Learning about the history and features of Latin America music, performing a salsa style song and playing from staff notation; performing a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments</p> <ul style="list-style-type: none"> - Play the clave rhythm accurately. - Answer the questions on the Knowledge catcher (see unit page) with appropriate support. - Add letter names to the tuned percussion part 1 and play the part. - Ability to add pitches to notated rhythms and perform them accurately. - Sing and/or play the song confidently. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Play the clave rhythm accurately. - Answer the questions on the Knowledge catcher (see unit page) with appropriate support. - Add letter names to the tuned percussion part 1 and play the part. - Ability to add pitches to notated rhythms and perform them accurately. - Sing and/or play the song confidently. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

	<p>Children to continue developing their control of a musical instrument, knowledge of notation and playing an instrument in the unit of work 'Whole Class Recorder Lessons' Unit 4.</p> <p>Substantive knowledge:</p> <p>Pulse Duration Dynamics Tempo Timbre Texture Structure Pitch Notation</p> <p>Disciplinary Knowledge:</p> <p>Listening and Evaluating Creating Sound Notation Improvising and composing Performing- singing and playing</p>				
<p>Unit 3&4</p>	<p>Unit Title: Whole Class Recorder Lessons</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - Use and understand staff notation - Develop an understanding of the history of music - Play and perform in solo and ensemble contexts, playing musical instruments with 	<p>Recorder Descant Alto Treble Bass Head Block Window Fipple Middle Foot Thumb rest</p>	<p>Unit Overview</p> <p>Children will apply the previous skills of notation reading and ensemble skills when learning the recorder. Lessons will focus on posture, tone and accuracy.</p> <p>Listen and evaluate Listen to arrange of pieces from different periods of musical history which showcase the use of the recorder</p>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Sit with the correct posture - Hold the recorder correctly with the left hand at the top - Produce a good tone without overblowing - Play a sequence of notes accurately (BAG) <p>Children who are more confident will:</p> <ul style="list-style-type: none"> - Move the thumb to produce higher notes (CD) - Use the right hand to play lower notes (F# E DC) 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

<p>increasing accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> - Appreciate and understand a range of high quality (live) and recorded music drawn from different traditions and from great composers and musicians <p><u>Prior Knowledge</u> Children will already know how to read staff music and apply knowledge of pitch and rhythm in the previous two topics in year 3 using the glockenspiel.</p> <p><u>Next Steps</u> Children will use these skills and instruments in future music topics in school when improvising and composing.</p> <p><u>Substantive knowledge:</u></p> <p>Pulse Duration Dynamics Tempo Timbre Texture Structure Pitch Notation</p> <p><u>Disciplinary Knowledge:</u> Listening and Evaluating Creating Sound Notation Improvising and composing Performing- singing and playing</p>	<p>Posture Tone Breath control Solo Unison Harmony Ensemble</p>	<p>Listen and evaluate a selection of solo and ensemble pieces performed by professional players.</p> <p>Know the importance and historical value of the instrument.</p> <p>Know basic hygiene and safety rules</p> <p>Explain the different parts of the instrument.</p> <p>Hold the instrument properly with good posture</p> <p>Produce good tone</p> <p>Learn some notes and how to change between them</p> <p>Play accompanied tunes in unison as a class</p> <p>Play ensemble pieces with more than one part.</p>	<ul style="list-style-type: none"> - Apply cross finger patterns to play f natural - Apply their skills to play in unison with others - Apply their skills to develop ensemble skills with multiple parts. 	
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Year 4	Knowledge	Vocabulary	Skills	By the end of this unit, children will be able to:	Related Listening Opportunities
Unit 1	<p>Unit Title: Body and tuned percussion (Theme: Rainforests)</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. - To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. - To know that a 'loop' in music is a repeated melody or rhythm. - To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. <p>Prior Knowledge Children should already know how to use tuned percussion in Units 1,2 and 3 of year 3 whole class instrumental lessons.</p> <p>Next Steps Children will develop this further in the unit 'Samba and Carnival Sounds' (Year 4, Unit 4) where</p>	clap click body percussion tempo rhythm boom snap structure texture contrast higher lower compose loop melody pitch keyboard	<p>Unit Overview</p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p> <ul style="list-style-type: none"> - Recognising the use and development of motifs in music. - Identifying gradual dynamic and tempo changes within a piece of music. - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Using musical vocabulary when discussing improvements to their own and others' work. - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Developing melodies using rhythmic variation, transposition, inversion, and looping. - Creating a piece of music with at least four different layers and a clear structure. - Suggesting improvements to others work, using musical vocabulary. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Identify the structure of a piece of music. - Have an idea as to when there is one layer in a piece of music and when there are two. - Play a sequence in the correct order in time with their partner. - Have two contrasting rhythms being played together. - Have two different melodies being played together. - Have a complete piece of music with four different layers with an appropriate structure. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

	<p>they will use percussion to layer different rhythmic patterns.</p> <p>Substantive knowledge:</p> <p>Pulse</p> <p>Duration</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Pitch</p> <p>Notation</p> <p>Disciplinary Knowledge:</p> <p>Listening and Evaluating</p> <p>Creating Sound</p> <p>Notation</p> <p>Improvising and composing</p> <p>Performing- singing and playing</p>		<ul style="list-style-type: none"> - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Beginning to improvise musically within a given style. 		
<p>Unit 2</p>	<p>Unit Title:</p> <p>Changes in pitch, tempo and dynamics</p> <p>(Theme: Rivers)</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To know that when you sing without accompaniment it is called 'A Capella'. - To understand that harmony means playing two notes at the same time, which usually sound good together. - An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. 	<p>a cappella</p> <p>breath control</p> <p>cue</p> <p>diction</p> <p>directing</p> <p>dynamics</p> <p>expression</p> <p>harmony line</p> <p>in the round</p> <p>layer</p> <p>melody</p> <p>mood</p> <p>notation</p> <p>opinion</p> <p>ostinato</p> <p>parts</p> <p>percussion</p>	<p>Unit Overview</p> <p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance</p> <ul style="list-style-type: none"> - Recognising the use and development of motifs in music. - Identifying gradual dynamic and tempo changes within a piece of music. - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Recognising, naming and explaining the effect of the interrelated dimensions of music. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Sing in tune and in harmony with others, with developing breath control. - Explain how a piece of music makes them feel with some use of musical terminology. - Perform a vocal ostinato in time. - Listen to other members of their group as they perform. - Create an ostinato and represent it on paper so that they can remember it. - Create and perform a piece with a variety of ostinatos. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

<p>- To know that ‘performance directions’ are words added to music notation to tell the performers how to play.</p> <p>Prior Knowledge Children should already know how to tell a story with the use of vocal techniques from the unit ‘Pitch-Musical Me’ in Year 2 Unit 4.</p> <p>Next Steps Children will develop this further by expanding their knowledge of polyrhythms in the unit ‘Samba and Carnival Sounds’ (Year 4, Unit 3)</p> <p>Substantive knowledge:</p> <p>Pulse Duration Dynamics Tempo Timbre Texture Structure Pitch Notation</p> <p>Disciplinary Knowledge: Listening and Evaluating Creating Sound Notation Improvising and composing Performing- singing and playing</p>	<p>rhythm staff notation texture tempo vocal ostinato</p>	<ul style="list-style-type: none"> - Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Using musical vocabulary when discussing improvements to their own and others’ work. - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Beginning to improvise musically within a given style. - Developing melodies using rhythmic variation, transposition, inversion and looping. - Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. - Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Explaining their preferences for a piece of music using musical vocabulary. 		
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Unit 3	<p><u>Unit Title:</u> Samba and carnival sounds and instruments</p> <p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> - To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. - To understand that the 'on beat' is the pulse of a piece of music, and - the 'off beat' is beats that fall in between these. - to understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms <p><u>Prior Knowledge</u> Children should already know about complex rhythm patterns through work in the unit 'Changes in Pitch, Tempo and Dynamics' (Year 4, Unit 2)</p> <p><u>Next Steps</u> Children will develop this further children will create their own rhythmic motifs in the unit 'Adapting and Transposing Motifs' (Year 4, Unit 4)</p> <p><u>Substantive knowledge:</u> Pulse Duration Dynamics</p>	<p>agogo bateria caixa carnival chocalho composition crescendo cowbell dynamics ensemble features ganza influenced metronome off-beat percussion pulse repique rhythm rhythmic break samba samba breaks structure surdo syncopated rhythms tamborim texture unison untuned percussion</p>	<p><u>Unit Overview</u></p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p> <ul style="list-style-type: none"> - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Identifying common features between different genres, styles and traditions of music. - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Beginning to improvise musically within a given style. - Creating a piece of music with at least four different layers and a clear structure. - Suggesting improvements to others' work, using musical vocabulary. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing syncopated rhythms with accuracy, control and fluency. 	<p><u>Pupils who are secure will be able to:</u></p> <ul style="list-style-type: none"> - Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. - Clap on the off-beat (the end of each beat) and be able to play a syncopated rhythm. - Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). - Play their break in time with the rest of their group and play in the correct place in the piece. - Play in time and with confidence; accurately playing their break. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>
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	<p>Tempo Timbre Texture Structure Pitch Notation</p> <p>Disciplinary Knowledge: Listening and Evaluating Creating Sound Notation Improvising and composing Performing- singing and playing</p>				
<p>Unit 4</p>	<p>Unit Title: Adapting and transposing motifs (Theme: Romans) Core Knowledge</p> <ul style="list-style-type: none"> - To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). - To know that 'transposing' a melody means changing its key, making it higher or lower pitched. - To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. <p>Prior Knowledge Children should already know about ostinato patterns from the unit 'Changes in Pitch, Tempo and Dynamics' (Year 4, Unit 2) and the</p>	backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns	<p>Unit Overview Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p> <ul style="list-style-type: none"> - Recognising the use and development of motifs in music. - Identifying gradual dynamic and tempo changes within a piece of music. - Identifying common features between different genres, styles and traditions of music. - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Beginning to improvise musically within a given style. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Learn a new song, singing in time and in tune while following the lyrics. - Identify motifs aurally and play a repeated pattern on a tuned instrument. - Create and performing a motif, notating it with reasonable accuracy. - Transpose their motif, using sharp or flat notes where necessary and change the rhythm. - Combine different versions of a musical motif and perform as a group using musical notation. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

<p>previous unit about Samba rhythms ‘ Samba and Carnival Sounds’ (Year 4, Unit 3)</p> <p>Next Steps Children will develop this further children will learn how to notate their motifs in the unit ‘Composition notation’ (Year 5, Unit 1)</p> <p>Substantive knowledge: Pulse Duration Dynamics Tempo Timbre Texture Structure Pitch Notation</p> <p>Disciplinary Knowledge: Listening and Evaluating Creating Sound Notation Improvising and composing Performing- singing and playing</p>	repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument vocal warm-ups	<ul style="list-style-type: none"> - Developing melodies using rhythmic variation, transposition, inversion, and looping. - Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. - Suggesting improvements to others work, using musical vocabulary. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. - Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. - 		
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Year 5	Knowledge	Vocabulary	Skills	By the end of this unit, children will be able to:	Related Listening Opportunities
Unit 1	<p>Unit Title: Blues</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To understand that a chord is the layering of several pitches played at the same time - To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. - To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. - To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. <p>Prior Knowledge Children should already have a basic knowledge of musical notation and structure from the unit 'Composition notation' (Year 5, Unit 1)</p> <p>Next Steps Children will develop this further by learning about well known composers from the past in the units ' Dynamics, Pitch and Tempos' (Year 6, Unit 1) and 'Baroque' (Year 6, Unit 3)</p> <p>Substantive knowledge:</p>	12-bar blues ascending scale backing track bar bent notes blues blues scale chord convey descending scale expression features flat improvisation lyrics pitch quavers scale sharp solo staff notation	<p>Unit Overview Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p> <ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Improvising coherently within a given style. - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Suggesting and demonstrating improvements to own and others' work. - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Name three key features of Blues music. - Sing in tune, using vocal expression to convey meaning. - Explain what a chord is and play the chord of C sixteen times. - Play the twelve bar blues correctly. - Play the notes of the Blues scale in the correct order, ascending and descending. - Play a selection of Blues scale notes out of order in their own improvisation. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

	<p>Pulse Duration Dynamics Tempo Timbre Texture Structure Pitch Notation</p> <p>Disciplinary Knowledge: Listening and Evaluating Creating Sound Notation Improvising and composing Performing- singing and playing</p>		<ul style="list-style-type: none"> - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. - Using staff notation to record rhythms and melodies. - Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. - Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. - Using musical vocabulary to offer constructive and precise feedback on others' performances. 		
<p>Unit 2</p>	<p>Unit Title: South and West Africa Core Knowledge</p> <ul style="list-style-type: none"> - To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. - To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. - To understand that major chords create a bright, happy sound. - To know that poly-rhythms means many rhythms played at once. <p>Prior Knowledge</p>	<p>a capella break call and response chords chord progression diction djembe duo dynamics eight-beat break ensemble expression improvisation major chord master drummer metronome performance</p>	<p>Unit Overview Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety</p> <ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. - Improvising coherently within a given style. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Sing using the correct pronunciation and with increasing confidence. - Play a chord with two notes, remaining in time. - Maintain their part in a performance with accuracy. - Play the more complicated rhythms in time and with rests. - Create an eight beat break and play this in the correct place. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

	<p>Children should already know about the use of chords and how to structure a song from the unit 'Blues' (Year 5, Unit 2)</p> <p>Next Steps</p> <p>Children will develop this further children will learn about the cultural importance of music in 'Composition to represent the festival of colour' (Year 5, Unit 4)</p> <p>Substantive knowledge:</p> <p>Pulse</p> <p>Duration</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Pitch</p> <p>Notation</p> <p>Disciplinary Knowledge:</p> <p>Listening and Evaluating</p> <p>Creating Sound</p> <p>Notation</p> <p>Improvising and composing</p> <p>Performing- singing and playing</p>	<p>polyrhythms</p> <p>pronunciation</p> <p>pulse</p> <p>ostinato</p> <p>rests</p> <p>rhythm</p> <p>soloist</p> <p>syncopation</p> <p>tempo</p> <p>tuned</p> <p>percussion</p> <p>unaccompanied</p> <p>vocals</p>	<ul style="list-style-type: none"> - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. - Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Using staff notation to record rhythms and melodies. 		
<p>Unit 3</p>	<p>Unit Title:</p> <p>Composition to represent the festival of colour (Theme: Holi Festival)</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To know that a vocal composition is a piece of 	<p>dynamics</p> <p>graphic score</p> <p>inspiration</p> <p>layering</p> <p>mood</p> <p>pitch</p> <p>represent</p> <p>soundtrack</p>	<p>Unit Overview</p> <p>Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.</p>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Suggest a colour to match a piece of music. - Create a graphic score and describe how this matches the general structure of a piece of music. - Create a vocal composition in response to a picture and justify their choices using musical terms. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school</i></p>

	<p>music created only using voices.</p> <ul style="list-style-type: none"> - To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made - To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. - To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. <p>Prior Knowledge Children should already know some cultural differences of music from around the world in the units ' South and West Africa' (Year 5, Unit 3), 'Blues' (Year 5, Unit 2) and 'Composition notation' (Year 5, Unit 1)</p> <p>Next Steps Children will develop this further by learning new compositional skills in the unit ' Dynamics, Pitch and Tempo' (Year 6, Unit 1)</p> <p>-</p> <p>Substantive knowledge: Pulse Duration</p>	<p>synesthesia tempo texture timbre visual representation vocal sounds</p>	<ul style="list-style-type: none"> - Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. - Comparing, discussing and evaluating music using detailed musical vocabulary. - Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. - Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). - Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. - Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest. - Using musical vocabulary to offer constructive and precise feedback on others' performances. - 	<ul style="list-style-type: none"> - Create a vocal composition in response to a colour. - Record their compositions in written form. - Work as a group to perform a piece of music. 	<p><i>gatherings and change weekly.</i></p>
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	<p>Dynamics Tempo Timbre Texture Structure Pitch Notation</p> <p><u>Disciplinary Knowledge:</u> Listening and Evaluating Creating Sound Notation Improvising and composing Performing- singing and playing</p>				
<p>Unit 4</p>	<p><u>Unit Title:</u> Dynamics, pitch and tempo (Theme: Fingal’s Cave)</p> <p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> - To know that the conductor beats time to help the performers work well together. - To understand that improvisation means making up music ‘on the spot’. - To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. - To know that timbre can also be thought of as ‘tone colour’ and can be described 	<p>classical characterise composition conductor depict dynamics ensemble graphic score improvisation notation orchestra pitch texture</p>	<p><u>Unit Overview</u></p> <p>Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p> <ul style="list-style-type: none"> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Using musical vocabulary correctly when describing and evaluating the features of a piece of music. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. - Improvising coherently and creatively within a given style, incorporating given features. 	<p><u>Pupils who are secure will be able to:</u></p> <ul style="list-style-type: none"> - Engage in discussion about the sounds of an orchestral piece. - Have a selection of varied vocabulary in response to what they hear. - Change dynamics and pitch, differentiating between the two. - Take the role of conductor or follow a conductor. - Change texture within their group improvisation and talk about its effect. - Create a graphic score to represent sounds. - Follow the conductor to show changes in pitch, dynamics and texture. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

	<p>in many ways e.g. warm or cold, rich or bright.</p> <p>Prior Knowledge Children should already know some ways to structure compositions through story, chord sequences and mood in the units 'Composition notation' (Year 5, Unit 1), 'Blues' (Year 5, unit 2), Composition to represent the festival of colour' (Year 5, Unit 4)</p> <p>Next Steps Children will develop this further they will compose their own leavers song at the end of year 6 (Year 6, Unit 4).</p> <p>Substantive knowledge: Pulse Duration Dynamics Tempo Timbre Texture Structure Pitch Notation</p> <p>Disciplinary Knowledge: Listening and Evaluating Creating Sound Notation Improvising and composing Performing- singing and playing</p>		<ul style="list-style-type: none"> - Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Recording own composition using appropriate forms of notation and/or technology. - Constructively critiquing their own and others' work, using musical vocabulary. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. - Performing a solo or taking a leadership role within a performance. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. - Performing by following a conductor's cues and directions. 		
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Year 6	Knowledge	Vocabulary	Skills	By the end of this unit, children will be able to:	Related Listening Opportunities
Unit 1	<p>Unit Title: Theme and Variations (Theme: Pop Art) Core Knowledge</p> <ul style="list-style-type: none"> - To know that a 'theme' is a main melody in a piece of music. - To know that 'variations' in music are when a main melody is changed in some way throughout the piece - To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. - To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly <p>Prior Knowledge Children should already know that compositions need structure in the unit 'Blues' (Year 5, Unit 2)</p> <p>Next Steps Children will develop this further by creating their own Leaver's composition in Unit 4.</p> <p>Substantive knowledge: Pulse Duration</p>	<p>3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato pulse quaver rhythm rhythmic elements section semi-quaver staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations vocal line woodwind</p>	<p>Unit Overview Theme and Variations (Theme: Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p> <ul style="list-style-type: none"> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Performing rhythms confidently either on their own or in a group. - Identify the sounds of different instruments and discuss what they sound like. - Make reasonable suggestions for which instruments can be matched to which art pieces. - Recall the names of several instruments according to their orchestra sections. - Keep the pulse using body percussion. - Sing with control and confidence. - Name rhythms correctly. - Copy rhythms accurately with a good sense of pulse. - Draw rhythms accurately. - Show a difference between musical variations. - Show creativity in a finished musical product. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

	<p>Dynamics Tempo Timbre Texture Structure Pitch Notation</p> <p><u>Disciplinary Knowledge:</u> Listening and Evaluating Creating Sound Notation Improvising and composing Performing- singing and playing</p>		<ul style="list-style-type: none"> - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Constructively critique their own and others' work, using musical vocabulary. - Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. 		
<p>Unit 2</p>	<p><u>Unit Title:</u> Baroque <u>Core Knowledge</u></p> <ul style="list-style-type: none"> - To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon. - To know that music in which very similar parts are introduced one by one to overlap is called a canon - To know that ground bass is a repeating melody played on a bass instrument in Baroque music. - To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody - To know that a counter-melody is different to 	<p>Baroque bass clef bass instrument canon counter melody counter-subject fugue ground bass improvise melodic ostinato melody musical structure opera ostinato part pitch polyphonic oratorio</p>	<p><u>Unit Overview</u></p> <p>A unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p> <ul style="list-style-type: none"> - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. - Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. 	<p><u>Pupils who are secure will be able to:</u></p> <ul style="list-style-type: none"> - Define some key features of Baroque music, including recitative, canon, ground bass and fugue. - Take part in a vocal improvisation task based on Baroque recitative. - Play several parts of a canon using staff notation, with or without letter names. - Compose a ground bass melodic ostinato. - Notate a ground bass pattern using staff notation. - Name some well-known Baroque composers and describe what musical features they were known for. - Learn a fugue part by reading staff notation, with or without note names. - Perform a fugue. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

	<p>harmony because it uses a different rhythm as well as complementary notes.</p> <ul style="list-style-type: none"> - To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. <p>Prior Knowledge Children should already know some famous composers and their music as well as being able to give personal opinions about music choice from the unit 'Dynamics, Pitch and Tempo' (Year 6, Unit 1)</p> <p>Next Steps Children will develop this further they will continue to develop their historical knowledge and describe their musical preferences in Year 7.</p> <p>Substantive knowledge: Pulse Duration Dynamics Tempo Timbre Texture Structure Pitch Notation</p> <p>Disciplinary Knowledge: Listening and Evaluating Creating Sound Notation</p>	<p>recitative a round rhythmic ostinato sharp note staff notation subject texture</p>	<ul style="list-style-type: none"> - Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. - Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Recording own composition using appropriate forms of notation and/or technology and incorporating. - Constructively critique their own and others' work, using musical vocabulary. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. - Performing a solo or taking a leadership role within a performance (some children). - Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. - Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. 		
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	Improvising and composing Performing- singing and playing				
Unit 3	<p>Unit Title: Composing and performing a Leavers' Song</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> - To know that a chord progression is a sequence of chords that repeats throughout a song - To know that a melody can be adapted by changing its dynamics, pitch or tempo. - To know that chord progressions are represented in music by Roman numerals - To understand that all types of music notation show note duration. <p>Prior Knowledge</p> <p>Children should already know some basic composition strategies in the unit 'Blues' (Year5, Unit 2), 'Composition to represent the festival of colour' (Year 5, Unit 4) and 'Theme and Variations' (Year 6, Unit 2)</p> <p>Next Steps</p> <p>Children will develop this further they will continue to write and compose music and songs in the year 7 curriculum.</p> <p>Substantive knowledge:</p> <p>Pulse</p> <p>Duration</p>	<p>allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation structure upbeat verse</p>	<p>Unit Overview</p> <p>Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p> <ul style="list-style-type: none"> - Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. - Identifying the way that features of a song can complement one another to create a coherent overall effect. - Use musical vocabulary correctly when describing and evaluating the features of a piece of music. - Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. - Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. - Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. - Recording own composition using appropriate forms of notation and/or technology and incorporating. - Constructively critique their own and others' work, using musical vocabulary. - Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> - Identify and evaluate the musical features of a song. - Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. - Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. - Fit an existing melody over a four-chord backing track. - Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. - Record melodies using letter notation. - Perform the leavers' song with confidence. 	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

	<p>Dynamics Tempo Timbre Texture Structure Pitch Notation</p> <p><u>Disciplinary Knowledge:</u> Listening and Evaluating Creating Sound Notation Improvising and composing Performing- singing and playing</p>		<ul style="list-style-type: none"> - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. - Performing a solo or taking a leadership role within a performance. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. - Performing by following a conductor’s cues and directions. - Using musical vocabulary to offer constructive and precise feedback on others’ performances. 		
<p>Unit 4</p>	<p><u>Unit Title:</u> Leaver’s Musical</p> <p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> - To develop vocal techniques - To develop performance techniques - To know how to work as an ensemble as well as developing solo opportunities <p><u>Prior Knowledge</u> This will be a celebration of the skills developed throughout their time at primary school</p> <p><u>Substantive knowledge:</u> Pulse Duration Dynamics</p>		<p><u>Unit Overview</u> Children to work as a class to learn, rehearse and prepare a celebratory musical including singing, drama and dance performance.</p>	<p><u>Pupils who are secure will be able to:</u></p> <p>Choose, prepare and perform a part in the end of your musical combining music, dance and drama techniques learned throughout their time in primary school. Secure children will perform confidently and produce a high quality performance.</p>	<p><i>Children enter to a whole school piece of music. This will be played in assemblies and whole school gatherings and change weekly.</i></p>

<p> Tempo Timbre Texture Structure Pitch Notation </p> <p> <u>Disciplinary Knowledge:</u> Listening and Evaluating Creating Sound Notation Improvising and composing Performing- singing and playing </p>				
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