

Term 3 Listening:

- Identify tempo, dynamics, pitch and rhythm when listening to music.
- Follow and interpret graphic scores while listening to music.
- Reflect on and evaluate class performances and compositions using appropriate musical vocabulary.

Term 3 Composing:

- Combine voice, body percussion and instruments in group compositions.
- Develop musical ideas into a clear structure (beginning, middle and end).
- Represent musical ideas using graphic scores (symbols, shapes, drawings or colours).

Term 3 Performing:

- To follow a graphic score when performing vocal or instrumental parts.
- Experiment with vocal sounds (e.g., humming, whispering, spoken rhythms).
- Respond to signals from a conductor or group leader.

Term 2 Listening:

- To learn about and identify the four families of instruments.
- Recognise instruments by their timbre (sound quality).
- Identify how music creates mood and atmosphere.

Term 2 Composing:

- Use layered musical parts to create texture similar to an orchestra.
- Explore how different instruments can represent mood, movement, and atmosphere.
- Experiment with rhythm, pitch, tempo, and dynamics.

Term 2 Performing:

- Pupils who learn an orchestral instrument in or outside school will demonstrate how it produces sound and perform a short piece.
- Pupils will learn how to follow conductor's cues for starting, stopping, tempo, and dynamics.

Term 1 Listening:

- To use music vocabulary accurately.
- Identify the structure and mood of a piece of music.
- Describe the musical elements used.
- Incorporating musical styles and techniques and sharing with peers.

Term 1 Composing:

- To create a structured chord progression with 4 beat strumming patterns.
- Understanding the importance of tab notation within chord progression.
- To perform own composition to the class in small groups.

Term 1 Performing:

- Establishing the basics of holding the Ukulele with the correct finger placement and downward strumming.
- Practising and developing 3-5 chords performed fluently within a classroom ensemble whilst maintaining a steady tempo
- To follow stop/start signals.

Year 5 MUSIC - Learning Ladder

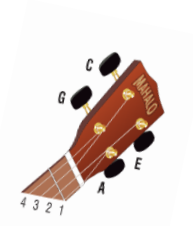
Elements in Music



The Orchestra



The Ukulele



Term 3 Listening:

- Listen to songs that feature recognisable hooks and riffs.
- Identify how repetition is used to make music memorable.
- Identify instruments commonly used to play riffs (e.g. guitar, keyboard, bass).



Term 3 Composing:

- Create a short musical hook or riff using a small number of notes.
- Experiment with rhythm, repetition and pitch to make ideas memorable.

Term 3 Performing:

- Perform well-known hooks and riffs on classroom instruments or keyboards.
- Rehearse and improve performances through practice and feedback.



Term 2 Listening:

- Listen to examples of jazz and blues music.
- Recognise the sound and role of the bass line in jazz and blues ensembles.
- Identify common instruments used in jazz and blues.
- Evaluate their own and others' performances using appropriate musical vocabulary.

Term 2 Composing:

- Structure a piece using the 12-bar blues pattern.
- Experiment with rhythmic phrasing and swing rhythms typical of jazz and blues.
- Develop an improvised melody over the chord sequence using a Blues Scale.

Term 2 Performing:

- To perform and record the 12-bar blues chord sequence on the keyboard using Garageband.
- Perform a walking bass line that follows the 12-bar blues structure
- Perform a short-improvised solo over the 12-bar blues

Term 1 Listening:

- Listen to examples of traditional African drumming music.
- Identify features such as polyrhythm, call-and-response, and ostinato.
- Reflect on how African drumming is used in cultural celebrations and community events.

Term 1 Composing:

- Perform traditional African drumming rhythms on hand drums or percussion instruments with the correct technique.
- Perform call and response patterns between leader and group.
- Perform as part of a drumming ensemble, maintaining an independent rhythm.
- Follow cues from a **leader or conductor**.
- Develop rhythms using repetition, ostinato and layering.
- Work in groups to build a polyrhythmic drumming composition.
- Rehearse and refine compositions before performing them.

Year 8 MUSIC - Learning Ladder



12 Bar Blues Chord Progression in C

1	C	2	C	3	C	4	C
5	F	6	F	7	C	8	C
9	G	10	F	11	C	12	G

