

# MUSIC

## 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.

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.

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

## KS1 Pupils should be taught:

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:

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.

## Intent

The intention at St James' Primary School is firstly to help children feel they are musical and develop a lifelong love of Music. We focus on developing skills, knowledge and understanding that children need to become confident listeners, composers and performers. Our curriculum exposes children to music from different eras, cultures and styles. It teaches children to respect and appreciate the Music that they hear and the opinions of others when appraising Music.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music and listening and responding to the music that they hear. They will develop an understanding of history and cultural concepts through Music and will learn how Music can be recorded and written. Children will learn skills such as team working, cooperation, problem solving, presentation and performance skills. All of which are transferable to their general lives inside and outside of school.

St James' Primary School music scheme, Charanga, enables pupils to meet end of key stage expectations outlined by the National Curriculum.

## Implementation

To ensure high standards of teaching and learning in Music, we deliver a six lesson unit of work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition
3. Performing

Each unit combines these strands to create an engaging and enriching learning experience. Teachers should provide a weekly Music lesson. Through the use of the scheme children will be taught to sing fluently, confidently and expressively. They will be taught to play tuned and untuned instruments accurately and with control. They will learn to identify and name the interrelated dimensions of Music; pitch, duration, tempo, timbre, structure, texture and dynamics. Children at St James' take part in a weekly singing Collective Worship. There are many children who take part in individual lessons learning to play the guitar, piano, violin and drums. There is a KS2 choir who meet weekly to rehearse and practise singing a range of songs of different styles. The choir take part in local concerts where they sing alongside children from other schools in the area.

The Charanga Scheme follows a spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress by facing more complex tasks and completing simple tasks better as well as developing understanding and knowledge of the history of music, notation and a deeper understanding of the interrelated dimensions of music. Each lesson, pupils actively participate in musical activities taken from a range of styles and traditions. They appraise, share their thoughts and ideas about the music they have heard as a whole class developing their musical skills. Lessons include a range of teaching approaches such as paired work, group work and independent tasks. Lessons are practical and incorporate movement and dance elements as well as allowing teachers to make cross curricular links too. Guidance for teachers on how to deliver and differentiate their teaching accordingly is provided through the Charanga Scheme. This allows teachers to stretch and support those who need it during their Music lessons. Teachers have access to a range of percussion and non-percussion instruments. This year, in Year 3 pupils will learn to play the recorder, in Year 4 and Year 5 pupils will learn to play the glockenspiels and in Year 6 children will learn to play the ukulele. The Charanga Scheme provides knowledge organisers for each unit to support pupils in building a factual knowledge by recalling key facts and vocabulary. All teachers have access to the Charanga scheme where they are able to access videos and documents to support their subject knowledge. This provides relevant support and ongoing CPD for those teachers less confident in teaching Music. The Charanga Scheme is used at St James' Primary School to ensure teachers feel confident and supported with their teaching.

## Impact

The impact of the curriculum at St James' Primary School can be monitored through both formative and summative assessment opportunities. Each unit provides guidance for teachers in assessing pupils against learning objectives and highlights the expectation for those working at the expected standard and those working at greater depth. There are knowledge organisers for each unit which provides support for pupils with key learning visuals which encourage recall of practical skills, key knowledge and vocabulary.

After the implementation of the curriculum at St James' pupils should leave the school equipped with a range of skills to enable them to succeed in their secondary education and be able to enjoy and appreciate music.

## Coverage of key concepts

All musical learning in the Charanga scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning through Key Stage 1 and Key stage 2. In Key stage 1 these dimensions beginning with the foundation of pulse, rhythm and pitch and then new dimensions are added and developed as they progress through Key Stage 2.

### The Interrelated Dimensions of Music

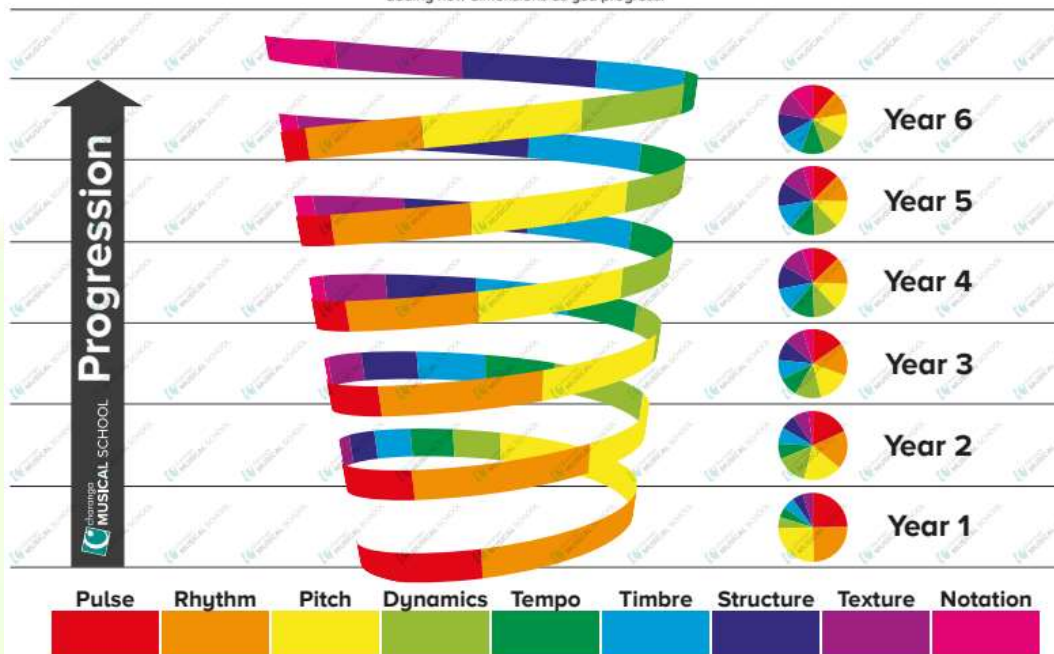
Progression through Charanga Musical School



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

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

This represents an ever increasing spiral of musical learning.



## Skills and Knowledge

	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Musicianship:</b> <b>Understanding Music</b></p> <p>All pupils will use body percussion instruments and voices in the key centres of: c major, f major, g major, a minor</p>		<p>Pupils will use body percussion instruments and voices in the key centres of: c major, f major, g major, a minor</p> <p>Find and try to keep a steady beat together</p>	<p>Pupils will use body percussion instruments and voices in the key centres of: c major, g major, a minor</p> <p>Find and try to keep a steady beat as a group.</p>	<p>Pupils will use body percussion instruments and voices in the key centres of: c major, f major, g major, a minor in the time signatures of 2/4 ¾/ and 4/4</p> <p>Find and keep a steady beat independently.</p> <p>Copy back and improvise simple rhythmic patterns using minims,</p>	<p>Pupils will use body percussion instruments and voices in the key centres of: c major, f major, g major, a minor in the time signatures of 2/4 ¾/ and 4/4</p> <p>Listen and copy made of semi breves,</p>	<p>Listen and copy rhythmic patterns, dotted minims, minims, dotted crochets, dotted quavers, triplet quavers, quavers, semi quavers and their rest by ear or from notation</p>	<p>Copy back and improvise simple melodic patterns using the notes DEFGA CDEFGAB GABCDEF# DEF#GABC# ABCDEFG</p>

		<p>Understand the difference between creating a rhythm pattern and a pitch pattern</p> <p>Copy back very simple rhythmic patterns using long and short</p> <p>Copy back very simple melodic patterns using high and low</p> <p>Complete vocal warm ups with a copy back option to use solfa</p>	<p>Copy back simple (more complex than Yr 1) rhythmic patterns using long and short</p> <p>To copy back simple melodic patterns</p> <p>To have an awareness of pulse/beat when listening, moving to and performing music.</p> <p>To understand and use basic differences in pitch (high and low) and note duration (long and short)</p> <p>To understand the basic concepts of improvisation and composition. To introduce a performance.</p>	<p>crochets, quavers and their rests.</p> <p>Copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC</p>	<p>minims, dotted crochets, crochets, quavers, semi quavers and their rests by ear or from notation.</p> <p>Copy back and improvise simple melodic patterns using the notes CDE, CDEGA GAB, GABDE, FGA, ABCDEFG</p>	<p>Copy back and improvise simple melodic patterns using the notes CDE, CDEFGAB, DEF#GA ABCDEF#G FGABbCDE GABCDEF#</p>	
	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Listening: Respond/analyse</b></p>	<p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of</p>	<p>Move and dance with the music</p> <p>When listening to a piece of music, find the steady beat</p>	<p>Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changing in tempo.</p>	<p>Share your thoughts and feelings about the music together.</p> <p>Find the beat or groove of the music.</p>	<p>Talk about the words of a song.</p> <p>Think about why the song or piece of music was written.</p>	<p>Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements.</p>	<p>Identify the musical style of a song using some musical vocabulary to discuss its musical elements.</p>

	<p>the nursery rhymes.</p> <p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop star</p>	<p>Talk about feeling created by the music</p> <p>Recognise some band and orchestral instruments</p> <p>Describe tempo as fast or slow</p> <p>Describe dynamics as loud and quiet</p> <p>Join in sections of the song e.g chorus</p> <p>Begin to understand where the music fits in the world</p> <p>Begin to understand about different styles of music.</p>	<p>Walk in time to the beat of the Music.</p> <p>Identify the beat groupings e.g 2-time, 3-time etc</p> <p>Move and dance with the music Confidently.</p> <p>Talk about how the music makes you feel.</p> <p>Find different steady beats.</p> <p>Confidently describe the tempo as fast or slow.</p> <p>Confidently describe the dynamics as loud or quiet.</p> <p>Join in sections of the song, e.g call and response.</p> <p>Start to talk about the style of a piece of music.</p> <p>Talk about some band and orchestral instruments.</p>	<p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Invent different actions to move in time with the music.</p> <p>Talk about what the song or piece of music means.</p> <p>Identify the instruments that can be heard playing.</p> <p>Talk about the style of music.</p>	<p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4 and 4/4 metre.</p> <p>Identify tempo as fast, slow or steady.</p> <p>Recognise the style of music you are listening to.</p> <p>Discuss the structures of the songs.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Call and response</li> <li>• A solo vocal or instrumental line and the rest of the ensemble</li> <li>• A change of texture</li> <li>• Articulation certain words</li> <li>• Programme music</li> </ul> <p>Explain what a main theme is and identify when it is repeated</p> <p>Know and understand what a</p>	<p>Identify 2/4, 3/4, 6/8, 5/4 metre.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Explain rapping.</p>	<p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organs, congas, pianos, synthesizers, and vocal techniques such as scat singing.</p> <p>Identify major and minor tonality, chord triads, I, IV and V, and intervals within a major scale.</p> <p>Know and understand what a musical introduction and outro is, and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, rock band, symphony orchestra and A Cappella groups.</p>
--	--	---	---	--	---	---	--



			<p>Start to talk about where music might fit into the world.</p>	<p>musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality</p> <p>Recognise the sound and notes of the pentadic scale by ear and from notation.</p> <p>Describe legato and staccato</p> <p>Recognise the following styles and any important musical features that distinguish the styles: 20<sup>th</sup> and 21<sup>st</sup> century orchestral, reggae, soul, R and B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music</p>	<p>Recognise the following styles and any important musical features that distinguish the styles: 20<sup>th</sup> and 21<sup>st</sup> century orchestral, gospel, pop, minimalism, rock n roll, south African, contemporary jazz, reggae, film music, hip hop, funk, romantic and musicals.</p>	<p>Recognise the following styles and any key musical features that distinguish the style: 20<sup>th</sup> and 21<sup>st</sup> century orchestral, soul, pop, hip hop, jazz: swing, rock, disco, romantic, Zimbabwean Pop, R &amp; B, folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>	
	YR	Y1	Y2	Y3	Y4	Y5	Y6

<p><b>Singing</b></p> <p><b>All years groups to demonstrate a good singing posture.</b></p> <p><b>All pupils will rehearse and learn songs from memory and/or with notation.</b></p>	<p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>To know songs have sections.</p> <p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p>	<p>Sing, rap, rhyme, chant and use spoken word.</p> <p>Demonstrate a good singing posture.</p> <p>Sing songs from memory.</p> <p>Copy back intervals of an octave and fifth (high, low).</p> <p>Sing in unison.</p>	<p>Sing as part of a choir.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of words.</p> <p>Sing in unison and sometimes in parts, and with more pitch accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Move confidently to a steady beat.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Join in sections of the song, e.g chorus</p> <p>Begin to understand where</p>	<p>Sing a widening range of unison songs, of varying styles and structures.</p> <p>Perform action confidently and in time to a range of action songs.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing with awareness of following the beat.</p> <p>Sing with attention to clear diction.</p> <p>Sing expressively, with attention to the meaning of words.</p> <p>Sing in unison.</p> <p>Understand and follow the leader or conductor.</p> <p>Copy back simple melodic phrases using the voice.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures 2/4, ¾, and 4/4</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'</p> <p>Sing expressively with attention to staccato and legato.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and their styles connect to the world.</p>	<p>Sing in 2/4,3/4,4/4 and 6/8 time.</p> <p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing a second part in a song.</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk confidently about how connected you feel to the music and how it connect in the world.</p> <p>Respond to a leader or conductor.</p>	<p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phasing, accurate pitching and appropriate styles.</p> <p>Sing in 2/4, 4/4/, ¾, 5/4 and 6/8.</p> <p>Sing without accompaniment.</p> <p>Sing syncopated melodic patterns.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used for the different styles of songs sung in this year.</p>
--	--	---	---	--	--	---	--

			<p>the music fits in the world.</p> <p>Begin to talk about and understand the style of music.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leaders directions and visual symbols.</p>				<p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Notation</b></p> <p>All Pupils will explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p>		<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of CDEFG FGA GBD</p>	<p>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of CDFGAB GABCDEF# FGABbcDE ABCDE</p> <p>Identify hand signals as notation and recognise music notation on a staff for five lines.</p>	<p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers, semi quavers and simple combinations of CDEFGAB FGABbc GABCDE EF#G#AB</p> <p>Read and respond to semibreves, minims, crotchets, and paired quavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble Clef</li> <li>• Time signature</li> <li>• Lines and spaces on the stave</li> </ul>	<p>Explore standard notation using semibreves, minims, dotted crotchets, crotchets, quavers and semi quavers, and simple combinations of: CDEFGAB FGABbc GABCDEF# DEF#GABC</p> <p>Read and respond to semibreves, minims, dotted crotchets, quavers and semi quavers.</p> <p>Identify and understand the difference between</p>	<p>Explore standard notation, using dotted crotchets, crotchets, quavers and semi quavers and simple combinations of CDEFGAB FGABbcDE GABCDEF# CGAbBb GG#ABbc DEFGABC EbFGAbBbCd</p> <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p>	<p>Explore standard notation, using dotted crotchets, dotted minims, crotchets, triplet crotchets, quavers, dotted quavers, and semi quavers and simple combinations of CDEFGAB FGABbcDE FGAbBbcDEb GABbcDEB GABBCDEF# DEFGA DEF#ABC# EF#GG#ABCC# EbFGAbBbCD</p>



		DEF#GA DAC		Identify and understand the differences between crotchets and paired quavers.  Apply spoken word to rhythms, understanding how to link each syllable to one musical note.	minims, crotchets, paired quavers and rests.  Read and perform pitch notation within a range.  Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	Recognise how notes are grouped when notated.  Identify the staff and symbols on the staff (such as the treble clef), the name of the notes on the line and in spaces, barlines, a flat sign and a sharp sign.  Understand the differences between semibreves, minims, crotchets and crotchets rests, paired quavers and semiquavers.  Understand the differences between 2/4, 3/4 and 4/4 time signatures.  Read and perform pitch notation within an octave.	Recognise how notes are grouped when notated.
	YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>Playing instruments</b>  <b>Yr 2 – Recorders (Spring)</b>		Rehearse and learn to play a very simple melodic instrumental part by ear or from	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F Major, D major and E major.	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in

<p>Year 3- Recorders (Autumn)</p> <p>Year 4- Glockenspeils</p> <p>Year 5- Keyboard</p> <p>Year 6- Ukelele</p>		<p>simple notation, in C major, F Major, D major and D minor.</p>	<p>C major, F Major, D major and D minor.</p>	<p>Develop facility in playing tuned percussion or a melodic instruments such as a violin or a recorder.</p>	<p>major, F Major, G major and D major.</p>	<p>C major, F Major, G major and Eb major, C minor and D minor.</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following written notation as a group leading to interpedently.</p>	<p>C major, F Major, G major, D major, E major, A major, Eb major, D minor and F minor.</p> <p>Play melodies following adult notation written on one stave and using notes within an octave range.</p> <p>Make decisions about dynamic range including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Creating: Improvising</b></p>	<p>Explore and Create:</p> <p>To know that we can move with the pulse of the music.</p> <p>To know that the words of songs can tell stories and paint pictures.</p>	<p>Explore improvisation within a major and minor scale using the notes</p> <p>CDE DEA FGA DFG</p> <p>Improvise simple vocal patterns using Question and Answer phrases</p>	<p>Explore improvisation within a major scale using the notes:</p> <p>CDE CGA GAB FGA</p> <p>Work with a partner and in the class to improvise simple Question and answer phrases, to be sung and played on untuned percussion,</p>	<p>Explore improvisation within a major scale using the notes:</p> <p>CDE CDEFG CDEGA GAB GABDE GABCD FGA FGACD</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole</p>	<p>Explore improvisation within a major scale using the notes:</p> <p>DCE CDEGA CDEFG DEF#AB DEFGA</p> <p>Improvise a limited range of pitches on the instrument you are learning, making use of musical features, including smooth and detached articulation.</p>	<p>Explore improvisation within a major scale using the notes:</p> <p>CDEbFG CDEFG CDEGA FGABbC DEFGA</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p>	<p>Explore improvisation within a major scale, using the notes:</p> <p>CDEFG GABbCD GABCD FGACD</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic</p>

		Understand the difference between creating rhythm pattern and a pitch pattern.	creating a musical conversation.	class/group/individual/instrumental teaching) Compose over simple groove. Compose over a drone. Structure musical ideas (eg using echo or Question and Answer phrases) to create music that has a beginning middle and an end.	Improvise over a simple chord progression. Improvise over a groove.	Experiment with using a wider range of dynamics, including very loud, very quiet, moderately loud, and moderately quiet.	shape with varied dynamics and articulation.
	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Creating: Composing</b></p> <p>Use Music technology, if available to capture, change and combine sounds.</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p>		<p>Explore and create graphic scores:</p> <p>With support, create a story, choosing and playing classroom instruments and/or sound makers.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent your own symbols.</p> <p>Use simple notation if appropriate: Create a simple melody using</p>	<p>Explore and create graphic scores:</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate to keep a record of composed pieces.</p> <p>Create a story, choosing and playing classroom instruments and/or sound makers independently.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>Create a simple melody using crotchets and minims: CD CDE</p>	<p>Explore and create graphic scores:</p> <p>Compose over a simple chord progression.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone.</p> <p>Start to use simple structures within compositions eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion using known rhythms and note values.</p> <p>Create a simple melody using crotchets, minims and perhaps paired quavers: CD CDE CDEG</p>	<p>Explore and create graphic scores:</p> <p>Compose know rhythmic notation with letter names, to create short, panatonic phrases using limited range of five pitches, suitable for the instruments being learnt.</p> <p>Create a melody using crotchets, minims, quavers and their rest.</p> <p>Use a pentatonic scale: CD CDE CDEG CDEGA Start on C CD CDE CDEF CDEFG Start on C AB ABC</p>	<p>Explore and create graphic scores:</p> <p>Create music in response to music and video stimulus.</p> <p>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte</p>	<p>Explore and create graphic scores:</p> <p>Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>

		<p>crotchets and minims:</p> <p>CD CDE CDEF CDEFG Start and end C</p> <p>FG FGA FGAC FGACD Start and end on the note F</p> <p>DF DFG DGA DFGAC Start and end on the note D</p>	<p>CDEF CDEFG Start and end on C</p> <p>GA GAB GABD GABDE Start and end on note G</p> <p>FG FGA FGAC FGACD Start and end on the note F.</p>	<p>CDEGA Start and end on C</p> <p>CD CDE CDEF CDEFG Start and end on C</p> <p>FG FGA FGAB<math>\flat</math> FGAB<math>\flat</math>C Start and end on F</p> <p>GA GAB GABD GABDE Start and end on G</p>	<p>ABCD ABCDE Start and end on the note A</p> <p>DE DEF DEFG DEFGA Start and end on D</p> <p>GA GAB GABD GABDE Start and end on G</p>	<p>(moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys.</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: F, G F, G, A F, G, A, B<math>\flat</math> F, G, A, B<math>\flat</math>, C Start and end on the note F (F major) G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major)</p> <p>G, A G, A, B G, A, B, D, G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p>	<p>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)</p> <p>F, G F, G, Ab F, G, Ab, B<math>\flat</math> F, G, Ab, B<math>\flat</math>, C Start and end on the note F (F minor)</p>
--	--	--	---	---	---	--	--

						<p>Eb, F Eb, F, G Eb, F, G, Bb</p> <p>Eb, F, G, Bb, C Start and end on the note Eb (Eb major)</p>	
<p><b>Performing</b></p>	<p>To know a performance is sharing music.</p> <p>To perform any of the nursery rhymes by singing</p> <p>To perform any of the nursery rhymes by adding actions</p> <p>To perform any of the nursery rhymes by adding dance.</p> <p>To Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.</p>	<p>Enjoy and have fun performing.</p> <p>Choose a song/songs to perform to a well-known audience.</p> <p>Prepare a song to perform.</p> <p>Communicate the meaning of the song.</p> <p>Add actions to the song.</p> <p>Play some simple instrumental parts.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Talk about the difference between rehearsing a song and performing it.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</p> <p>Perhaps perform in smaller groups, as well as the whole class.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</p> <p>Perform from memory or with notation. Understand the value of choreographing any aspect of a performance.</p> <p>A student or a group of students rehearse and lead parts of the performance.</p> <p>Understand the importance of the</p>



					<p>Use the structure of the song to communicate its mood and meaning in the performance.</p> <p>Talk about what the rehearsal and performance has taught the student.</p> <p>Understand how the individual fits within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different</p>	<p>historical and cultural context of the song.</p> <p>A student leads part of the rehearsal and part of the performance.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect how future performances might be different.</p>	<p>performing space and how to use it.</p> <p>Record the performance and compare it to a previous performance.</p> <p>Collect feedback from the audience and reflect how the audience believed in the performance.</p> <p>Discuss how the performance might change if it was repeated in a larger/smaller performance space</p>
--	--	--	--	--	--	--	---

## Key Vocabulary

	YR	Y1	Y2	Y3	Y4	Y5	Y6
		pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk,	question and answer, melody, dynamics, tempo, electric guitar, rock, glockenspiel	structure, introduction, verse, chorus, synthesizer, hook, melody, texture and structure, riff, pentatonic scale	pentatonic scale, unison, Rhythm patterns, Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, unison, solo, Unison, by ear, backing vocal, :	bridge, backbeat, amplifier, dynamics, Appraising, syncopation, structure, Swing, tune/head, note values, note names, ballad, tag ending, Old-school Hip Hop, deck, backing	style indicators, Neo Soul, producer, groove, Motown, Blues, Jazz, ostinato, phrases, unison, Urban Gospel, cover, harmony, turntablist, DJing, producer, Electronic and Acoustic music.

		groove, audience, imagination			Acoustic guitar, percussion, pentatonic scale.	loops, Funk, scratching.	
--	--	----------------------------------	--	--	--	-----------------------------	--

