

Subject Planning Grid Subject: MUSIC

Year	Skills as a musician	Substantive Knowledge	Key Vocabulary
1A Fire, fire! songs about fire	<p><u>Performing</u></p> <ul style="list-style-type: none"> Explore making different sounds with the voice and percussion instruments. Sing and chant fire related songs and rhymes (for example, London Burning) in unison. Begin to sing in tune using melodies that move mainly by step and include small intervals. Start and stop at the appropriate time. Follow a leader when Performing as a group. Clap along to the pulse of a piece of music <p><u>Composing</u></p> <ul style="list-style-type: none"> Say words/rhymes and clap/play to create simple rhythmic patterns. Add sound effects to a firework poem as a class and then in small groups. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> Copy back simple rhythmic patterns and melodies. Recognise pitch as high or low. Feel if the tempo is fast or slow by responding to the pulse. Recognise differences in dynamics as loud or soft. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> Say what they like about own/others performances and compositions. Talk about how the music makes them feel. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> Recognise visual signs for start, stop, mime actions, sing in your head. Know and sing the songs: Loaves, Bread, Pudding and Pie; London's Burning; Flow, Flow. Know the names of these un-tuned percussion instruments and how to play them: tambourine, shaker, bell, claves, maraca. <p><u>Composing</u></p> <ul style="list-style-type: none"> Know that in simple graphic notation – one sign represents a sound or group of sounds (pictorial notation) Know the meaning of the words; composition and conductor <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> Know that tempo can be fast or slow Know that pitch can be high or low Know the meaning of the words: pulse, rhythm, dynamics 	Pulse Rhythm Pitch Dynamics

1B The Victorians weather songs BSL	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Explore making different sounds with the voice and percussion instruments. • Sing using call and response to I hear Thunder. • Begin to sing in tune using melodies that move mainly by step and include small intervals. • Start and stop at the appropriate time. • Follow a leader when Performing as a group. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Say words/rhymes and clap/play to create simple rhythmic patterns linked to the weather. • Add sound effects picture of a storm to create a mood. • Respond to music through movement using BSL. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Copy back simple rhythmic patterns and melodies. • Recognise duration as being long or short. • Feel if the tempo is fast or slow by responding to the pulse. • Recognise differences in dynamics as loud or soft. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Comment on own performances and compositions. • Describe music and sounds in simple terms. • Talk about how the music makes them feel and why. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Recognise visual signs for start, stop, mime actions, sing in your head. • Know and sing: I Can Sing a Rainbow', I Hear Thunder, Seasons Song • Know that sign language can be used to communicate. • Know British Sign Language to I Can Sing a Rainbow. • Know that instruments can be played to make loud and soft sounds. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Know that in simple graphic notation - one sign represents a sound or group of sounds (pictorial notation) <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Know that tempo can be fast or slow • Know that pitch can be high or low 	Pulse Rhythm Pitch Dynamics Conductor Composition Verse Chorus
1C Fighting Fit action rhymes,	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Explore making different sounds with the voice (including beatboxing) and percussion instruments and the body. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Recognise visual signs for start, stop, mime actions, sing in your head. • Know and sing: Heads, Shoulders, Knees and Toes; One Finger, One Thumb Keep Moving; 	Pulse Rhythm Pitch Dynamics Conductor

<p>body percussion and dynamics</p>	<ul style="list-style-type: none"> • Sing and chant songs and rhymes in unison, keeping a steady beat for exercise, i.e Jump Rope song. • Follow a leader when Performing as a group to be louder and quieter. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Use beat boxing and body percussion to create simple rhythmic patterns. • Add additional words/lines: to Head, Shoulders, Knees and Toes. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Identify body percussion sounds. • Copy back simple rhythmic patterns and melodies using songs. • Recognise duration as being long or short. • Recognise differences in dynamics as loud or soft. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Comment on own performances and compositions, saying how improvements could be made. • Talk about how the music makes them feel and why. 	<p>Grand old Duke of York, Jump Rope, Teddy Bear.</p> <ul style="list-style-type: none"> • Know what beat boxing is. • Know that body percussion can be used to make rhythms: tapping, clapping, rubbing hands and clicking. • Know the meaning of the words: dynamics, crescendo and diminuendo. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Know how to use percussion instruments and body percussion to add a pulse or rhythm to an existing song or a beat box composition. • Know that instruments, voices and body percussion can be used to create crescendos and diminuendos. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Know that sounds can be created with the voice and body (beat boxing and body percussion). • Know that notes can be made longer and shorter. • Know that sounds can be louder or quieter. 	<p>Composition Verse Chorus</p> <p>Crescendo Diminuendo Volume</p>
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<p>2A Once Upon a Time</p> <p>Castle songs, Narnia -tuned percussion composition</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> Perform a simple melody using voice and/or instruments. Play simple rhythms on chime bars using a loose grip for the beater. Sing in tune within a limited pitch range up to an octave. Perform and interpret a piece of music to accompany the Lion, the Witch and the Wardrobe using a graphic score. <p><u>Composing</u></p> <ul style="list-style-type: none"> Use simple pitch and rhythm patterns to develop a structure for a short piece on chime bars to accompany a video clip (through the wardrobe). <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> Listen to Dance of the Sugar Plumb Fairies. Identify changes in speed, pitch and volume within the piece of music. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> Talk about own and peers' work and make simple suggestions for improvement. Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> Know and sing: King in His Castle, Creepy Castle, Wizard Singers, Cat Rap, Grandma Rap. Know the meaning of the words: tempo, dynamics, pitch, crescendo, diminuendo. Know that a chime bar is a tuned percussion instrument played with a beater <p><u>Composing</u></p> <ul style="list-style-type: none"> Know that tuned percussion has notes of different pitches. Know that instruments can be used to create different moods for a film scene (Lion, Witch and Wardrobe). Know that graphic scores can be used to record compositions. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> Know what sound a chime bar produces. Know the origins of rap music and identify what it sounds like. Know that music creates an atmosphere. Know the piece of music 'Dance of the Sugar Plumb Fairies' by Tchaikovsky. 	<p>Pulse Rhythm Pitch Dynamics Crescendo Diminuendo Conductor Percussion Tune Tempo</p>
<p>2B Amazing adventure</p> <p>Singing in round and with ostinato</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> Perform a simple melody using voice. As part of a group, maintain an ostinato/drone with the voice and on instruments for the song Animal Fair. Sing in a simple round to the song 'Smile' Sing in tune within a limited pitch range up to an octave. Play simple rhythms. Perform and interpret a piece using simple notation. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> Know and sing: The Animals went in two by two, I went to the Animal Fair, Hot Potato and Smile. Know what an ostinato is. <p><u>Composing</u></p> <ul style="list-style-type: none"> Know that tuned percussion has notes of different pitches. Know that instruments can be used to create different moods to represent animals (Carnival of the Animals) Know that music can be notated in different ways. 	<p>Rhythm Pitch Tempo Dynamics Conductor Percussion Ostinato Pulse Melody</p>

Carnival of the animals listening and composition.	<p><u>Composing</u></p> <ul style="list-style-type: none"> Add an accompaniment to a poem using chime bars. Use simple pitch and rhythm patterns to develop a structure for a short piece to represent an animal played on chime bars and tuned percussion. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> Listen to Carnival of the Animals commenting on pitch (higher or lower), tempo(fast or slow), dynamics (loud or soft), mood and instruments heard. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> Talk about own and peers' work and make simple suggestions for improvement. Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect. 	<p><u>Aural awareness</u></p> <ul style="list-style-type: none"> Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced. Listen to Carnival of the Animals by Saint-Saen, 	
2C All at Sea Sea songs, 3 part round, storm compositions.	<p><u>Performing</u></p> <ul style="list-style-type: none"> Perform a simple melody using voice and/or instruments. Sing in a three part round to 'My Ship Rows Over the Ocean' Sing with a crescendo (gradually getting louder). Perform and interpret a piece using simple notation. <p><u>Composing</u></p> <ul style="list-style-type: none"> Use simple rhythm patterns to develop a structure for a short piece to represent a storm. Record composition sing a graphic score. Include a crescendo in the composition for effect. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> Identify sounds within a piece of music to represent different elements of the sea side in Sun, Sea Song and Sleepy Lagoon. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> Know and sing: The Big Ship, Row my Boat, My Ship Lies Over the Ocean, <p><u>Composing</u></p> <ul style="list-style-type: none"> Know that instruments can be used to create a mood (a storm) Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. Notate a composition using simple graphic notation. Understand that music can be notated in different ways. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> Listen to 'Sun, Sea Song' and 'By the Sleepy Lagoon' Listen to Wagner's The Flying Dutchman, a section of the William Tell Overture and Enya Storms Over Africa. Know the meaning of the word tempo 	<p>Pulse Rhythm Pitch Tempo Dynamics Crescendo Conductor Percussion Style</p> <p><u>Instrument names</u> Violin Cello double bass clarinet oboe drum tambourine glockenspiel.</p>

	<ul style="list-style-type: none"> Identify changes in tempo. Identify wind, percussion and string instruments by listening to how they sound. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> Talk about own and peers' work and make simple suggestions for improvement. Make improvements to an accompaniment for 'The Big Ship' Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect. 	<ul style="list-style-type: none"> Know that different instruments have a different sound with an understanding of how sounds are produced. Know that instruments can be part of the wind, percussion or string family and have an awareness of how the sounds differ. Identify and name: violin, cello, double bass, clarinet, oboe, drum, tambourine, glockenspiel. 	
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By the end of KS1:

Pupils should be taught to:

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

Key Stage Two

<p>3A Moorhill Mining Train songs, hymns, gospel, musical theatre, train composition.</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Play a simple melody with technical control of the instrument/voice to create a pleasing sound. • Demonstrate the difference between pulse and rhythm by playing accompaniments to <i>Get on Board</i> with percussion instruments. • Add an ostinato to <i>This Train</i> to create the effect of a train. • Can direct others to start and stop using gestures. • Maintain a second part in a vocal or instrumental piece (train ostinato). • Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Choose instruments and playing techniques to accurately depict a story of a train travelling and stopping. • Record a composition using a graphic score to show note duration and timings • Add pitch names to graphic notation to make melodies. • Make four-bar rhythms using chime bars to accompany a movie clip (back on track <i>Polar Express</i>) include: melody, ostinato, percussion, voice sounds, crescendo and diminuendo, ritando (slowing down). <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Recognise and describe the distinctive tone, tempo and mood of hymns and gospel music. • Compare songs from musical commenting on mood, pitch and tempo. • 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Know and sing: <i>Hello, Get on Board, This Train, Starlight Express, When Christmas Comes to Town</i> <p><u>Composing</u></p> <ul style="list-style-type: none"> • Understand how changes in pitch can be shown on a graphic score. • Understand graphic scores and how more than one sound can play at a time to create texture. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Listen to 'Make me a Channel of your Peace' sung in a church and 'Happy Day' sung by a gospel choir. • Know that hymns and gospel singing have distinctive sounds and performance features. • Know that musical theatre is a genre of music for storytelling. • Listen to 'Light at the End of the Tunnel' and 'Short Ride in a Fast Machine'. 	<p>Pulse Rhythm Pitch Tempo Dynamics Dynamics Crescendo (getting louder) Diminuendo (getting quieter) Ritando (slowing down) Hymns Gospel Ostinato</p>
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	<p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Make simple connections and comparisons with music being listened to and own compositions and performances. • Make improvements to a performance following evaluation. 		
<p>3B Tomb Raiders Pop songs, African songs, introducing notation, listen to Aida.</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Perform, demonstrating changes in dynamics, pitch, tempo and articulation. • Follow a conductor changing the dynamics of the voice according to the conductors hand signals. • Independently clap or tap a pulse whilst singing a rhythm/song. • Maintain a second part in a vocal or instrumental piece • Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Make four-bar rhythms in groups, pairs or individually using notation of crochets and quavers (notes only and not a stave) • Compose ascending and descending notes on a chime bar and record the note letter name. • Choose instruments and playing techniques to accurately depict story, mood or character <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Identify and clap back a rhythmic pattern from a piece of music (Senwa Dedende). • Identify the verse and chorus in a pop song (Cleopatra) <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Make simple connections and comparisons with music being listened to and own compositions and performances. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Know and sing: Stomp Cannon, Tutankhamun, Two Piles of Stone, Cleopatra, Oleo, Senwa Dedende <p><u>Composing</u></p> <ul style="list-style-type: none"> • Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve. • Know that notes can ascend or descend <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Know that pop is a genre of music and know the distinctive features to listen out for. • Know that different styles of music originate in different countries. • Know that Oleo is a song from Ghana. • Listen to Triumphal March from the opera Aida by Verdi. 	<p>Pulse Rhythm Pitch Tempo Dynamics</p> <p>Ascending Descending</p> <p>Crochet Quaver Minim Semibreve</p>

3C Rotten Romans	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Perform, demonstrating changes in dynamics, pitch, tempo and articulation. • Can direct others to start and stop using gestures and to get louder (crescendo) and quieter (diminuendo) • Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. • Add an accompaniment to a song playing quaver rhythms on percussion instruments (to Spin the Coin). • Use British Sign Language to accompany a song (Just Like a Roman). <p><u>Composing</u></p> <ul style="list-style-type: none"> • Contribute to a group composition which has a definite start, performance and finish and playing own part. • Choose instruments and playing techniques to accurately depict a market scene showing an awareness of timbre. • Add a melody to a poem to create an accompaniment (Roman in the Playground) • Compose a rhythm using a pattern of 6- 8 words and record using written notation. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Recognise and describe how sounds are made on different instruments. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Make simple connections and comparisons with music being listened to and own compositions and performances. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Know and sing: Hot potato, Just Like a Roman, Spin the Coin. • Know that British Sign Language can be used to communicate. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Know and understand the vocabulary: pulse, duration, pitch, tempo, dynamics and articulations in all activities. • Listen to the poem Roman in the Playground 	
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4A Groovy Greeks	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. • Demonstrate a secure understanding of pulse and rhythm. • Perform simple phrases on the recorder using crochets, quavers and minims. • Maintain a simple part in a whole class singing or music performance. • Show good, upright posture when playing the recorder • Produce a controlled sound when playing the recorder, covering the holes with the pads of the fingers. • Develop tonguing to produce clean notes. • Play the notes B, A, G. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Create a short phrase using pitch and rhythm. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Recognise and describe how sounds are made and changed on the recorder • Recognise different metres (e.g. 2, 3 or 4 time). • Recognise sounds as high or low, loud or quiet, fast or slow and long or short. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Sing a range of songs, including a simple second part. • Know that a recorder needs to be cleaned and cared for and that this is hygienic. • Know that the left hand goes at the top of the recorder. • Know the fingering of the notes B, A, G <p><u>Composing</u></p> <ul style="list-style-type: none"> • Know that pitch can be shown on a stave. • Know how crochets, quavers and minims are represented as symbols <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Know that rhythmic and melodic patterns can be represented on a stave. 	Pulse Rhythm Pitch Tempo Dynamics Crochet Quaver Minim Recorder
4B Marvellous Mayans	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Perform a variety of pieces on the recorder from simple notation. • Know the fingering for the notes CBAG 	Pulse Rhythm Pitch Tempo Dynamics

	<ul style="list-style-type: none"> • Play with a sense of pulse, in time with a backing track and other pupils. • Use stave and notation to play simple 4 note melodic phrases. • Follow a conductor during whole class performance. • Maintain a second part in a vocal and recorder piece. • Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. • Demonstrate accurate fingering for the notes CBAG on the recorder. • Play long and short notes on the recorder at 2 dynamic levels. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Make a soundscape, improvising on 2 or 3 notes on the recorder <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Memorise rhythmic and melodic phrases and match to conventional and graphic notation. • Recognise different metres (2,3 and 4 time) <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Through self-assessment make changes to technique and composition in order to improve the quality of music produced. 	<p><u>Composing</u></p> <ul style="list-style-type: none"> • Know that pitch can be shown on a stave. • Know how crochets, quavers and minims are represented as symbols <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Know that rhythmic and melodic patterns can be represented on a stave. 	<p>Tone Stave Crochet Quaver Minim Semibreve Metres Texture Improvise Notation</p>
4C On Safari	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Produce consistent sounds on the recorder. • Play as part of a class ensemble with consistent sound. • Learn new pieces using standard notation. • Follow a variety of conductors including the teacher and other pupils. • Perform pieces vocally with 3 parts. • Use the correct hand position to accurately cover and play notes with accuracy. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Begin to show an awareness of how changes in pitch can be shown on a stave. 	<p>Pulse Rhythm Pitch Tempo Dynamics Notation Tone Notes Stave Crochet</p>

	<ul style="list-style-type: none"> • Play 6 notes moving between then with control and accuracy DCBAGE. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Compose and layer a simple ostinato using the recorder. • Improvise more than one bar of music. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Use aural skills to match sounds and notation. • Recognise changes in metre aurally and through movement. • Lead a call and response exercise including appropriate pitch and rhythm. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Identify ways to improve technical aspects of performance. 	<ul style="list-style-type: none"> • Add pitch names to rhythmic notation to make more complex melodies. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Listen to music from different countries and genres. 	<p>Quaver Minim Semibreve Metres</p> <p>Solo</p>
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5A Earth and space	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Play as part of a class ensemble with consistent sound. • Learn new pieces using standard notation. • Use the correct hand position to accurately cover and play notes with accuracy. • Play 6 notes moving between then with control and accuracy DCBAGE with more complex melodies. • Play at a defined pulse. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Compose and layer a simple ostinato using the recorder. • Improvise more than one bar of music. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Use aural skills to identify different string and woodwind instruments commenting on their unique features. <p><u>Evaluating</u></p> <p>Identify ways to improve technical aspects of performance.</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Know how to improve the sound a recorder makes using mouth position and breath control. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Begin to show an awareness of how changes in pitch can be shown on a stave. • Add pitch names to rhythmic notation to make more complex melodies. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Know that there is a woodwind and string instrument family and they have distinct sounds. 	Pulse Rhythm Pitch Tempo Dynamics Notation Stave Crochet Quaver Minim Semibreve Metres Key signature
5B Anglo - Saxons and Vikings	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Play as part of a class ensemble with consideration of tone and technique. • Learn new pieces using standard notation with increasingly complex songs. • Play 6 notes moving between then with control and accuracy DCBAGE with more complex melodies. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Compose and layer a simple ostinato using the recorder. • Improvise more than one bar of music using all 6 notes. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Listen to music from different genres commenting on tempo, dynamics and texture. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Sing and range of songs including the warm up songs: Grandma, Funky Song, Build it <p><u>Composing</u></p> <ul style="list-style-type: none"> • Begin to show an awareness of how changes in pitch can be shown on a stave. • Add pitch names to rhythmic notation to make more complex melodies. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Listen to BBC 10 pieces: Winter, Mars, Larks Ascending 	Pulse Rhythm Pitch Tempo Dynamics Notation Improvise Stave Key signature Ostinato Repetition Stave Crochet Quaver Minim Semibreve Metres

	<u>Evaluating</u> <ul style="list-style-type: none"> Identify ways to improve technical aspects of performance. 		Texture Tone Coda
5C Journeys	<u>Performing</u> <ul style="list-style-type: none"> Sing as part of a class ensemble with consideration of tone and technique. Sing in three parts keeping to the correct melody. Learn new pieces using standard notation with increasingly complex songs. Play notes moving between then with control and accuracy DCBAGE with more complex melodies. Play high D and F #. To be able to play more intricate songs with the correct finger position. <u>Composing</u> <ul style="list-style-type: none"> Compose and layer a simple ostinato using the recorder. Improvise more than one bar of music using all 8 notes known. <u>Aural awareness</u> <ul style="list-style-type: none"> Listen to music from different genres commenting on tempo, dynamics and texture. Know and identify the distinct sounds of the woodwind, string and percussion families of instruments. <u>Evaluating</u> <ul style="list-style-type: none"> To evaluate own and others performances on the recorder that are played from notation. 	<u>Performing</u> <ul style="list-style-type: none"> Play: Dance from France, Sky Boat Song, National Anthem, Tallis Cannon. <u>Composing</u> <ul style="list-style-type: none"> Begin to show an awareness of how changes in pitch can be shown on a stave. Add pitch names to rhythmic notation to make more complex melodies. Know the symbols for rests and barlines. Know that piano means soft and forte means loud. <u>Aural awareness</u> <ul style="list-style-type: none"> Listen to BBC 10 pieces: Winter, Mars, Larks Ascending 	Pulse Rhythm Pitch Tempo Dynamics Notation RnB Rock Improvise Notation Notes Stave Key signature Coda Ostinato Repetition Stave Crochet Quaver Minim Semibreve Metres Texture Tone Rest Barline Piano Forte

<p>6A Into the woods</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> • When singing, show mastery and control of tone, diction, posture and breathing consistently. • Maintain a second part in a vocal or instrumental piece (Firework) with an understanding of harmony and texture. • Perform using conventional rhythmic and melodic notation to play a simply melody on xylophones. • Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Improvise with increasing confidence. (e.g. using a pentatonic scale pattern). • Can use pentatonic scale patterns to construct melodies. • Works independently within a group composition showing thought in selection of instruments and playing techniques, • Notate compositions using a stave. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Recognise and identify instrumental families aurally, including instruments from the orchestra. • Recognise the sound of the pentatonic scale. • Memorise more complex rhythmic and melodic patterns and match to conventional notation. • Compare and discuss differences in two pieces of music based around the pentatonic scale. Compare pitch, dynamics, rhythms and tempo. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Make constructive and refined comments on own and others' music to develop compositions 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Know and sing: Firework, Zhao Peng You <p>COMPOSING</p> <ul style="list-style-type: none"> • Know how to notate compositions using a stave to show pitch. • Know how to show rhythms using notation. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Listen to: Ravel -The Mother Goose Suite (the Empress of the Pagodas) ; Claude de Bussy La Fille aux Cheveraux de Lin. 	<p>Pulse Rhythm Pitch Tempo Dynamics Notation Dynamics Improvise Notation Stave Ostinato Ensemble Backing/ accompaniment</p>
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	<p>and performances using the full range of inter-related dimensions of music.</p> <ul style="list-style-type: none"> • Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Ostinato, Repetition, Sequence). • Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences. 		
6B World War Two	<p><u>Performing</u></p> <ul style="list-style-type: none"> • When singing, show greater mastery and control of tone, diction, posture and breathing consistently. • Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. • Perform using conventional rhythmic and melodic notation to play a variety of ostinato and simple pieces or songs, including expression and articulations. • Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues). • Improvise with increasing confidence. (e.g. using a scale pattern). • Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic). • Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Understands visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Know how to notate compositions using a variety of methods. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Know the names of instrumental families and instruments within them and that instrumental families have unique sounds (woodwind, brass, string, percussion). 	Pulse Rhythm Pitch Tempo Dynamics Notation Dynamics Solo Ensemble Introduction Improvise Notation Notes Stave Key signature Coda Ostinato Syncopation Cannon Bridge Hook

	<ul style="list-style-type: none"> • Works independently within a group composition showing thought in selection of instruments and playing techniques, • Notate compositions using a variety of methods, incorporating the inter-related dimensions of music. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> • Recognise and identify instrumental families aurally, (woodwind, brass, string, percussion). • comparing and contrasting different instrumental families and instruments within the families (for example the pitch of a violin compared to a cello) • Memorise more complex rhythmic and melodic patterns and match to conventional notation. • Compare and discuss differences in performances of the same piece of music. • Recognise a variety of metres. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music. • Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence). • Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences. 		
6C Origin of the Species	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Perform using conventional rhythmic and melodic notation to play a variety simple pieces or songs on the recorder. 	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Understands visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. 	Pulse Rhythm Pitch Tempo Dynamics

	<ul style="list-style-type: none"> Direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece. <p><u>Composing</u></p> <ul style="list-style-type: none"> Construct a piece of music to represent memories of Moorhill. Compositions show sensitivity to mood/time/location through use of inter-related dimensions. Works independently within a group composition showing thought in selection of instruments and playing techniques, Notate compositions using a stave and notation. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> Comment on how music impacts on changing the mood and atmosphere in a film (<i>Greatest Showman</i>). <p><u>Evaluating</u></p> <ul style="list-style-type: none"> Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music. Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Ostinato, Repetition, Sequence). Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences. 	<p><u>Composing</u></p> <ul style="list-style-type: none"> Know that the pitch of notes can be notated on a stave. Know that the value of notes can be represented as the symbols quaver, crochet, minim and semibreve. <p><u>Aural awareness</u></p> <ul style="list-style-type: none"> Listen to a <i>Million Dreams from the Greatest Showman</i> 	<p>Film/Classical Musicals Notation Notes Stave Ostinato Syncopation Cannon</p>
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By the end of Key Stage Two:

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

Pupils should be taught to:

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.