

## Reception- Music Curriculum Map

The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

It is important that children have regular opportunities to engage with the arts,

The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear and respond to.

Creative expression takes place when children are given time and space with reassurance and encouragement from adults.

From 'The National Curriculum expectations in the Expressive Arts for EYFS'

Topic	Singing	Listening- with concentration.	Improvisation and Composition	Play tuned and Untuned Instruments
<b>NC Expectations</b>	Sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others.	Begin to listen with concentration with 'Listening Ears.'	Experiment with, create, select and combine sounds imaginatively. Children will create in small groups (Links with Personal, Social and Emotional Development- <i>and through the extensions socialise amongst their friends in the setting.</i> )	Children perform songs, rhymes, poems and stories with others. Play tuned and untuned instruments.
<b>Guide to Activities for Progression of Skills</b>	<p><b>In Year Reception children will:</b></p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Sing echo songs.</li> <li>Perform movements to a steady beat.</li> <li>Explore singing at different speeds and pitch to create moods and feelings.</li> <li>Discover how to use the voice to create loud and soft sounds.</li> <li>Talk about the music they hear and sing.</li> </ul>	<p><b>In Year Reception children will:</b></p> <ul style="list-style-type: none"> <li>Express feelings in music by responding to different moods in the music.</li> <li>Listen to music and respond by using hand and/or body movements.</li> <li>Listen to different sounds (e.g. animal sounds) and respond with voice and movement.</li> <li>Talk about the music they hear and sing.</li> </ul> <p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p><b>In Year Reception children will:</b></p> <ul style="list-style-type: none"> <li>Investigate how to make different sounds e.g. high, low, long and short.</li> <li>Investigate different ways to play the instruments.</li> <li>Create musical sound effects in response to stimuli.</li> <li>Investigate a variety of ways to create sound with different materials.</li> <li>With help combine sounds to make a story, thinking carefully and choosing instruments or sound makers.</li> <li>Improvise with imagination.</li> <li>Talk about the music they are creating.</li> </ul>	<p><b>In Reception children will:</b></p> <ul style="list-style-type: none"> <li>Experiment with performing songs and music together with body movements to a steady beat.</li> <li>Keep the beat using hands, and tuned and untuned instruments.</li> <li>Learn to play as directed by the leader.</li> <li>Begin to understand that different instruments make different sounds.</li> <li>Copy back short rhythmic phrases on body percussion.</li> <li>Treat instruments carefully and with respect and play them in a controlled way.</li> <li>Talk about the music they are playing starting to use musical vocabulary.</li> </ul>
<b>Assessment of Progression of Skills</b>	<p>I can sing a wide range of well-known nursery rhymes and songs.</p> <p>I can sing echo songs.</p> <p>I can perform movements to a steady beat.</p> <p>I can recognise that music is 'fast' or 'slow.'</p>	<p>I can talk about the music I am listening to.</p> <p>I can respond to music and use hand and body movements.</p> <p>I can express feelings in music.</p> <p>I know that music often has more than one instrument being played at a time.</p>	<p>I can investigate different ways to play the instruments.</p> <p>I can combine sounds to make a story.</p> <p>I can investigate high, low, long and short sounds.</p> <p>I understand what high and low notes are.</p> <p>I understand that instruments can be played loudly or softly.</p>	<p>I can copy back short rhythmic phrases on body percussion.</p> <p>I can treat instruments with respect.</p> <p>I am starting to use musical vocabulary.</p> <p>I know that a signal can tell us when to stop</p>

Planning for Progression in Music lessons	Term 1	Term 2	Term 3 Composition Term	Term 4	Term 5	Term 6
	<p><b>Charanga Original</b> Autumn 1-Me Warm ups and songs. <i>Sing well known nursery rhymes and songs.</i></p> <p>Body Sounds from '<b>High and Low Dolly Pepper</b>'</p> <p>'Clap your Hands Follow Me'</p> <p><i>Copy back short rhythmic phrases on body percussion</i></p>	<p>Listen and Watch 'Autumn from The Four Seasons by Vivaldi.</p> <p>Charanga Autumn 2: My Stories <i>Sing well known nursery rhymes and songs.</i></p> <p>Environmental Sounds from '<b>High and Low Dolly Pepper</b>' <i>Investigate different ways of playing instruments. Timbre, duration</i></p> <p>'<b>Singing Phonics</b>' Book 2</p> <p>Singing Christmas Songs for Performance.</p>	<p><b>Music Express EYFS</b> 'Please Mr. Noah! and 'The Three Bears,' Focusing on high, low and medium pitch. <i>Combine sounds to make a story. Talk about the music they are creating.</i></p>	<p><b>Music Express EYFS</b> Structure and Texture <b>Charanga Year 1 Spring 2</b> Warm Ups- <i>Pulse, pitch, rhythm</i></p> <p><b>Charanga Reception Spring 2</b> Our World. Introduction to playing a chime bar drone. <i>Keeping the beat with an instrument.</i></p>	<p><b>Charanga</b> Year 1 Round and Round unit, <i>starting to hear the musical terms- rhythm, pulse, pitch.</i> Play instruments with song and start to make up sounds. Improvise.</p> <p><b>Rock Steady Feel Good Fridays-</b> musical games and singing using Makaton</p>	<p><b>Charanga</b> Reception Summer 6 Reflect, rewind and Replay</p> <p><b>Rock Steady Feel Good Fridays-</b> <i>musical games using the inter-related dimensions of music and singing using Makaton</i></p>

	Pitch	Timbre	Texture	Structure	Notation	Tempo	Dynamics	Duration
Guide to Progression of Knowledge	To understand what 'high' and 'low' notes are.	To start to understand that different instruments have a particular character.	To know that music often has more than one instrument being played at a time.	To recognise the chorus of a familiar song.	To know that signals can tell us when to start and stop.	To recognise that music is 'fast' or 'slow.' To understand that we can match our body movements to the speed (tempo) or beat of the music.	To understand that instruments can be played loudly or softly.	To know that some sounds are long and some are short.
Music Vocabulary	<i>Dynamics, rhythm, pulse, beat, pitch, duration, dynamics, tempo, timbre, texture, tonic solfa, compose, orchestra, percussion, drum, woodblock, double woodblock, triangle, castanets, maracas, guiro, bongos, triangle, pitched percussion, chime bars, xylophone, classical, brass, percussion, strings, woodwind.</i>							

## Year 1- Music Curriculum Plan

National Curriculum Objectives	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Play tuned and untuned instruments musically.	1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 2. Listen with concentration and understanding to a range of high quality live and recorded music.
Topics	<p><b>Term 3</b> <b>Improvisation and Composition</b> Adapt London Sinfonietta composition plans using graphic scoring. These can be used to building a composition based on The Seasons Theme- (links with Science)</p> <p>Charanga Model Music Curriculum Spring 1 -Musical Spotlight-Exploring Sounds. Social Question: How does Music Make the World a Better Place?</p> <p>Experimenting with making sound effects to a story which they know (links with English)</p>	<p><b>Term 6</b> <b>Play Tuned and untuned Instruments</b></p> <p>Charanga Summer 2-Musical Spotlight Let's Perform Together. Social Question: How does Music Teach us about Looking after Our Planet? Learning to play the chime bars as accompaniment.</p> <p>Music Express-</p> <p>Rock Steady- Feel Good Friday-Understanding the Elements of music through games and activities, singing songs with Makaton</p>	<p><b>Cross Curricular-</b> <b>Singing-using the voice expressively and creatively</b> <b>Listening- with concentration and Understanding</b></p> <p><b>Cultural Capital:</b> What musical opportunities are there in the locality that we can part of? Music Cluster events with local schools. Wiltshire Music events and education opportunities. Who are the performers who we can invite to the school or can go and see? <b>R.E:</b> Singing Hymns in Mass and Hymn Practice. Listening to music every week which links with the theme of Celebration of the Word. <b>Science:</b> Listen and discuss music from Vivaldi's Four Seasons. Composition based on The Seasons. Singing The 4 Seasons Song</p> <p><b>History:</b> Prehistory- Dinosaur Songs and rhythms. 'Dinosaurs' Songs on Charanga Freestyle KS1 Topics. Castles, Kings and Queens – songs, musical stories about kings and queens, 'The Poor King' from Singing Sherlock. 'The Hairy Scarey Castle' from 'Three Singing Pigs.'</p> <p><b>Geography:</b> Listening to Music from around the World. Singing 'The Continents Song' from YouTube. Singing songs from around the world. 'Banana Rap' to Calypso style from Charanga <b>P.S.H.E.</b> Friendship songs.</p> <p><b>English Texts:</b> Experimenting with making sound effects to a story with body percussion or percussion instruments (links with composition)</p>
Guide to Activities to be covered for Progression Of Skills and knowledge	<p>In Year 1 children will:</p> <ul style="list-style-type: none"> <li>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</li> <li>Respond to the pulse in recorded/live music through movement and dance,</li> <li>Perform short copycat rhythm patterns accurately, led by the teacher.</li> <li>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</li> <li>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</li> <li>Investigate how to make different sounds e.g. high, low, long, short.</li> <li>Investigate different ways to play the instruments carefully to create the right sounds.</li> </ul>	<p>In Year 1 children will:</p> <ul style="list-style-type: none"> <li>Learn to play a pitched instrument.</li> <li>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. (Link with term 3 work)</li> <li>Begin to explore notation.</li> <li>Keep the beat using hands, and tuned and untuned instruments and try to play the right notes.</li> <li>Start to understand that different instruments make different sounds and group them accordingly. (timbre)</li> <li>Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> <li>Treat instruments carefully and with respect and play them in a controlled way.</li> <li>Start to understand how to rehearse their part.</li> </ul> <p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>	<p>In Year 1 children will:</p> <ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Sing simple songs, chants and rhymes from memory responding to simple visual directions and counting in.</li> <li>Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs (e.g. Dr Knickerbocker).</li> <li>Sing call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</li> <li>Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>Sing songs for Nativity performance from memory.</li> <li>Begin to demonstrate good singing posture-standing up straight with relaxed shoulders.</li> <li>Maybe sing a solo.</li> <li>Try to follow the leader or conductor.</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>Listen to sounds in the local school environment, comparing high and low sounds.</li> <li>Describe their thoughts and feelings when listening to music, including why they like or don't like the music.</li> <li>Talk about any instruments they might hear and perhaps identify them.</li> <li>Recognise some band and orchestral instruments.</li> <li>Identify fast or slow tempo.</li> <li>Identify loud and quiet sounds as an introduction to understanding dynamics. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>Explore percussion sounds to make or enhance a story, thinking carefully and choosing instruments or sound makers.</li> <li>Create different words to a well-known song.</li> </ul>							
Assessment of Progression of Skills	<p>I can perform word pattern chants.</p> <p>I can investigate different ways to play instruments carefully to create the right sounds.</p> <p>I can keep a steady beat.</p> <p>I know that 'pulse' is the steady beat that goes through music.</p>	<p>I can learn to play a pitched instrument.</p> <p>I can follow pictures and symbols to guide singing and playing.</p> <p>I can treat instruments carefully and with respect.</p>	<p>I can sing songs for a performance from memory.</p> <p>I can follow the leader.</p> <p>I can recognise some band and orchestral instruments.</p> <p>I know fast and slow tempo.</p> <p>I can recognise if music has a verse and chorus.</p>					
<b>Guide to Progression of Knowledge of The Inter-related dimensions of Music</b>	<b>Pitch</b>	<b>Duration</b>	<b>Timbre</b>	<b>Texture</b>	<b>Structure</b>	<b>Notation</b>	<b>Tempo</b>	<b>Dynamics</b>
	To begin to understand that pitch means how high or low a note sounds. To begin to understand that 'tuned' instruments play more than one pitch.	To begin to understand that notes can be long or short and that is duration.	To begin to understand that 'timbre' means the quality of sound. To know that the voice can create different timbres to tell a story.	To begin to understand that music has layers called 'texture.'	To begin to understand that music can have more than one section e.g. verse, chorus.	To begin to understand that music can be represented by pictures of symbols.	To know fast or slow tempo.	To begin to understand that dynamics means how loud or soft a sound is.
Music Vocabulary (ongoing)	<i>Dynamics, rhythm, pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, tonic solfa, improvise, improvisation, compose, composition, orchestra, percussion, woodblock, double woodblock, triangle, castanets, maracas, guiro, bongos, triangle, pitched percussion, chime bars, xylophone, metallophone, glockenspiel, notation, ostinato, melody, graphic score, classical, blues, rock and roll, jazz, crotchet, brass orchestra, strings, woodwind.</i>							

## Year 2- Music Curriculum Plan

National Curriculum Objectives	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Play tuned and untuned instruments musically.	1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 2. Listen with concentration and understanding to a range of high quality live and recorded music.
Topics	<p><b>Term 3</b> <b>Improvisation and Composition</b></p> <p>Adapted London Sinfonietta composition plans using graphic scoring. Composition based on The Great Fire of London Theme- (links with History) Charanga Model Music Curriculum Spring 1 -Musial Spotlight-Inventing a Musical Story Social Question: How does Music Make the World a Better Place? Perform compositions to another class or the school, parents?</p>	<p><b>Term 6</b> <b>Play Tuned and Untuned Instruments</b></p> <p>Use Charanga recorder lessons from Instruments section covering notes B, A, G</p> <p>Use the Rhythm grid activity from Charanga Freestyle-creative Tools to re-enforce the rhythms used in the recorder classes.</p> <p>Perform what they have learnt at the end of term.</p>	<p><b>Cross Curricular-</b> <b>Singing-using the voice expressively and creatively</b> <b>Listening- with concentration and understanding</b></p> <p><b>Cultural Capital:</b> What musical opportunities are there in the locality that we can part of? Music Cluster events with local schools. Wiltshire Music events and education opportunities. Who are the performers who we can invite to the school or can go and see? <b>R.E:</b> Singing Hymns in Mass and in Hymn practice. Listening to music every week which links with the theme of Celebration of the Word. <b>Science:</b> Singing warm up songs based on the topic that term. Use rhythms of key words for body percussion games.</p> <p><b>History:</b> Listen to famous Baroque composers Vivaldi, Bach, Handel etc. who composed at the time of The Great Fire of London. <b>Geography:</b> Listen to some traditional music from a different culture that you are investigating and explore the instruments.</p>
Guide to Activities to be covered for Progression of Skills and Knowledge	<p>In Year 2 children will:</p> <ul style="list-style-type: none"> <li>Continue to investigate different ways to play the instruments carefully to create the right sounds.</li> <li>Create musical sound effects and short sequences in response to non- musical stimuli. (e.g. a storm, a car race, or a rocket launch).</li> <li>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>Use graphic symbols, dot notation or stick notation, as appropriate, to keep a record of composed pieces.</li> <li>Talk about why instruments were chosen for a composition and what effects you were hoping to create.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> <li>Begin to understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>Begin to improvise using simple rhythms and using question and answer phrases.</li> <li>Make up some different words to a well-known song.</li> </ul>	<p>In Year 2 children will:</p> <ul style="list-style-type: none"> <li>Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising <b>tempo as well as changes in tempo</b>.</li> <li>Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato).</li> <li>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> <li>Understand that different instruments make different sounds and group them accordingly. (timbre)</li> <li>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> <li>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</li> <li>Respond to rhythm patterns, and begin to represent them with stick notation including crotchets, quavers and crotchets rests.</li> </ul> <p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>	<p>In Year 2 children will:</p> <p><b>1. Singing</b></p> <ul style="list-style-type: none"> <li>Sing songs regularly with a pitch range of do-so with increasing control.</li> <li>Sing with a sense of the shape of the melody.</li> <li>Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</li> <li>Sing short phrases independently within a singing game or short song.</li> <li>Respond independently to <b>pitch</b> changes heard in short melodic phrases indicating with actions (e.g. stand up/sit down, hands high/hands low).</li> <li>Sing words clearly and breathing at the end of phrases.</li> <li>Start to convey mood or meaning of the song.</li> <li>Follow a leader (teacher) starting and stopping together.</li> <li>Know the meaning of dynamics (loud/quiet), and tempo (fast/slow) and to demonstrate these when singing by responding to the leader's directions.</li> </ul> <p><b>2. Listening (which includes all musical activities.)</b></p> <ul style="list-style-type: none"> <li>Begin to use musical vocabulary to describe the music they are listening to.</li> <li>Begin to recognise timbre changes in the music they listen to.</li> <li>Recognise simple structural features in the music they listen to. E.g. Verse chorus</li> <li>Notice how music can be used to create different moods and effects and to communicate idea.</li> <li>Begin to sort music into different genres.</li> <li>Begin to sort instruments into different types. Orchestral- strings, brass, woodwind, percussion.</li> </ul> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>
Assessment of Progression of Skills	<p>I can create musical sound effects. I can create short sequences. I can work with a partner to improvise simple question and answer phrases. I can use graphic scoring and understand that the symbols represent sounds.</p>	<p>I understand that the speed of the beat can change, creating a faster or slower pace (<b>tempo</b>). I can play copycat rhythms, copying a leader, and invent rhythms for other children to copy. I can recognise <b>staff notation</b> and beginning to follow it. I am beginning to recognise <b>crotchets, minims</b> and <b>rests</b>.</p>	<p>I can indicate with actions to show changes in <b>pitch</b>. I can sing words clearly and breath at the end of phrases.</p> <p>I know that <b>dynamics</b> tells you whether a piece of music is played loudly or quietly.</p> <p>I can discuss music using some musical language. (<b>dynamics, rhythm, pulse, pitch, duration</b>)</p>

	Pitch	Timbre	Duration	Texture	Structure	Notation	Tempo	Dynamics
<b>Guide to Progression of Knowledge of The Inter-related dimensions of Music</b>	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To know that a tune is made up of high and low pitches.	To know that musical instruments can be used to imitate 'real life' sound effects. (As used in Great Fire of London compositions.)	To begin to understand that duration means how long a note, phrase or whole piece of music lasts. To know that long and short notes can make up a rhythm.	To begin to understand that if more than one instrument is playing it creates Texture and the more instruments the 'thicker' the texture	To begin to understand that structure means the organisation of sounds within music e.g. chorus and verse pattern in a song. To begin to understand that a graphic score can show a picture of the structure and/or structure of the music.	To begin to understand that notation means writing down a piece of music so someone else can play it. Understand that music can be represented by pictures or symbols.	To know that tempo refers to how fast or slow a piece of music is. To begin to understand that the tempo of a piece of music can be changed to achieve a different effect.	To know that dynamics tell you whether a piece of music is quiet or loud. To begin to understand that dynamics can change the effect that the sound has on the audience.
Music Vocabulary (ongoing)	<i>Dynamics, rhythm, pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, tonic solfa, improvise, improvisation, compose, composition, orchestra, percussion, woodblock, double woodblock, triangle, castanets, maracas, guiro, bongos, triangle, pitched percussion, chime bars, xylophone, metallophone, glockenspiel, notation, ostinato, melody, graphic score, classical, blues, rock and roll, jazz, crotchet, brass orchestra, strings, woodwind.</i>							

## Year 3 Music Curriculum Plan

National Curriculum Objectives	2. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	1. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. 4. Use and understand staff and other musical notations.	1. Play and perform in solo and ensemble contexts, using their voices..., with increasing accuracy, fluency, control and expression. 3. Listen with attention and detail and recall sounds with increasing aural memory.	5. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. 6. Develop an understanding of the history of music.
Topics	<p><b>Term 3</b> <b>Improvisation and Composition</b></p> <p>Adapted London Sinfonietta plans for composition using graphic scoring. Possibly link with History Topic 'Stones, Bones, Stonehenge'</p> <p>Use Charanga MMC Spring 1- musical focus Compose using your imagination. Social question 'How does Music Make the World a better place?'</p> <p>Perform your Compositions to another class, KS2 or the school.</p>	<p><b>Term 6</b> <b>Play tuned and Untuned Instruments (First Access)</b> <b>Use and Understand staff notation</b></p> <p>Use Charanga lessons in Instruments to learn a pitched instrument.</p> <p>Using the rhythm grid from Charanga Freestyle.</p> <p>Using Rock Steady's 'Feel Good Friday' which builds on musical vocabulary and understanding.</p> <p>Twinkl has some musical rhythm cards which could be made into phrases to play.</p>	<p><b>Cross Curricular- Singing and Performing</b> <b>Listening- with attention to detail</b></p> <p><b>Cultural Capital:</b> What musical opportunities are there in the locality that we can part of? Music Cluster events with local schools. Wiltshire Music events and education opportunities to perform, watch or participate. Performers who we can invite to the school or can go and see.</p> <p><b>R.E:</b> Singing Hymns in Mass and in Hymn practice. Listening to music every week which links with the theme of the assembly in Celebration of the Word.</p> <p><b>Science:</b> Use rhythms from science vocabulary to play a rhythm game warm up. Find some songs about the topic as a warm up.</p> <p><b>History:</b> Romans-Songs from 'Celts and Romans' KS2 Topics in Charanga Freestyle. What sort of instruments did they play, for whom and when? Egyptians- 'Ancient Egyptians' songs from Charanga Freestyle KS2 Topics.</p> <p><b>Geography:</b> Listen to some traditional music from a different culture that you are investigating and explore the instruments.</p> <p><b>PSHE:</b> <b>English Texts:</b> <b>Art:</b></p>	<p><b>Cross Curricular</b> <b>Appreciate and understand</b> <b>Develop an Understanding of the History of music</b></p> <p><b>Cultural Capital:</b> What musical opportunities are there in the locality that we can part of? Music Cluster events with local schools. Wiltshire Music events and education opportunities to perform, watch or participate. Performers who we can invite to the school or can go and see.</p> <p><b>R.E:</b> Singing Hymns in Mass and in Hymn practice. Listening to music every week which links with the theme of the assembly in Celebration of the Word.</p> <p><b>History:</b> Romans-Songs from 'Celts and Romans' KS2 Topics in Charanga Freestyle. What sort of instruments did they play, for whom and when? Egyptians- 'Ancient Egyptians' songs from Charanga Freestyle KS2 Topics.</p> <p><b>Geography:</b> Listen to some traditional music from a different culture that you are investigating and explore the instruments.</p> <p><b>PSHE:</b> <b>English Texts:</b> <b>Art:</b></p>
Guide to Activities to be covered for Progression of Skills and Knowledge	<p>In Year 3 children will:</p> <ul style="list-style-type: none"> <li>Use pitched or unpitched instruments to play echo and question and answer phrases as modelled by the teacher using a limited note range of 2-3 notes C, D, E in C major on chime bars.</li> <li>Become more skilled improvising (using voice, tune and untuned percussion) and instruments played in whole-</li> </ul>	<p>In Year 3 children will:</p> <ul style="list-style-type: none"> <li>Develop facility in playing a tuned instrument, such as the chime bars or recorder as a class or in small groups.</li> <li>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi-</li> <li>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow.</li> </ul> <p>Extend to question-and-answer phrases. (* links with Improvisation).</p>	<p>In Year 3 children will:</p> <p><b>1.Singing •</b> Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression.</p> <ul style="list-style-type: none"> <li>Perform forte and piano, loud and soft.</li> <li>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</li> </ul>	<p>In Year 3 children will;</p> <ul style="list-style-type: none"> <li>Discuss the stylistic features of different genres, styles and traditions of music.</li> <li>Think about the different purposes of music throughout history and in other cultures.</li> <li>Start to understand that music from different times has</li> </ul>

	<p>class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names to create rising and falling phrases.</li> <li>Compose song accompaniments on untuned percussion using known rhythms and note values.</li> <li>Structure musical ideas to create music that has a beginning, middle and end.</li> <li>Compose in response to different stimuli, e.g. stories, verse, photos and musical sources.</li> <li>Work in a group with an awareness of the other children.</li> <li>Suggest and implement improvements to their own work, using musical vocabulary.</li> <li>Start to use letter names and rhythmic notation (graphic or staff) and use key musical vocabulary to label and record their compositions.</li> <li>Describe how their compositions were created and suggest ways they could be improved for a future performance.</li> </ul>	<ul style="list-style-type: none"> <li>Use dot notation to show higher or lower pitch. Also, be introduced to the <i>stave</i>, lines and spaces, and <i>clef</i> used in <i>musical notation</i>.</li> <li>Introduce and understand the differences between crotchets and paired quavers.</li> <li>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> <li>Play and perform melodies following staff notation using a small range of notes.</li> <li>Use crotchets, paired quavers and minims.</li> <li>Listen to and follow musical instructions from the leader.</li> <li>Play their instruments with good posture and technique.</li> <li>Treat instruments with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>Chant or sing in two parts(rounds) and partner songs</li> <li>Sing songs with a recognised structure (verse chorus/call and response)</li> <li>Use Makaton signs.</li> <li>Sing with attention to diction and the meaning of the words.</li> <li>Perform as a choir in school assemblies with an awareness of others.</li> <li>Demonstrate good singing posture.</li> <li>Follow the leader confidently.</li> <li>Show increasing awareness of pitch and awareness of the shape of the melody</li> <li>Compose words and actions to go with songs.</li> </ul> <p><b>2.Listening</b></p> <ul style="list-style-type: none"> <li>Be able to identify more instruments being played.</li> <li>Identify and describe their feelings when hearing music, including why they like or don't like the music.</li> <li>Start to recognise and explain changes within a piece of music using musical vocabulary.</li> </ul>	<p>different features.</p>				
<p>Assessment for Progression of skills</p>	<p>I can compose a piece of music with a structure of beginning, middle and end. I can echo a short musical phrase. I can improvise a short musical answer to a question and vice versa.</p>	<p>I can use dot notation to show higher or lower pitches. I know that a crotchet is worth one whole beat. I can play my instrument with good posture. I continue to use instruments with respect.</p>	<p>I can sing and recognise songs with a <i>structure</i> of verse and chorus. I can sing with attention to the meaning of the words. I can sing different <i>dynamics- piano</i> and <i>forte</i>. I can identify why I like or don't like the music starting to use musical vocabulary.</p>	<p>I can recognise when I hear more than one instrument playing and the texture changes. I can talk about how music makes me feel. I know at least one name of a genre of music.6666664</p>				
<p>Guide to Progression of Knowledge of The Inter-related dimensions of Music</p>	<p><b>Pitch</b> To begin to understand that a group of pitches in a song form a key and that key influences whether a song sounds happy or sad.</p>	<p><b>Timbre</b> To understand that the timbre of instruments played affect the mood and style of the music.</p>	<p><b>Duration</b> To know that different notes have different durations and that crotchets are worth one whole beat.</p>	<p><b>Texture</b> To know that many types of music consist of more than one layer of sound. To know that texture can change throughout a piece of music, or a song.</p>	<p><b>Structure</b> To know the 'verse chorus' in a song structure. To know that there are different structures in music.</p>	<p><b>Notation</b> To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p>	<p><b>Tempo</b> To know that we can work out the tempo of a piece of music by finding the 'pulse.'</p>	<p><b>Dynamics</b> To know that the word for loud in music is 'forte' and the word or quiet <small>Commented [NC1]:</small> To know that the word crescendo means getting gradually louder.</p>
<p>Music Vocabulary (ongoing)</p>	<p><i>Dynamics, rhythm, pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, bar ,tonic solfa, improvise, improvisation, compose, composition, orchestra, percussion, woodblock, double woodblock, triangle, castanets, maracas, guiro, bongos, triangle, pitched percussion, chime bars, xylophone, metallophone, glockenspiel, notation,, ostinato ,drone, melody, chord, graphic score, stave, clef, scale, key, genre, baroque, romantic, classical, contemporary, folk, jazz, blues, RAP, paired-quavers, crotchet, minim, dotted minim, semiquaver, brass, percussion, strings, woodwind, calypso, gamelan</i></p>							

## Year 4 Music Curriculum Plan

National Curriculum Objectives	2. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	1. Play and perform in solo and ensemble contexts... playing musical instruments with increasing accuracy, fluency, control and expression. 4. Use and understand staff and other musical notations.	1. Play and perform in solo and ensemble contexts, using their voices... with increasing accuracy, fluency, control and expression. 3. Listen with attention and detail and recall sounds with increasing aural memory.	5. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. 6. Develop an understanding of the history of music.
Topics	<p><b>Term 3</b> <b>Improvisation and Composition</b></p> <p>Planning Use adapted London Sinfonietta plans for composition using graphic scoring. Possibly link with History Topic. (cross curricular). Or Use Charanga MMC Spring 1-Compose with your Friends. Social Question: How does music Improve Our World. Or Use Charanga Original Scheme Spring term 1- Stop!</p> <p>Perform your composition to another class or the school.</p>	<p><b>Term 6</b> <b>Play tuned and Untuned Instruments (First Access)</b> <b>Use and Understand staff notation</b></p> <p>Use Charanga lessons in Instruments to learn a pitched instrument.</p> <p>Using the rhythm grid from Charanga.</p> <p>Using Rock Steady's 'Feel Good Friday' which builds on musical vocabulary and understanding.</p> <p>Twinkl has some musical rhythm cards which could made into phrases to play.</p>	<p><b>Cross Curricular- Singing and Performing</b> <b>Listening- with attention to detail</b></p> <p><u>Cultural Capital:</u> What musical opportunities are there in the locality that we can part of? Music Cluster events with local schools. Wiltshire Music events and education opportunities to perform, watch or participate. Performers who we can invite to the school or can go and see.</p> <p><u>R.E:</u> Singing Hymns in Mass and in Hymn practice. Listening to music every week which links with the theme of the assembly in Celebration of the Word.</p> <p><u>Science:</u> Use rhythms from science vocabulary to play a rhythm game warm up. Find some songs about the topic as a warm up.</p> <p><u>History:</u> Listen and talk about music from the Georgian Period. The Classical Period- which includes Mozart and Hayden Which instruments did they use? How did the orchestra change? Who watched the performances? Ancient Egyptians' songs from Charanga Freestyle KS2 Topics.</p> <p><u>P.S.H.E.</u></p> <p><u>English Texts:</u> Music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p><u>Geography:</u> _What traditional music do people listen to in Bethlehem, which instruments are used? Find out about the dances.</p>	<p><b>Cross Curricular</b> <b>Appreciate and understand</b> <b>Develop an Understanding of the History of music</b></p> <p><u>Cultural Capital:</u> What musical opportunities are there in the locality that we can part of? Music Cluster events with local schools. Wiltshire Music events and education opportunities to perform, watch or participate. Performers who we can invite to the school or can go and see. <u>R.E:</u> Singing Hymns in Mass and in Hymn practice. Listening to music every week which links with the theme of the assembly in Celebration of the Word.</p> <p><u>History:</u> Listen and talk about music from the Georgian Period. The Classical Period- which includes Mozart and Hayden Which instruments did they use? How did the orchestra change? Who watched the performances? <u>P.S.H.E.</u></p> <p><u>English Texts:</u></p> <p><u>Geography:</u> _What traditional music do people listen to in Bethlehem, which instruments are used? Find out about the dances.</p>

Guide to Activities to be covered for Progression of Skills and Knowledge	In Year 4 children will:		In Year 4 children will:		In Year 4 children will:		In Year 4 children will:	
	<ul style="list-style-type: none"> <li>Understand that improvisation is about making up their own very simple tunes on the spot.</li> <li>Improvise on a limited range of pitches on an instrument that they are learning-e.g. Chime Bars using musical features including <i>legato</i> and <i>staccato</i>.</li> <li>Follow a steady beat and stay in time</li> <li>Begin to improvise musically within a given style or range of notes. E.g. the pentatonic scale C D E G A</li> <li>Start and end on the home note C.</li> <li>Create a piece of music, song or rap with a clear beginning, middle and end.</li> <li>Try to compose music that combine layers of sounds (texture) and start to be aware of the effect.</li> <li>Capture and record composition by using letter names, graphic symbols, technology and rhythmic notation. Use key musical vocabulary to describe their pieces.</li> <li>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</li> <li>Use musical vocabulary to praise others' work. The teacher models how to suggest improvements to children's work. <ul style="list-style-type: none"> <li>Explain how their composition was created and if anything would be changed when performing again.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Play a pitched instrument learning the basic skills of that instrument over a term at least.</li> <li>Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.</li> <li>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</li> <li>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</li> <li>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> <li>Listen to and follow musical instructions from a leader.</li> <li>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>Experience the symbol of a rest in music.</li> <li>Use silence for effect in music.</li> <li>Play instruments with good posture and technique and treat instruments with respect.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to sing a broad range of unison songs with the range of an octave. (Do-Do) pitching accurately (in tune) and following directions for getting louder (crescendo) and quieter (decrescendo)</li> <li>Sing rounds and partner songs, being able to maintain the part.</li> <li>Sing a simple second part to introduce vocal <i>harmony</i>.</li> <li>Discuss the songs they are singing.</li> <li>Understand the importance of pronouncing the words in a song well and using good breathing.</li> <li>Perform a range of songs to an audience of adults, an assembly or other classes with increasing confidence.</li> <li>Sing from memory.</li> <li>Demonstrate good singing posture.</li> <li>Begin to understand that sense of occasion affects the performance.</li> <li><b>Listening</b></li> <li>Continue to recognise and identify instruments and numbers of instruments being played</li> </ul>		<ul style="list-style-type: none"> <li>Continue to recognise and identify instruments and numbers of instruments being played</li> <li>Compare music and express growing taste in music.</li> <li>Explain how the interrelated dimensions can be used together to compose music.</li> <li>Identify gradual dynamic and tempo changes within a piece of music.</li> <li>Use musical vocabulary to discuss the purpose of a piece of music.</li> <li>Be introduced to major and minor chords.</li> <li>Describe the different purposes of music throughout history and in other cultures.</li> <li>Understand that sense of occasion affects the performance.</li> <li>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</li> </ul>	
Assessment of Progression of Skills	I can improvise using the pentatonic scale. I can make up an ostinato. (repeated musical pattern) I can create contrasting sections in my composition.		I know that a crotchet is worth 1 beat and a minim is worth 2 whole beats. I can copy a short melodic phrase to a steady beat. I know that playing 'in time' means all performers playing at the same tempo.		I can sing in a round and I can keep my part going. I can sing a variety of songs getting louder and quieter when directed by the conductor. I can sing a simple second part to introduce harmony. I can perform with confidence. I can recognise and identify at least 10 instruments.		I can identify gradual changes of dynamics in a piece of music. I can use key musical vocabulary when talking about a piece of music. I can compare different pieces of music using musical vocabulary.	
Progression of Knowledge	<b>Pitch</b>	<b>Timbre</b>	<b>Duration</b>	<b>Texture</b>	<b>Structure</b>	<b>Notation</b>	<b>Tempo</b>	<b>Dynamics</b>
The Inter-related dimensions of Music	To begin to know that the bass line is the lowest pitch line of notes and a walking baseline (where patterns of notes go up and down) is common in rock and roll.	To begin to know that grouping instruments according to their timbre can create contrasting textures.	To know that playing 'in time' requires playing the notes for the correct duration as well as correct speed. To know that a minim is worth two whole beats.	To know that combining different instruments playing different rhythms creates layers of sound called 'texture'	To begin to know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An <i>ostinato</i> is a musical pattern that is repeated over and over.	To know that graphic notation is where picture symbols are used to direct sounds. To start to read and remember simple 'staff notation.'	To know that playing in time means all performers playing together at the same speed	To begin to understand that changing the texture of a musical phrase can change the dynamics of a piece of music.
Music Vocabulary (ongoing)	Dynamics, rhythm, pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, tonic solfa, improvise, improvisation, compose, composition, orchestra, percussion, woodblock, double woodblock, castanets, maracas, guiro, bongos, triangle, pitched percussion, chime bars, xylophone, metallophone, glockenspiel, notation, ostinato, melody, graphic score, classical, blues, rock and roll, jazz, brass orchestra, strings, woodwind., minor, major, ostinato, drone, melody, chord, graphic score, stave, scale, key, genre, Baroque, Romantic, Classical, Contemporary, quaver, crotchet, minim, dotted minim, percussion, strings, woodwind, syncopated, calypso, gamelan							



## Year 5 Music Curriculum Plan

National Curriculum Objectives	2. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	1. Play and perform in solo and ensemble contexts... playing musical instruments with increasing accuracy, fluency, control and expression. 4. Use and understand staff and other musical notations.	1. Play and perform in solo and ensemble contexts, using their voices... with increasing accuracy, fluency, control and expression. 3. 3. Listen with attention and detail and recall sounds with increasing aural memory.	5. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. 6. Develop an understanding of the history of music.
Topic and planning	<p><b>Term 3</b>  <b>Improvisation and Composition</b>            Planning            Use adapted London Sinfonietta plans for composition using <i>graphic scoring</i>. Possibly link with History Topic of The Vikings (cross curricular).            Or            Use Charanga MMC Spring 1-Composing and chords.            Social Question: How does music Improve Our World.            Or            Use a traditional story as stimulus such as 'Imir the Frost Giant' from 'Three Rapping Rats.' A Viking Story.            Perform your composition to another class or the school.</p>	<p><b>Term 6</b>  <b>Play tuned and Untuned Instruments (First Access)</b>  <b>Use and Understand staff notation</b></p> <p>Use Charanga lessons in Instruments to learn a pitched instrument.</p> <p>Use the rhythm grid from Charanga Freestyle.</p> <p>Use Rock Steady's 'Feel Good Friday' which builds on musical vocabulary and understanding.</p> <p>Twinkl has some musical rhythm cards which could made into phrases to play.</p>	<p>Cross Curricular-  <b>Singing and Performing</b>  <b>Listening- with attention to detail</b></p> <p><u>Cultural Capital:</u> What musical opportunities are there in the locality that we can part of?            Music Cluster events with local schools.            Wiltshire Music events and education opportunities to perform, watch or participate.            Performers who we can invite to the school or can go and see.  <u>R.E:</u> Singing Hymns in Mass and in Hymn practice.            Listening to music every week which links with the theme of the assembly in Celebration of the Word. Singing Christmas songs and Carols for the Christmas production.  <u>Science:</u> Use rhythms from science vocabulary to play a rhythm game warm up. Find some songs about the topic as a warm up.  <u>History:</u> The Victorians Period            Listen to music from The Romantic Period which includes Rachmaninov, Beethoven (late Classical), Debussy, Wagner etc.            Were there any female composers then?            Listen to some traditional music from Greece, what instruments do they play?            Sing songs about the Vikings from Charanga Freestyle. Victorian songs etc.  <u>Geography:</u> Listen to some traditional music from a different culture that you are investigating and explore the instruments.  <u>P.S.H.E.</u></p> <p><u>English Texts:</u>            Music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>	<p>Cross Curricular  <b>Appreciate and understand</b>  <b>Develop an Understanding of the History of music</b></p> <p><u>Cultural Capital:</u> What musical opportunities are there in the locality that we can part of?            Music Cluster events with local schools.            Wiltshire Music events and education opportunities to perform, watch or participate.            Performers who we can invite to the school or can go and see.  <u>R.E:</u> Singing Hymns in Mass and in Hymn practice.            Listening to music every week which links with the theme of the assembly in Celebration of the Word. Singing Christmas songs and Carols for the Christmas production.  <u>History:</u>            _The Victorians            Listen to music from The Romantic Period which includes Rachmaninov, Beethoven (late Classical), Debussy, Wagner etc.            Were there any female composers then?            Listen to some traditional music from Greece, what instruments do they play?            Sing songs about the Vikings from Charanga Freestyle. Victorian songs etc.  <u>Geography:</u> Listen to some traditional music from a different culture that you are investigating and explore the instruments.  <u>P.S.H.E.</u>  <u>English Texts:</u>            Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>
Guide to Activities to	In Year 5 children will:	In Year 5 children will:	In Year 5 children will:	In Year 5 children will:

<p>be covered for Progression of Skills and Knowledge</p>	<ul style="list-style-type: none"> <li>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</li> <li>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>), and moderately quiet (<i>mezzo piano</i>).</li> <li>Explore improvisation within 5 notes of a major and minor scale C major CDEFG and A minor ABCDE.</li> <li>Continue this process in the composition tasks.</li> <li>Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests (silent beats).</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>Work in pairs to create a ternary (3 part) piece.</li> <li>Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>Create music to accompany a silent film, play or book.</li> <li>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</li> <li>Perform a piece of music, working as part of a group, adjusting the dynamics and pitch according to a graphic score. (*links to performance.)</li> </ul>	<ul style="list-style-type: none"> <li>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>Begin to understand the differences between 2/4, 3/4 and 4/4-time signatures.</li> <li>Develop more skill at reading and performing pitch notation within an octave.</li> <li>Draw a treble clef in the correct position on the staff.</li> <li>Read and play short rhythmic phrases at sight possibly from prepared cards, using conventional symbols for known rhythms and note duration</li> <li>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class.</li> <li>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).</li> <li>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> </ul>	<p><b>1.Singing</b></p> <ul style="list-style-type: none"> <li>Sing a broad range of songs from an extended repertoire (including songs using Makaton,) with a sense of ensemble and performance.</li> <li>Discuss the songs in a meaningful way also using musical vocabulary-<i>tempo, dynamics, genre</i>.</li> <li>Songs include 3-part rounds, partner songs and songs with a verse and chorus.</li> <li>This should include observing phrasing, accurate pitching and appropriate style.</li> <li>Breathe well and pronounce words clearly and show control in singing.</li> <li>Perform songs with an awareness of the meaning of the words.</li> <li>Perform a range of songs in school assemblies and in school performance opportunities.</li> <li>Show good singing posture.</li> </ul>	<ul style="list-style-type: none"> <li>Compare, discuss and evaluate different kinds of music using appropriate musical vocabulary. For instance: <ul style="list-style-type: none"> <li>Talk about and start to identify the style of the music.</li> <li>Think about why the song or piece of music was created.</li> <li>Talk about the feelings created by the music.</li> <li>Justify a personal opinion with reference to the musical elements.</li> <li>Recall by ear memorable phrases heard in the music.</li> </ul> </li> <li>Identify major and minor tonalities. Explain how the interrelated dimensions, feature and styles can be used together to compose music.</li> <li>Develop confidence using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>Develop confidence discussing the stylistic features of different genres, styles and traditions of music and explain how these have developed over time.</li> <li>Understand the different cultural meanings and purposes of music including contemporary culture.</li> </ul>				
<p>Assessment Of Progression of Skills</p>	<p>I can improvise using 5 notes of a major scale. I can compose a piece with three different sections (ternary form.) I can perform a piece of music as part of a group adjusting dynamics and pitch according to a graphic score.</p>	<p>I can read and play short <i>rhythmic phrases</i> from prepared cards. I know the note values of crotchets, minims and semibreves. I can recognise the <i>treble clef</i>. I am starting to be able to follow <i>staff notation</i> with some accuracy.</p>	<p>I can sing a <i>three part round</i> holding my part. I can sing with an awareness of meaning of the words. I can discuss songs in a meaningful way using music vocabulary such as <i>dynamics</i> and <i>tempo</i>.</p>	<p>I can talk about why I think a piece of music was created and begin to identify different genres of music. I can justify a personal opinion using musical terms. Begin to identify <i>major</i> and <i>minor keys</i> and the effect it has on the music. I can discuss and evaluate my own work and others using musical vocabulary.</p>				
<p>Guide to Progression of Knowledge of The Inter-related dimensions of Music</p>	<p><b>Pitch</b></p> <p>Understand that a minor key(pitch) can be used to make music sad. To know that major chords create a bright happy sound. To understand that a pentatonic melody uses only 5 notes. e.g. CDEGA.</p>	<p><b>Timbre</b></p> <p>Understand that human voices have their own individual timbre, and this can be adapted by using the voice in different ways.</p>	<p><b>Duration</b></p> <p>To know the note values of crotchets, minims, and semibreves. To recognise ' rests' in music.</p>	<p><b>Texture</b></p> <p>To understand that a chord is the layering of several pitches played at the same time.</p>	<p><b>Structure</b></p> <p>To understand that a composition can have different sections. E.g. ternary form has 3 different sections.</p>	<p><b>Notation</b></p> <p>To know that simple pictures can be used to represent the structure of music (graphic score). To know that music notation is set out more formally on lines in a stave.</p>	<p><b>Tempo</b></p> <p>To understand that a slow tempo can be used to make music sound sad.</p>	<p><b>Dynamics</b></p> <p>To begin to know and use the musical terms for dynamics- forte, piano, crescendo, decrescendo, moderato.</p>
<p>Music Vocabulary (ongoing)</p>	<p><i>Dynamics, rhythm, pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, bar ,tonic solfa, improvise, improvisation, compose, composition, orchestra, percussion, woodblock, double woodblock, triangle, castanets, maracas, guiro, bongos, triangle, pitched percussion, chime bars, xylophone, metallophone, glockenspiel, notation, minor, major,, ostinato ,drone, melody, chord, graphic score, stave, scale, key, genre, baroque, romantic, classical, contemporary ,blues, rock and roll, jazz, quaver, crotchet, minim, dotted minim, brass, percussion, strings, woodwind, syncopated, calypso, gamelan, chord, ternary</i></p>							



## Year 6 Music Curriculum Plan

National Curriculum Objectives	2. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  4. Use and understand staff and other musical notations.	1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  3. Listen with attention and detail and recall sounds with increasing aural memory.	5. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.  6. Develop an understanding of the history of music.
Topic	<p><b>Term 3</b>  <b>Improvisation and Composition</b>            Planning            Use adapted London Sinfonietta plans for composition using <i>graphic scoring</i>. Possibly link with History Topic of The Tudors (cross curricular).            Or            Use Charanga MMC Spring 1-Creative Composition            Social Question: How does music Improve Our World.            Or            Use a story based on The Tudors as stimulus such as 'Henry 8's proposal' from 3 Rapping Rats. Perform your composition to another class or to the school. (link to Performance)</p>	<p><b>Term 6</b>  <b>Play tuned and Untuned Instruments (First Access)</b>  <b>Use and Understand staff notation</b>            Use Charanga lessons in Freestyle -Instruments to learn a pitched instrument.             Use the rhythm grid from Charanga Freestyle.             Use Rock Steady's 'Feel Good Friday' which builds on musical vocabulary and understanding.             Twinkl has some musical rhythm cards which could made into phrases to play.             BBC            Bitesize has</p>	<p>Cross Curricular-  <b>Singing and Performing</b>  <b>Listening- with attention to detail</b>  <u>Cultural Capital:</u> What musical opportunities are there in the locality that we can part of?            Music Cluster events with local schools.            Wiltshire Music events and education opportunities to perform, watch or participate.            Performers who we can invite to the school or can go and see.  <u>R.E:</u> Singing Hymns in Mass and in Hymn practice.            Listening to music every week which links with the theme of the assembly in Celebration of the Word. Singing Christmas songs and Carols for the Christmas production.  <u>Science:</u> Use rhythms from science vocabulary to play a rhythm game warm up. Find some songs about the topic as a warm up.  <u>History:</u> The Tudors            Listen to music from the Tudor Period. Henry 8's Greensleeves. Etc. Discuss who would have listened to it where it would have been played and what instruments are used?   <u>Geography:</u> Listen to some traditional music from a different culture that you are investigating and explore the instruments.  <u>P.S.H.E.</u>   <u>English Texts:</u>            Music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>	<p>Cross Curricular  <b>Appreciate and understand</b>  <b>Develop an Understanding of the History of music</b>  <u>Cultural Capital:</u> What musical opportunities are there in the locality that we can part of?            Music Cluster events with local schools.            Wiltshire Music events and education opportunities to perform, watch or participate.            Performers who we can invite to the school or can go and see.  <u>R.E:</u> Singing Hymns in Mass and in Hymn practice.            Listening to music every week which links with the theme of the assembly in Celebration of the Word. Singing Christmas songs and Carols for the Christmas production.  <u>History:</u> The Tudors            Listen to music from the Tudor Period. Henry 8's Greensleeves. Etc. Discuss who would have listened to it where it would have been played and what instruments are used?   <u>Geography:</u> Listen to some traditional music from a different culture that you are investigating and explore the instruments.  <ul style="list-style-type: none"> <li>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</li> </ul> </p>
Guide to Activities to be covered for the progression of skills and knowledge	<p>In Year 6 children will:</p> <ul style="list-style-type: none"> <li>Extend improvisation skills through working in small groups to: Create music with multiple sections that include repetition and contrast.</li> <li>Use chord changes as part of an improvised sequence.</li> </ul>	<p>In Year 6 children will:</p> <ul style="list-style-type: none"> <li>Rehearse and learn to play a tuned instrument, following staff notation and using notes within an octave range.</li> <li>Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</li> </ul>	<p>Singing in Hymn Practise. Singing for The Christmas Production. Singing for Year 6 end of Year Production. Singing in class -cross curricular songs. See Cross Curricular ideas.</p> <p>In Year 6 children will:</p> <ol style="list-style-type: none"> <li><b>Singing</b> <ul style="list-style-type: none"> <li>Sing a broad range of songs, (including using Makaton) and including the use of syncopation as part of a choir with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> </ul> </li> </ol>	<p>Listening to music in assembly. Listening in class. See cross curricular ideas</p> <p>In Year 6 children will:</p> <ul style="list-style-type: none"> <li>Notice, comment on, compare and explore how music reflects different intentions.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> </ul>

	<ul style="list-style-type: none"> <li>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> <li>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> <li>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> <li>Use chords and develop an understanding of chord progression.</li> <li>Record own composition using appropriate forms of notation/or technology, including graphic.</li> <li>Begin to explain and evaluate how the interrelated dimensions, features and styles can be used together to compose music.</li> <li>Constructively critique their own and others work, using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</li> <li>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. (Rock Steady)</li> <li>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</li> <li>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</li> <li>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</li> <li>Read and play from notation a four-bar phrase, confidently identifying notes.</li> <li>Play instruments with good posture and technique and treat instruments carefully and with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Sing 3- and 4-part rounds.</li> <li>Sing a simple second part of a two-part song: Communicate the meaning and mood of a song.</li> </ul> <p><b>2. Perform</b></p> <ul style="list-style-type: none"> <li>Perform Range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> <li>Perform a simple chord progression with accuracy and fluency. (* link to First Access)</li> <li>Perform a piece of music, working as part of a group, adjusting the dynamics and pitch as required, keeping in time with the others and communicating with the group. (* link to First Access)</li> </ul>	<ul style="list-style-type: none"> <li>Start to recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Discuss musical eras in context.</li> <li>Discuss the impact of different composers on the development of musical styles.</li> <li>Identify Instruments by ear and through a range of media, bass guitar, electric guitar, percussion and sections of the orchestra such as brass, woodwind and strings, piano and keyboard.</li> <li>Discuss the structure of contemporary music with reference to the verse, chorus, bridge and instrumental break.</li> <li>Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>Notice and explore how music reflects time, place and culture.</li> <li>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary.</li> <li>Begin to be able to put music into musical eras in context, with some understanding of how they influenced each other.</li> </ul>				
Assessment of the Progression of Skills	I can confidently improvise to a backing track. I can compose a melody using 5 notes and record it using staff notation. I can use chords and I am beginning to understand chord progression.	I can read and play from rhythm notation cards or charanga rhythm grid in at least 2 parts. I can understand the note values of a crotchet, minim and semibreve. I can rehearse and play a tuned instrument. I can play and perform with an awareness of others in an ensemble.	I can sing a simple second part of a 2-part song. I can sing in a round with up to 4 parts. I can sing using different dynamics to enhance the performance. I can perform songs with a sense of ensemble and performance.	I can use musical vocabulary correctly when describing and evaluating a piece of music. I can identify a number of different instruments by ear. I can identify the structure of contemporary music using the terms verse chorus, bridge and instrumental break. I have an understanding of how music reflects time, place and culture.				
	<b>Pitch</b>	<b>Timbre</b>	<b>Duration</b>	<b>Texture</b>	<b>Structure</b>	<b>Notation</b>	<b>Tempo</b>	<b>Dynamics</b>
Progression of Knowledge of The Inter-related dimensions of Music	Understand that a minor key(pitch) can suggest sadness and tension. Understand that a major key uses note pitches that sound cheerful and upbeat. To know that pentatonic melody uses only 5 notes. e.g. CDEGA.	To begin to understand that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright	To know the note values of quavers, crotchets, minims, and semibreves. To recognise the 'rests' of these note values. To know that a motif in music can be a repeated pattern (ostinato)	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 a chord progression is a sequence of chords that repeats throughout a song. To know that 12-bar Blues is a sequence of 12 bars of music made up of 3 chords.	To represent the structure of music (graphic score). To know that music notation is set out more formally on lines in a stave.	To know that a melody can be adapted by changing its tempo.	To know and use confidently the musical terms for dynamics- forte, piano, crescendo, decrescendo, moderato. To know that a melody can be adapted by changing its dynamics.
Music Vocabulary (ongoing)	<i>Dynamics, rhythm, pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, bar ,tonic solfa, improvise, improvisation, compose, composition, orchestra, percussion, woodblock, double woodblock, triangle, castanets, maracas, guiro, bongos, triangle, pitched percussion, chime bars, xylophone, metallophone, glockenspiel, notation, minor key, major key, ostinato ,drone, melody, chord, chord progression, triad, graphic score, stave, scale, key, key signature, genre, baroque, romantic, classical, contemporary, quaver, crotchet, minim, dotted minim, semiquaver, brass, percussion, strings, woodwind, syncopated, calypso, gamelan, funk, disco, musical tradition,</i>							