

# The Meadows Primary Academy



# Music

**Core Values:** Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

**Golden Threads of our Curriculum: R-A-I-S-E**

## The Meadows Primary Academy –

### Nursery: AD- Creating with Materials and Being Imaginative



| Playing & Exploring - Engagement   |  | Active Learning - Motivation  |   | Creating & Thinking Critically - Thinking   |   |  |  |  |  |
|--|--|---|---|---|---|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Finding out &amp; exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Having their own ideas (creative thinking)</li> <li>• Making links (building theories)</li> <li>• Working with ideas (critical thinking)</li> </ul>  |   |  |  |  |  |
| ELG  |  |   |   |   |   |  |  |  |  |
| <ul style="list-style-type: none"> <li>– Sing a range of well-known nursery rhymes &amp; songs</li> <li>- Perform songs, rhymes, poems &amp; stories with others, &amp; - when appropriate – try to move in time with music</li> </ul>   |  |   |   |   |   |  |  |  |  |
| Focus  | Singing  | Listening   | Performing  | Composing   | Vocabulary- To be used daily.   |  |  |  |  |
| Nursery Skills   | <ul style="list-style-type: none"> <li>• Remember and sing familiar songs eg pop songs and rhymes.</li> <li>• Sing the melodic shape ( moving melody, such as up and down, down and up of familiar songs.</li> </ul> | <ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Explore &amp; learn how sounds &amp; movements can be changed e.g. louder, quieter</li> <li>• Notice what other children &amp; adults do, mirror what is observed, adding variations &amp; doing it spontaneously</li> </ul> | <ul style="list-style-type: none"> <li>• Develop an understanding of how to create &amp; use sounds intentionally</li> <li>• Create own songs, or improvise a song around one they know</li> <li>• Remember &amp; sing familiar songs e.g. pop songs, rhymes</li> </ul> | <ul style="list-style-type: none"> <li>• Taps out simple repeated rhythms</li> <li>• Creates sounds to accompany stories</li> <li>• Sing the melodic shape (moving melody, such as up &amp; down, down &amp; up) of familiar songs</li> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul> | fast/slow<br>loud/quiet<br>Song/sing  |  |  |  |  |
| Nursery Knowledge  | <b>Autumn</b><br><b>“Ourselves” “Celebrations”</b>   |   | <b>Spring</b><br><b>“Moving on up” “Wonderful world”</b>  |   | <b>Summer</b><br><b>“What’s the story?” “Rescue me”</b>   |  |  |  |  |
|  | <ul style="list-style-type: none"> <li>• Can sing a range of familiar nursery rhymes</li> </ul>  | <ul style="list-style-type: none"> <li>• Can sing a range of familiar nursery rhymes with actions</li> <li>• Can use props as they sing ( nativity)</li> <li>• Can move in time to music.</li> </ul>  | <ul style="list-style-type: none"> <li>• Can follow a steady beat with a musical instrument.</li> <li>• Can follow the beat using body percussions.</li> <li>• Can use instruments to represent parts of a story for effect.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Can sing a range of familiar nursery rhymes with actions</li> <li>• Can use props as they sing ( nativity)</li> <li>• Can move in time to music.</li> </ul>  | <ul style="list-style-type: none"> <li>• Can follow a steady beat with a musical instrument.</li> <li>• Can follow the beat using body percussions.</li> </ul> <p>Can use instruments to represent parts of a story for effect.</p> |  |  |  |  |
| <p>Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.</p> |  |   |   |   |   |  |  |  |  |



## Reception AD- Creating with Materials and Being Imaginative

| Active Learning - Motivation   |   | Active Learning - Motivation   |   | Creating & Thinking Critically - Thinking   |   |  |  |  |  |
|--|---|--|---|---|---|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Being involved &amp; concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Having their own ideas (creative thinking)</li> <li>• Making links (building theories)</li> </ul> <p>Working with ideas (critical thinking)</p>  |   |  |  |  |  |
| ELG  |   |  |   |   |   |  |  |  |  |
| <ul style="list-style-type: none"> <li>- Sing a range of well-known nursery rhymes &amp; songs</li> <li>- Perform songs, rhymes, poems &amp; stories with others, &amp; - when appropriate – try to move in time with music</li> </ul>   |   |  |   |   |   |  |  |  |  |
| Focus  | Singing   | Listening  | Performing  | Composing   | Vocabulary- To be used daily.   |  |  |  |  |
| Reception Skills   | <ul style="list-style-type: none"> <li>•Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul> | <ul style="list-style-type: none"> <li>•Respond imaginatively to music e.g. this music sounds like dinosaurs</li> <li>•Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul> | <ul style="list-style-type: none"> <li>•Choose particular movements, instruments/sounds for their own imaginative purposes</li> <li>• Explore &amp; engage in music making &amp; dance, performing solo or in groups</li> </ul> | <ul style="list-style-type: none"> <li>•Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li> <li>•Make Music in a range of ways eg plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> </ul> | Chant<br>High/ low<br>Repeat<br>Rhythm<br>Sound<br>Beat<br>Follow   |  |  |  |  |
| Reception Knowledge  | <b>Autumn</b><br><b>“Who am I?”</b>   |  | <b>Spring</b><br><b>“Food to fork”</b>  |   | <b>Summer</b><br><b>“Where will we go now? Water water everywhere”</b>  |  |  |  |  |
|  | <ul style="list-style-type: none"> <li>• Can along to a familiar song as a class group.</li> </ul>  | <ul style="list-style-type: none"> <li>•Can sing along to new songs ( nativity) as a group.</li> <li>•Can sing some songs in smaller groups</li> </ul>   | <ul style="list-style-type: none"> <li>•Can move in time to music ( dance)</li> <li>•Can create movement to match different sounds in stories.</li> <li>•Can follow signals for ‘stop and go’ ‘louder and quieter’</li> </ul>   | <ul style="list-style-type: none"> <li>•Can follow the beat with a range instruments.</li> <li>•Can follow a simple musical pattern</li> </ul>  | <ul style="list-style-type: none"> <li>•Make their own musical instrument and explain the sounds that it makes.</li> <li>•Play a musical instrument in time to the beat of a song.</li> </ul> |  |  |  |  |
| Explore pulse, rhythm and duration   |   | Exploring pitch, timbre, tempo and dynamics.   |   | Exploring sounds, instruments and symbols.  |   |  |  |  |  |
| <p>Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. The outdoor classroom will be used as a key feature in our science learning through the natural world. Trips to the farm and the zoo will be used to enhance children experiences of animals and class experiences of hatching our own chicks and caring for our own caterpillars/butterflies.</p> |   |  |   |   |   |  |  |  |  |

### KS1 Music

#### KS1: POS

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 interrelated dimensions of music.

#### **Singing**

Take part in singing, accurately following the melody.

Sing a range of simple songs with actions to mark the steady beat.

Follow instructions on how and when to sing.

#### **Listening**

Listen and respond to a variety of live and recorded music comment on pulse, rhythm, pitch, timbre, dynamics and duration.

Recognise changes in pulse, rhythm, pitch, timbre, dynamics and duration.

#### **Composing**

Create a mixture of different sounds.

Choose and sequence sounds to create an effect.

Create short, musical patterns.

Use symbols to represent a composition and use them to help with a performance.

#### **Performing**

Control sounds using voices and instruments.

Follow instructions on when and how to play an instrument

### Cycle A: Music skills & Knowledge progression

|                     | <b>Skills</b>  | <b>Knowledge</b>   |
|---------------------|--|--|
| Listen and appraise | <ul style="list-style-type: none"> <li>• Listen and respond to music through movement and discussion</li> <li>• Find a pulse</li> <li>• Create rhythms for others to follow</li> <li>• Clap to a rhythm</li> </ul>   | <ul style="list-style-type: none"> <li>• To know 5 songs off by heart.</li> <li>• To know what the songs are about.</li> <li>• To know and recognise the sound and names of some of the instruments they use.</li> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul> |
| Singing             | <ul style="list-style-type: none"> <li>• Learn about voices, singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>• Learn to start and stop singing when following a leader.</li> </ul> | <ul style="list-style-type: none"> <li>• To know high and low sounds</li> <li>• To confidently sing or rap five songs from memory and sing them in unison</li> </ul>   |

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|             |   |  |
|-------------|---|--|
| Playing     | <ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect.</li> <li>• Play a tuned instrumental part with the song they perform.</li> <li>• Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>• Listen to and follow musical instructions from a leader</li> </ul> | <ul style="list-style-type: none"> <li>• To know the names of the notes in their instrumental part from memory or when written down.</li> <li>• To learn the names of the instruments they are playing.</li> </ul>   |
| Improvising | <ul style="list-style-type: none"> <li>• Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>• Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>• Improvise – Take it in turns to improvise using one or two notes.</li> </ul>                           | <ul style="list-style-type: none"> <li>• To know Improvisation is about making up your own tunes on the spot.</li> <li>• To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know everyone can improvise</li> </ul> |
| Composition | <ul style="list-style-type: none"> <li>• Help to create a simple melody using one, two or three notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary</li> </ul>  | <ul style="list-style-type: none"> <li>• To know composing is like writing a story with music.</li> <li>• To know everyone can compose</li> </ul>  |

**Cycle B: Music skills and Knowledge progression**

|                     | Skills  | Knowledge  |
|---------------------|---|--|
| Listen and appraise | <ul style="list-style-type: none"> <li>• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>• To learn how songs can tell a story or describe an idea.</li> </ul>   | <ul style="list-style-type: none"> <li>• To know five songs off by heart.</li> <li>• To know some songs have a chorus or a response/answer part.</li> <li>• To know that songs have a musical style.</li> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul> |
| Singing             | <ul style="list-style-type: none"> <li>• Learn about voices, singing notes of different pitches (high and low).</li> <li>• Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>• Learn to find a comfortable singing position.</li> <li>• Learn to start and stop singing when following a leader.</li> </ul> | <ul style="list-style-type: none"> <li>• To confidently know and sing five songs from memory.</li> <li>• To know that unison is everyone singing at the same time.</li> <li>• Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>• To know why we need to warm up our voices.</li> </ul>   |

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**Golden Threads of our Curriculum: R-A-I-S-E**

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|             |   |  |
|-------------|---|--|
| Playing     | <ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect.</li> <li>• Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>• Play the part in time with the steady pulse.</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul> | <ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Know the names of untuned percussion instruments played in class.</li> </ul>   |
| Improvising | <ul style="list-style-type: none"> <li>• Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>• Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>• Improvise – Take it in turns to improvise using one or two notes.</li> </ul>         | <ul style="list-style-type: none"> <li>• To know Improvisation is about making up your own tunes on the spot.</li> <li>• To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know everyone can improvise</li> </ul> |
| Composition | <ul style="list-style-type: none"> <li>• Help to create a simple melody using one, two or three notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary</li> </ul>  | <ul style="list-style-type: none"> <li>• To know composing is like writing a story with music.</li> <li>• To know everyone can compose</li> </ul>  |

**Key Vocabulary:**

Pulse, volume, beat, rhythm, pitch.

| Experiences  | SMSC  | British Values  | The Meadows Values  |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Listen and appraise songs from a range of cultures</li> <li>• Engaging as a team</li> <li>• Using musical instruments</li> <li>• Exploring a range of musical genres</li> </ul> | <p>Moral</p> <ul style="list-style-type: none"> <li>• Listening and valuing others opinions on the genre being taught</li> <li>• Expressing own personal feelings and thoughts on musical genres</li> </ul> | <p>Democracy</p> <ul style="list-style-type: none"> <li>• Listen and appraise the other music.</li> </ul> | <p>Team work</p> <ul style="list-style-type: none"> <li>• Working with others using musical instruments</li> <li>• Working as a class to produce a piece of music</li> </ul> <p>Respect</p> <ul style="list-style-type: none"> <li>• Respecting others views</li> <li>• Respecting a range of musical genres</li> </ul> <p>Resilience</p> <ul style="list-style-type: none"> <li>• Engaging in the music lesson</li> <li>• Learning a musical instrument</li> </ul> |

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**Golden Threads of our Curriculum: R-A-I-S-E**

### **Year 3: Music skills progression**

#### **KS2: POS**

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play 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.

#### **Singing**

Sing form memory with accurate pitch.  
Sing in tune, Pronounce words within a song clearly.  
Show control of voice.  
Perform with control and awareness of others.

#### **Listening**

Listen and evaluate music from different traditions, genres, composers and musicians using musical vocabulary and identify areas of likes and dislikes.  
Listen to music from a range of historical periods.  
Understand layers of sound and discuss their effect on mood and feelings.  
Use the interrelated dimensions of music to describe what they hear.

#### **Composing**

Compose melodic songs. Create repeated patterns with a range of instruments.  
Create simple accompaniments for tunes.  
Use drones as accompaniments.  
Devise non-standard symbols to indicate when to play and rest.  
Choose, order and combine sounds to create an effect.  
Use sounds to create abstract effects.

#### **Performing**

Perform melodic songs.  
Maintain a simple part within a group.  
Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.

### **Year 3: Music skills and Knowledge progression**

|                     | <b>Skills</b>   | <b>Knowledge</b>   |
|---------------------|---|--|
| Listen and appraise | <ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To think about what the words of a song mean.</li> <li>• To take it in turn to discuss how the song makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> </ul> | <ul style="list-style-type: none"> <li>• To know five songs from memory and who sang them or wrote them.</li> <li>• To know the style of the five songs.</li> <li>• To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>- Its lyrics: what the song is about</li> <li>- Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>-Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the song</li> </ul> </li> </ul> |

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|             |   |   |
|-------------|---|---|
| Singing     | <ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To have an awareness of the pulse internally when singing</li> </ul>   | <ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• To know why you must warm up your voice</li> </ul>   |
| Playing     | <ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> </ul>  | <ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• The instruments used in class (a glockenspiel, a recorder).</li> </ul>   |
| Improvising | <ul style="list-style-type: none"> <li>• Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</li> <li>• Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</li> <li>• Improvise! – Take it in turns to improvise using three different notes.</li> </ul>   | <ul style="list-style-type: none"> <li>• To know and be able to talk about improvisation:</li> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> |
| Composition | <ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> | <ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>   |

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|  |   |   |   |
|--|---|---|---|
| <p><b>Key Vocabulary:</b><br/>pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance</p>  |   |   |   |
| <b>Experiences</b>   | <b>SMSC</b>   | <b>British Values</b>   | <b>The Meadows Values</b>   |
| <ul style="list-style-type: none"> <li>• Listen and appraise songs from a range of cultures</li> <li>• Engaging as a team</li> <li>• Using musical instruments</li> <li>• Exploring a range of musical genres</li> </ul> | <p>Moral</p> <ul style="list-style-type: none"> <li>• Listening and valuing others opinions on the genre being taught</li> <li>• Expressing own personal feelings and thoughts on musical genres</li> </ul> | <p>Democracy</p> <ul style="list-style-type: none"> <li>• Listen and appraise the other music.</li> <li>• Learning songs from different cultures</li> </ul> | <p>Team work</p> <ul style="list-style-type: none"> <li>• Working with others using musical instruments</li> <li>• Working as a class to produce a piece of music</li> </ul> <p>Respect</p> <ul style="list-style-type: none"> <li>• Respecting others views</li> <li>• Respecting a range of musical genres</li> </ul> <p>Resilience</p> <ul style="list-style-type: none"> <li>• Engaging in the music lesson</li> <li>• Learning a musical instrument</li> </ul> |

**Year 4: Music skills progression**

**KS2: POS**

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play 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.

**Singing**

Sing from memory with accurate pitch.  
Sing in tune, Pronounce words within a song clearly.  
Show control of voice.  
Perform with control and awareness of others.

**Listening**

Listen and evaluate music from different traditions, genres, composers and musicians using musical vocabulary and identify areas of likes and dislikes.  
Listen to music from a range of historical periods.  
Understand layers of sound and discuss their effect on mood and feelings.  
Use the interrelated dimensions of music to describe what they hear.

**Composing**

Compose melodic songs. Create repeated patterns with a range of instruments.  
Create simple accompaniments for tunes.  
Use drones as accompaniments.  
Devise non-standard symbols to indicate when to play and rest.  
Choose, order and combine sounds to create an effect.  
Use sounds to create abstract effects.

**Performing**

Perform melodic songs.  
Maintain a simple part within a group.  
Play notes on an instrument with care so that they are clear.  
Perform with control and awareness of others.

**Year 4: Music skills and Knowledge progression**

|                     | <b>Skills</b>  | <b>Knowledge</b>   |
|---------------------|--|--|
| Listen and appraise | <ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>• Talk about the music and how it makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use musical words.</li> </ul> | <ul style="list-style-type: none"> <li>• To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</li> <li>• Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>• The lyrics: what the song is about.</li> <li>• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>• Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>• Name some of the instruments they heard in the song.</li> </ul> |

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|             |   |  |
|-------------|---|--|
| Singing     | <ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To rejoin the song if lost.</li> <li>• To listen to the group when singing.</li> </ul>   | <ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• Texture: How a solo singer makes a thinner texture than a large group</li> <li>• To know why you must warm up your voice</li> </ul>   |
| Playing     | <ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>                                  | <ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>• Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>   |
| Improvising | <ul style="list-style-type: none"> <li>• Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ◦ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ◦ Improvise! – Take it in turns to improvise using three different notes.</li> </ul>   | <ul style="list-style-type: none"> <li>• To know and be able to talk about improvisation:</li> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul> |
| Composition | <ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or all five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> | <ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>  |

**Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity**

**Golden Threads of our Curriculum: R-A-I-S-E**

| <p><b>Key Vocabulary:</b><br/>Improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns</p>         |   |   |   |
|--|---|---|---|
| Experiences  | SMSC  | British Values  | The Meadows Values  |
| <ul style="list-style-type: none"> <li>• Listen and appraise songs from a range of cultures</li> <li>• Engaging as a team</li> <li>• Using musical instruments</li> <li>• Exploring a range of musical genres</li> </ul> | <p>Moral</p> <ul style="list-style-type: none"> <li>• Listening and valuing others opinions on the genre being taught</li> <li>• Expressing own personal feelings and thoughts on musical genres</li> </ul> | <p>Democracy</p> <ul style="list-style-type: none"> <li>• Listen and appraise the other music.</li> <li>• Learning songs from different cultures</li> </ul> | <p>Team work</p> <ul style="list-style-type: none"> <li>• Working with others using musical instruments</li> <li>• Working as a class to produce a piece of music</li> </ul> <p>Respect</p> <ul style="list-style-type: none"> <li>• Respecting others views</li> <li>• Respecting a range of musical genres</li> </ul> <p>Resilience</p> <ul style="list-style-type: none"> <li>• Engaging in the music lesson</li> <li>• Learning a musical instrument</li> </ul> |

### **Year 5: Music skills progression**

#### **KS2: POS**

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play 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.

#### **Singing**

Singing from memory with confidence. Perform solo or as part of an ensemble.  
 Sing expressively and in tune.  
 Perform with controlled breathing and skilful singing. Hold a part within a round or part song.  
 Sing a harmony part confidently and accurately.  
 Convey the relationship between the lyrics and the melody.

#### **Listening**

Listen and evaluate music from different traditions, genres, composers and musicians using a wide range of musical vocabulary and identify areas of likes and dislikes.  
 Listen to music from a range of historical periods.  
 Use the interrelated dimensions of music to describe what they hear

#### **Composing**

Create songs with verse and chorus. Create rhythmic patterns with an awareness of timbre and duration.  
 Combine a variety of musical devices including melody, rhythm and chords.  
 Compose using a variety of musical devices including melody, rhythm and chords.  
 Use drones and melodic ostinati (based on pentatonic and whole scale).  
 Begin to use standard musical notation.  
 Begin to read and create notes on a musical stave.  
 Begin to understand the purpose of the treble clef. Understand simple rhythmic time signatures.  
 Thoughtfully select elements for a piece in order to gain a defined effect.  
 Use digital technologies to compose, edit and refine pieces of music.

#### **Performing**

Sustain a drone or a melodic ostinato as an accompaniment.  
 Perform with skilful playing.  
 Play from memory with confidence.  
 Combine a variety of musical devices including melody, rhythm and chords. Perform solos or as part of an ensemble.

### **Year 5: Music skills and Knowledge progression**

|                     | <b>Skills</b>  | <b>Knowledge</b>   |
|---------------------|--|--|
| Listen and appraise | <ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use musical words.</li> <li>• To talk about the musical dimensions working together in the Unit songs</li> <li>• Talk about the music and how it makes you feel.</li> </ul> | <ul style="list-style-type: none"> <li>• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>• To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>• To choose two or three other songs and be able to talk about:</li> <li>• Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>• The lyrics: what the songs are about</li> <li>• Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>• Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>• Name some of the instruments they heard in the songs</li> </ul> |

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|             |   | <ul style="list-style-type: none"> <li>• The historical context of the songs. What else was going on at this time?</li> </ul>  |
| Singing     | <ul style="list-style-type: none"> <li>• To sing in unison and to sing backing vocals.</li> <li>• To enjoy exploring singing solo.</li> <li>• To listen to the group when singing.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To experience rapping and solo singing.</li> <li>• To listen to each other and be aware of how you fit into the group.</li> <li>• To sing with awareness of being 'in tune'.</li> </ul>   | <ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To choose a song and be able to talk about:</li> <li>• Its main features</li> <li>• Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>• To know what the song is about and the meaning of the lyrics</li> <li>• To know and explain the importance of warming up your voice</li> </ul>   |
| Playing     | <ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul> | <ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>  |
| Improvising | <ul style="list-style-type: none"> <li>• Play and copy back using instruments. Use the three notes. Play and Improvise You will be using up to three notes: Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson: Improvise using three notes.</li> </ul>  | <ul style="list-style-type: none"> <li>• To know and be able to talk about improvisation:</li> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>• To know three well-known improvising musicians</li> </ul> |
| Composition | <ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> </ul>   | <ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> | <ul style="list-style-type: none"> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection between sound and symbol</li> </ul> |
|--|--|--|

**Key Vocabulary:**

Chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse

| Experiences  | SMSC  | British Values  | The Meadows Values  |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>Listen and appraise songs from a range of cultures</li> <li>Engaging as a team</li> <li>Using musical instruments</li> <li>Exploring a range of musical genres</li> </ul> | <p>Moral</p> <ul style="list-style-type: none"> <li>Listening and valuing others opinions on the genre being taught</li> <li>Expressing own personal feelings and thoughts on musical genres</li> </ul> | <p>Democracy</p> <ul style="list-style-type: none"> <li>Listen and appraise the other music.</li> <li>Learning songs from different cultures</li> </ul> | <p>Team work</p> <ul style="list-style-type: none"> <li>Working with others using musical instruments</li> <li>Working as a class to produce a piece of music</li> </ul> <p>Respect</p> <ul style="list-style-type: none"> <li>Respecting others views</li> <li>Respecting a range of musical genres</li> </ul> <p>Resilience</p> <ul style="list-style-type: none"> <li>Engaging in the music lesson</li> <li>Learning a musical instrument</li> </ul> |

### **Year 6: Music skills progression**

#### **KS2: POS**

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play 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.

#### **Singing**

Singing from memory with confidence. Perform solo or as part of an ensemble.  
Sing expressively and in tune. Perform with controlled breathing and skilful singing.  
Hold a part within a round. Sing a harmony part confidently and accurately.  
Convey the relationship between the lyrics and the melody

#### **Listening**

Listen and evaluate music from different traditions, genres, composers and musicians using a wide range of musical vocabulary and identify areas of likes and dislikes.  
Listen to music from a range of historical periods.  
Describe how lyrics often reflect the cultural context of music and how social meaning. Use the interrelated dimensions of music to describe what they hear.

#### **Composing**

Create songs with verse and chorus. Create rhythmic patterns with an awareness of timbre and duration.  
Combine a variety of musical devices including melody, rhythm and chords.  
Compose using a variety of musical devices including melody, rhythm and chords. Use drones and melodic ostinati (based on pentatonic and whole scale).  
Begin to use standard musical notation. Begin to read and create notes on a musical stave.  
Begin to understand the purpose of the treble clef.  
Begin to understand and use the # and ♭ symbols.  
Understand simple rhythmic time signatures. Thoughtfully select elements for a piece in order to gain a defined effect.  
Use digital technologies to compose, edit and refine pieces of music

#### **Performing**

Sustain a drone or a melodic ostinato as an accompaniment. Perform with skilful playing.  
Play from memory with confidence.  
Combine a variety of musical devices including melody, rhythm and chords.  
Perform solos or as part of an ensemble.

### **Year 6: Music skills and Knowledge progression**

|                     | <b>Skills</b>   | <b>Knowledge</b>  |
|---------------------|---|---|
| Listen and appraise | <ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• Use musical words when talking about the songs.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul> | <ul style="list-style-type: none"> <li>• To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>• To know the style of the songs and to name other songs from the Units in those styles.</li> <li>• To choose three or four other songs and be able to talk about:</li> <li>• The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>• The lyrics: what the songs are about</li> <li>• Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> </ul> |

**Our Mission: To drive personal and academic excellence; everyone, every day.**

|             |   |  |
|-------------|---|--|
|             |   | <ul style="list-style-type: none"> <li>• Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>• Name some of the instruments used in the songs</li> <li>• The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>• Know and talk about that fact that we each have a musical identity</li> </ul>   |
| Singing     | <ul style="list-style-type: none"> <li>• To sing in unison and to sing backing vocals.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To experience rapping and solo singing.</li> <li>• To listen to each other and be aware of how you fit into the group.</li> <li>• To sing with awareness of being 'in tune'.</li> </ul>   | <ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>• To choose a song and be able to talk about: o Its main features</li> <li>• Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>• To know what the song is about and the meaning of the lyrics</li> <li>• To know and explain the importance of warming up your voice</li> </ul>  |
| Playing     | <ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>  | <ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>  |
| Improvising | <ul style="list-style-type: none"> <li>• Play and Copy Back</li> <li>• o Bronze – Copy back using instruments. Use one note.</li> <li>• o Silver – Copy back using instruments. Use the two notes.</li> <li>• o Gold – Copy back using instruments. Use the three notes.</li> <li>• Play and Improvise You will be using up to three notes:</li> <li>• o Bronze – Question and Answer using instruments. Use one note in your answer.</li> <li>• o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>• o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3.</li> <li>• Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</li> <li>• Bronze – Improvise using one note.</li> <li>• o Silver – Improvise using two notes.</li> <li>• o Gold – Improvise using three notes.</li> </ul> | <ul style="list-style-type: none"> <li>• To know and be able to talk about improvisation:</li> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one, two or three notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>• To know three well-known improvising musicians</li> </ul> |

**Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity**

**Golden Threads of our Curriculum: R-A-I-S-E**

|             |   |   |
|-------------|---|---|
| Composition | <ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> | <ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul> |
|-------------|---|---|

**Key Vocabulary:**

Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony

| Experiences  | SMSC  | British Values  | The Meadows Values  |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Listen and appraise songs from a range of cultures</li> <li>• Engaging as a team</li> <li>• Using musical instruments</li> <li>• Exploring a range of musical genres</li> </ul> | <p>Moral</p> <ul style="list-style-type: none"> <li>• Listening and valuing others opinions on the genre being taught</li> <li>• Expressing own personal feelings and thoughts on musical genres</li> </ul> | <p>Democracy</p> <ul style="list-style-type: none"> <li>• Listen and appraise the other music.</li> <li>• Learning songs from different cultures</li> </ul> | <p>Team work</p> <ul style="list-style-type: none"> <li>• Working with others using musical instruments</li> <li>• Working as a class to produce a piece of music</li> </ul> <p>Respect</p> <ul style="list-style-type: none"> <li>• Respecting others views</li> <li>• Respecting a range of musical genres</li> </ul> <p>Resilience</p> <ul style="list-style-type: none"> <li>• Engaging in the music lesson</li> <li>• Learning a musical instrument</li> </ul> |