



Moorgate Primary School



Music INTENT  
Overview 2020/2021

Subject Lead: Helen Ashton

Date Completed: July 2020



# MUSIC INTENT

## MUSIC Overview 2020/21 – Subject Lead: Helen Ashton

<b>Whole School Overview</b>					
	<b>Research Project 1</b>	<b>Research Project 2</b>	<b>Research Project 3</b>	<b>Research Project 4</b>	<b>Research Project 5</b>
<b>Mini Moorgate</b>	All About Me	Stories and Rhymes	Growing and Keeping Healthy	Jungle Animals	Old MacDonald Had A Farm
<b>Nursery</b>	All About Me	Dinosaurs	Growing and Keeping Healthy	Mini-Beasts/Lifecycles	Zoo Animals/Journeys
<b>Reception</b>	All About Me	Animals	People Who Help Us	Growing our Food	Fairy Tales
<b>Year 1</b>	Up, Up and Away!	Hip, Hip Hooray!	When I Grow Up	Pirates	Jungles
<b>Year 2</b>	Marvellous Me	Curious Creatures	Island Home – Katie Morag	Environment Investigators	Journeys
<b>Year 3</b>	Healthy Me	Dungeons and Dragons	Bolton: Then and Now	Long Ago in Egypt	Green Fingers
<b>Year 4</b>	The Romans	Where the Wild Things Are	Bolton: Victorian Homes	Extreme Earth	The Stone Age
<b>Year 5</b>	Astronomical Adventurers	May the Force Be With You!	Wandering in Bolton	Invaders and Settlers!	The Rise to Valhalla!
<b>Year 6</b>	Eureka	I'm s WWII Evacuee, Get Me Out of Here!	Victorian Schools	Invaders and Settlers!	Life is a Rollercoaster



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Whole School Overview of National Curriculum				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
National Curriculum Area	<p><b>8-20m, 16-26m</b></p> <ul style="list-style-type: none"> <li>• Explores and experiments with a range of media through sensory exploration, and using whole body.</li> <li>• Move their whole bodies to sounds they enjoy, such as music or a regular beat. Imitates and improvises actions they have observed, e.g. clapping or waving.</li> <li>• Begins to move to music, listen to or join in rhymes or songs.</li> <li>• Notices and is interested in the effects of making movements which leave marks.</li> </ul> <p><b>22-36m</b></p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> </ul> <p><b>30-50m</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>• To use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• To play tuned and un-tuned instruments musically</li> <li>• To listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• To experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• To improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• To listen with attention to detail and recall sounds with increasing aural memory</li> <li>• To use and understand staff and other musical notations</li> <li>• To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• To develop an understanding of the history of music.</li> </ul>	



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	<p><b>40-60m</b></p> <ul style="list-style-type: none"><li>• Begins to build a repertoire of songs and dances.</li><li>• Explores the different sounds of instruments.</li></ul> <p><b>ELG:</b></p> <ul style="list-style-type: none"><li>• Children sing songs, make music and dance, and experiment with ways of changing them.</li></ul>		
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#### Whole School Progression of Skills

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Pitch	<ul style="list-style-type: none"> <li>Pitch match a limited range of notes (so-me)</li> </ul>	<ul style="list-style-type: none"> <li>Higher and lower.</li> <li>Sing songs with a step-wise movement.</li> <li>(Once a man...)</li> </ul>	<ul style="list-style-type: none"> <li>Pentatonic scales.</li> </ul>	<ul style="list-style-type: none"> <li>Singing ostinato.</li> <li>Maintaining an independent part within an ensemble.</li> </ul>
Duration	<ul style="list-style-type: none"> <li>Longer and shorter sounds</li> </ul>	<ul style="list-style-type: none"> <li>Respond physically to longer and shorter sounds (voices and instruments).</li> <li>Adding accompaniment with rhythmic patterns.</li> <li>Graphic notation.</li> </ul>	<ul style="list-style-type: none"> <li>Introducing metre.</li> <li>Crotchets, quavers, rests, notation.</li> <li>Strong and weak beats.</li> </ul>	<ul style="list-style-type: none"> <li>Changes of metre</li> </ul>
Dynamics	<ul style="list-style-type: none"> <li>Louder and quieter</li> </ul>	<ul style="list-style-type: none"> <li>Explore how change of dynamics enhances a performance.</li> </ul>	<ul style="list-style-type: none"> <li>Contrasting dynamics, vocally and instrumentally as part of an ensemble.</li> <li>Explore how tone of instrument changes when played loud and soft</li> </ul>	<ul style="list-style-type: none"> <li>Accents and articulation</li> </ul>
Tempo	<ul style="list-style-type: none"> <li>Faster and slower.</li> <li>Maintaining a steady beat.</li> <li>Internalising short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between rhythm and pulse.</li> <li>Explore how change in tempo affects the performance.</li> <li>Internalising longer phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and compare tempi and how this affects a performance.</li> <li>Internalise phrases in order to maintain an independent part in a performance.</li> </ul>	<ul style="list-style-type: none"> <li>Tempo for mood effects.</li> <li>Performing cyclical patterns with different tempi.</li> </ul>
Timbre	<ul style="list-style-type: none"> <li>Explore the different sounds that the voice and instruments can make.</li> </ul>	<ul style="list-style-type: none"> <li>Group instruments according to timbre and how it is played.</li> </ul>	<ul style="list-style-type: none"> <li>Add accompaniment to songs. Choosing instruments with specific timbre to reflect the meaning of the song.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring instruments from different cultures (Wider opps) layering different rhythms.</li> </ul>
Texture	<ul style="list-style-type: none"> <li>One sound.</li> <li>Adding simple accompaniment.</li> </ul>	<ul style="list-style-type: none"> <li>Unison sound.</li> <li>Simple rounds.</li> <li>Adding simple accompaniment.</li> </ul>	<ul style="list-style-type: none"> <li>Two part recorder playing.</li> <li>Adding simple ostinato patterns.</li> <li>Rounds/Partner songs.</li> </ul>	<ul style="list-style-type: none"> <li>Simple chords.</li> <li>Samba rhythms.</li> <li>Maintaining different parts within an ensemble.</li> </ul>
Structure	<ul style="list-style-type: none"> <li>Question and answer.</li> <li>Beginning and end.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning, middle and end.</li> <li>Question and answer.</li> </ul>	<ul style="list-style-type: none"> <li>Ostinato patterns.</li> <li>Structure eg ABBA</li> </ul>	<ul style="list-style-type: none"> <li>Call and response.</li> <li>Ternary forms. ABACA</li> </ul>



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		<ul style="list-style-type: none"> <li>• Identify simple or repeated phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Rounds</li> </ul>	<ul style="list-style-type: none"> <li>• Composition improvisation within a given structure.</li> </ul>		
Performance	<ul style="list-style-type: none"> <li>• Correct posture.</li> <li>• Use of musical elements to enhance the performance.</li> <li>• Diction and articulation.</li> <li>• Peer and self-assessment.</li> <li>• Use of iPad/tablet to record.</li> <li>• Following a conductor.</li> <li>• Use of silence.</li> <li>• Internalising own part.</li> </ul>					
Music History			Year 3 Baroque (1600 - 1750)	Year 4 Classical (1730- 1820)	Year 5 Romantic (1830- 1900)	Year 6 21 <sup>st</sup> Century (2000 – Present)



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Mini Moorgate					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
	Under the EYFS Framework, we would primarily follow the children’s interests. Therefore, the research project titles below are subject to change and only to be used as a guide.				
National Curriculum Area	<u>All About Me</u>	<u>Stories and Rhymes</u>	<u>Growing and Keeping Healthy</u>	<u>Jungle Animals</u>	<u>Old MacDonald Had A Farm</u>
Skills Taught	<ul style="list-style-type: none"> <li>Matching pitch,</li> <li>High – low sounds,</li> <li>Loud and quiet sounds,</li> <li>Steady beat,</li> <li>Start and end,</li> <li>Sounds that we can make,</li> <li>How to play percussion instruments</li> </ul>				
<b>Throughout the year, the children will be assessed against these EYFS statements</b>	<p><b><u>Expressive Arts and Design - 8-20 Months</u></b></p> <ul style="list-style-type: none"> <li>Explores and experiments with a range of media through sensory exploration, and using whole body.</li> <li>Move their whole bodies to sounds they enjoy, such as music or a regular beat.</li> <li>Imitates and improvises actions they have observed, e.g. clapping or waving.</li> </ul> <p><b><u>Expressive Arts and Design - 16-26 Months</u></b></p> <ul style="list-style-type: none"> <li>Begins to move to music, listen to or join in rhymes or songs.</li> <li>Notices and is interested in the effects of making movements which leave marks.</li> </ul> <p><b><u>Expressive Arts and Design - 22-36 Months</u></b></p> <ul style="list-style-type: none"> <li>Joins in singing favourite songs.</li> <li>Creates sounds by banging, shaking, tapping or blowing.</li> <li>Shows an interest in the way musical instruments sound.</li> </ul>				
Key Vocabulary	play, stop, go, instrument, fast, slow, timbre, sound, beat				
Skills to be revisited	Singing and chanting Keeping a steady beat Joining in with group singing Understanding the difference between loud and soft, fast and slow.				



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Nursery					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
	Under the EYFS Framework, we would primarily follow the children’s interests. Therefore, the research project titles below are subject to change and only to be used as a guide.				
National Curriculum Area	<u>All About Me</u>	<u>Dinosaurs</u>	<u>Growing and Keeping Healthy</u>	<u>Mini-Beasts/Lifecycles</u>	<u>Zoo Animals/Journeys</u>
Skills Taught	<ul style="list-style-type: none"> <li>Matching pitch,</li> <li>High – low sounds,</li> <li>Loud and quiet sounds,</li> <li>Steady beat,</li> <li>Start and end,</li> <li>Sounds that we can make,</li> <li>How to play percussion instruments</li> </ul>				
<b>Throughout the year, the children will be assessed against these EYFS statements</b>	<p><b><u>Expressive Arts and Design - 30-50 Months</u></b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with dancing and ring games.</li> <li>Sings a few familiar songs.</li> <li>Beginning to move rhythmically.</li> <li>Imitates movement in response to music.</li> <li>Taps out simple repeated rhythms.</li> <li>Explores and learns how sounds can be changed.</li> </ul>				
Key Vocabulary	play, stop, go, instrument, fast, slow, timbre, sound, beat				
Skills to be revisited	Singing and chanting Keeping a steady beat Joining in with group singing Understanding the difference between loud and soft, fast and slow.				



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Reception					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
	Under the EYFS Framework, we would primarily follow the children’s interests. Therefore, the research project titles below are subject to change and only to be used as a guide.				
National Curriculum Area	<u>All About Me</u>	<u>Animals</u>	<u>People Who Help Us</u>	<u>Growing our Food</u>	<u>Fairy Tales</u>
Skills Taught	<ul style="list-style-type: none"> <li>• Matching pitch,</li> <li>• High – low sounds,</li> <li>• Loud and quiet sounds,</li> <li>• Steady beat,</li> <li>• Start and end,</li> <li>• Sounds that we can make,</li> <li>• How to play percussion instruments</li> </ul>				
<b>Throughout the year, the children will be assessed against these EYFS statements</b>	<p><b><u>Expressive Arts and Design - 40-60 Months</u></b></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> </ul> <p><b><u>Expressive Arts and Design - ELG:</u></b></p> <ul style="list-style-type: none"> <li>• Children sing songs, make music and dance, and experiment with ways of changing them.</li> </ul>				
Key Vocabulary	play, stop, go, instrument, fast, slow, timbre, sound, beat				
Skills to be revisited	Singing and chanting Keeping a steady beat Joining in with group singing Understanding the difference between loud and soft, fast and slow.				



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Year 1					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u><a href="#">Up, Up and Away!</a></u>	<u><a href="#">Hip, Hip Hooray!</a></u>	<u><a href="#">When I Grow Up</a></u>	<u><a href="#">Pirates</a></u>	<u><a href="#">Jungles</a></u>
Focus skills	Using the voice, playing percussion, listening and experimenting with sound.				
Skills Taught	<ul style="list-style-type: none"> <li>• Singing with expression.</li> <li>• Understanding the difference between chanting and singing.</li> <li>• To play tuned and un-tuned instruments musically</li> <li>• To listen with concentration.</li> <li>• To create sounds using percussion.</li> <li>• To understand how we can change sounds.</li> <li>• Recognise and play high and low sounds. Sing high and low notes.</li> <li>• Respond physically to longer and shorter sounds (voices and instruments).</li> <li>• Adding accompaniment with rhythmic patterns.</li> <li>• Graphic notation.</li> <li>• Unison sound.</li> <li>• Simple rounds.</li> <li>• Adding simple accompaniment.</li> <li>• Beginning, middle and end.</li> <li>• Explore how we can sing and play loudly and quietly.</li> <li>• Distinguish between rhythm and pulse. Explore how we can sing or play things quickly and slowly.</li> <li>• Internalising longer phrases.</li> <li>• Group instruments according to timbre and how it is played.</li> <li>• Question and answer.</li> <li>• Identify simple or repeated phrases</li> </ul>				



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Knowledge Taught (National Curriculum Objectives)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• Play tuned and untuned instruments musically</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music</li></ul>
Key Vocabulary	sing, duration, dynamics, harmony, chant, melody, pitch, pulse, rhythm, tempo, texture, timbre
Skills to be revisited	Singing, keeping a steady beat, tapping a rhythm, changing dynamics, playing percussion



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Year 2					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<a href="#"><u>Marvellous Me</u></a>	<a href="#"><u>Curious Creatures</u></a>	<a href="#"><u>Island Home – Katie Morag</u></a>	<a href="#"><u>Environment Investigators</u></a>	<a href="#"><u>Journeys</u></a>
Focus skills	Using the voice, playing percussion, listening and experimenting with sound.				
Skills Taught	<ul style="list-style-type: none"> <li>• Recognising a more gradual change in tempo, dynamics and pitch.</li> <li>• Sing songs with a step-wise movement.</li> <li>• Respond physically to longer and shorter sounds (voices and instruments).</li> <li>• Adding accompaniment with rhythmic patterns.</li> <li>• Graphic notation.</li> <li>• Explore how change of dynamics enhances a performance.</li> <li>• Distinguish between rhythm and pulse. Explore how change in tempo affects the performance. Respond to musical cues.</li> <li>• Internalising longer phrases.</li> <li>• Group instruments according to timbre and how it is played.</li> <li>• Unison sound.</li> <li>• Simple rounds.</li> <li>• Adding simple accompaniment.</li> <li>• Beginning, middle and end.</li> <li>• Question and answer.</li> <li>• Identify simple or repeated phrases.</li> </ul>				
Knowledge Taught (National Curriculum Objectives)	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>				



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Key Vocabulary	sing, duration, dynamics, harmony, chant, melody, pitch, pulse, rhythm, tempo, texture, timbre, ostinato	
Skills to be revisited	Singing, keeping a steady beat, tapping a rhythm, changing dynamics	Singing, keeping a steady beat, tapping a rhythm, changing dynamics, performing in parts, creating an ostinato



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Year 3					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<a href="#"><u>Healthy Me</u></a>	<a href="#"><u>Dungeons and Dragons</u></a>	<a href="#"><u>Bolton: Then and Now</u></a>	<a href="#"><u>Long Ago in Egypt</u></a>	<a href="#"><u>Green Fingers</u></a>
Focus skills	Play and perform, listen, improvise, notation, Music History				
Skills Taught	<ul style="list-style-type: none"> <li>• Pentatonic scales.</li> <li>• Musical notation</li> <li>• Introducing metre.</li> <li>• Crochets, quavers, rests, notation.</li> <li>• Strong and weak beats.</li> <li>• Contrasting dynamics, vocally and instrumentally as part of an ensemble.</li> <li>• In tempo and dynamics (f, p, mf, mp).</li> <li>• Explore how tone of instrument changes when played loud and soft</li> <li>• Explore and compare tempi and how this affects a performance.</li> <li>• Internalise phrases in order to maintain an independent part in a performance.</li> <li>• Add accompaniment to songs.</li> <li>• Choosing instruments with specific timbre to reflect the meaning of the song.</li>   <li>• Two part recorder playing.</li> <li>• Adding simple ostinato patterns.</li> <li>• Rounds/Partner songs.</li> <li>• Ostinato patterns.</li> <li>• Structure e.g. ABBA</li> <li>• Rounds</li> <li>• Baroque Era - Music</li> </ul>				
	Pupils should be taught to:				



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Knowledge Taught (National Curriculum Objectives)	<ul style="list-style-type: none"><li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music</li><li>• Listen with attention to detail and recall sounds with increasing aural memory</li><li>• Use and understand staff and other musical notations</li><li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• Develop an understanding of the history of music: The Baroque Era</li></ul>
Key Vocabulary	Composer, composition, crotchet, quaver, echo, improvise, lyrics, melody, notation, ostinato, pentatonic scale, phrase, scale, structure, sustain, time signature, unison
Skills to be revisited	Reading and writing notation. Recorder handling and playing. Playing and performing in parts, as part of a group.



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Year 4					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u><a href="#">The Romans</a></u>	<u><a href="#">Where the Wild Things Are</a></u>	<u><a href="#">Bolton: Victorian Homes</a></u>	<u><a href="#">Extreme Earth</a></u>	<u><a href="#">The Stone Age</a></u>
Focus skills	Play and perform, listen, improvise, notation, Music History				
Skills Taught	<ul style="list-style-type: none"> <li>How to play a Glockenspiel</li> <li>Musical notation</li> <li>Introducing metre.</li> <li>Crotchets, quavers, rests, notation.</li> <li>Strong and weak beats.</li> <li>Contrasting dynamics, vocally and instrumentally as part of an ensemble. In tempo and dynamics (f, p, mf, mp).</li> <li>Explore how tone of instrument changes when played loud and soft</li> <li>Explore and compare tempi and how this affects a performance. Internalise phrases in order to maintain an independent part in a performance.</li> <li>Add accompaniment to songs. Choosing instruments with specific timbre to reflect the meaning of the song.</li> <li>Two part playing.</li> <li>Adding simple ostinato patterns.</li> <li>Rounds/Partner songs.</li> <li>Ostinato patterns.</li> <li>Structure e.g. ABBA</li> <li>Rounds</li> <li>Classical Era - Music History</li> </ul>				
Knowledge Taught (National Curriculum Objectives)	Pupils should be taught to: <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>				



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	<ul style="list-style-type: none"><li>• Use and understand staff and other musical notations</li><li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• Develop an understanding of the history of music: The Classical Era</li></ul>
Key Vocabulary	Composer, composition, crotchet, quaver, echo, improvise, lyrics, melody, notation, ostinato, pentatonic scale, phrase, scale, structure, sustain, time signature, unison
Skills to be revisited	Reading and writing notation. Listening, improvisation and composition Playing and performing in parts, as part of a group.



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Year 5					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u><a href="#">Astronomical Adventurers</a></u>	<u><a href="#">May the Force Be With You!</a></u>	<u><a href="#">Wandering in Bolton</a></u>	<u><a href="#">Invaders and Settlers!</a></u>	<u><a href="#">The Rise to Valhalla!</a></u>
Focus skills	Play and perform, listen, improvise, notation, Music History				
Skills Taught	<p><b>Historical context</b> Name of the drum Where the drums are from How the drums are made In what context they are used.</p> <p><b>Basic instrumental technique</b> Correct seating position and posture How to tilt the drum and why</p> <p><b>Developmental Instrumental Skills</b> Securing the pulse Basic strokes Playing basic rhythms Awareness of pitch Tempo and ensemble/solo playing</p> <p><b>Singing/pitch</b> As a class ensemble</p>	<p><b>Historical context</b> Name of the drum Where the drums are from How the drums are made In what context they are used.</p> <p><b>Basic instrumental technique</b> Correct seating position and posture How to tilt the drum and why</p> <p><b>Developmental Instrumental Skills</b> Securing the pulse Basic strokes Playing basic rhythms Awareness of pitch Tempo and ensemble/solo playing</p> <p><b>Singing/pitch</b> As a class ensemble</p>	<p><b>Historical context</b> Where the drums are from How the drums are made In what context they are used.</p> <p><b>Basic instrumental technique</b> Correct seating position and posture How to tilt the drum and why Hand positions for striking the drum</p> <p><b>Developmental Instrumental Skills</b> Improving basic strokes Playing more challenging rhythms Awareness of pitch, dynamics and timbre Tempo and ensemble/solo playing</p> <p><b>Singing/pitch</b> As a class ensemble</p>	<p><b>Historical context</b> Where the drums are from How the drums are made In what context they are used.</p> <p><b>Basic instrumental technique</b> Correct seating position and posture How to tilt the drum and why Hand positions for striking the drum</p> <p><b>Developmental Instrumental Skills</b> Improving basic strokes Playing more challenging rhythms Awareness of pitch, dynamics and timbre Tempo and ensemble/solo playing</p> <p><b>Singing/pitch</b> As a class ensemble</p>	<p><b>Historical context</b> Where the drums are from How the drums are made Other instruments used in drumming groups</p> <p><b>Basic instrumental technique</b> Hand positions and use of the wrists Slap strokes</p> <p><b>Developmental Instrumental Skills</b> Basic strokes (Bass, Open and Slap) Playing more complex multi-part rhythms How to play musically, with a greater awareness of control and dynamics</p> <p><b>Singing/pitch</b> As part of a class ensemble</p>



## MUSIC INTENT

### MUSIC Overview 2020/21 – Subject Lead: Helen Ashton

	<p>Sing a song with confidence and energy as part of a class performance</p> <p>Music History – <i>Romantic</i> Era (to be taught in class)</p>	<p>Sing a song with confidence and energy as part of a class performance</p> <p>Music History – <i>Romantic</i> Era (to be taught in class)</p>	<p>Sing a song with confidence and energy as part of a class performance</p> <p><b>Compose and Create</b> Basic improvisation skills Composing basic rhythms</p> <p>Music History – <i>Romantic</i> Era (to be taught in class)</p>	<p>Sing a song with confidence and energy as part of a class performance</p> <p><b>Compose and Create</b> Basic improvisation skills Composing basic rhythms</p> <p>Music History – <i>Romantic</i> Era (to be taught in class)</p>	<p>Sing a song with confidence and energy as part of a class performance</p> <p>Song structure and musical arrangement</p> <p><b>Compose and Create</b> Improvisation skills Composing basic rhythms and layering parts Performing composed rhythm solo and as an ensemble</p> <p><b>Musical Notation</b> Note values Reading and playing Creating simple rhythms</p> <p>Music History – <i>Romantic</i> Era (to be taught in class)</p>
<p>Knowledge Taught (National Curriculum Objectives)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music: The Romantic Era</li> </ul>				
<p>Key Vocabulary</p>	<p style="text-align: center;">Composer, composition, crotchet, quaver, echo, improvise, lyrics, melody, notation, ostinato, structure, time signature, unison</p>				



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Skills to be revisited	Correct handling and playing of Djembe. Maintaining an independent part of a group within a group. Listening, improvisation and composition within a given structure.
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Year 6					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
National Curriculum Area	<u><a href="#">Eureka</a></u>	<u><a href="#">I'm s WWII Evacuee. Get Me Out of Here!</a></u>	<u><a href="#">Victorian Schools</a></u>	<u><a href="#">Invaders and Settlers!</a></u>	<u><a href="#">Life is a Rollercoaster</a></u>
Focus skills	Play and perform, listen, improvise, notation, Music History				
Skills Taught	<ul style="list-style-type: none"> <li>Singing ostinato.</li> <li>Maintaining an independent part within an ensemble.</li> <li>Changes of metre</li> <li>Accents and articulation</li> <li>To control and initiate changes in tempo, dynamics (crescendo/ decrescendo, ff, pp*)</li> <li>Tempo for mood effects.</li> <li>Performing cyclical patterns with different tempi.</li> <li>Exploring instruments from different cultures (Wider opps) layering different rhythms.</li> <li>Simple chords.</li> <li>Samba rhythms.</li> <li>Maintaining different parts within an ensemble.</li> <li>Read and follow symbols/staff notation for rhythm and pitch for short passages of music</li> <li>Call and response. Ternary forms. ABACA</li> <li>Composition improvisation within a given structure.</li> <li>Music History – The 21<sup>st</sup> Century</li> </ul>				
Knowledge Taught (National Curriculum Objectives)	Pupils should be taught to: <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> </ul>				



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	<ul style="list-style-type: none"><li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• Develop an understanding of the history of music: The 21<sup>st</sup> Century</li></ul>
Key Vocabulary	Composer, composition, crotchet, quaver, echo, improvise, lyrics, melody, notation, ostinato, pentatonic scale, phrase, scale, structure, sustain, time signature, unison
Skills to be revisited	Correct handling and playing of Djembe. Maintaining an independent part of a group within a group. Listening, improvisation and composition within a given structure.