

Music

The aim of our Music curriculum at Blue Coat is to provide children with the breadth and depth of skills to enjoy music and experience it in a variety of contexts. During the year, all children will have the opportunity to develop their understanding, skills and techniques in music. They will explore the four key strands of music progressively throughout the Key Stage: singing, listening, composing and performing. Throughout the year, all children will develop their singing abilities through weekly singing practice and performance-based singing, such as the Harvest Festival and Christmas performances. In addition to delivering Music through the National Curriculum, children at Blue Coat have the opportunity to be taught by specialist peripatetic teachers. Durham Music Service currently offer lessons in guitar, violin and keyboard which are delivered either on a 1:1 basis or small group tuition.

Progression of Skills

Area of skill	Lower KS2	Year 5	Year 6
Singing Technical Expressive	Children will be taught to: • Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. • Perform actions confidently and in time to a range of action songs. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies. • Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a	Children will be taught to: • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities.	Children will be taught to: • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three- and fourpart rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts –

	simple second part to introduce vocal harmony. • Perform a range of songs in school assemblies.		in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Listening	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.
Composing - Improvising Constructive	Pupils should be taught to: • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations.	Pupils should be taught to: • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).	Pupils should extend their improvisation skills through working in small groups to: • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.

Composing - Composition Constructive	Pupils should be taught to: • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values. • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords. • Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.	Pupils should be taught to: • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.	Pupils should be taught to: • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
Performing - Instrumental Performance Expressive	Pupils should be taught to: • Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Play and perform melodies following staff notation using a small range	Pupils should be taught to: • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.	Pupils should be taught to: • Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. • Accompany this same melody, and others, using block chords or a bass line. • Engage with others through ensemble playing with pupils

	(e.g. Middle C–G/do–so) as a whole-class or in small groups. • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).	• Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	taking on melody or accompaniment roles.
Performing - Reading Notation Expressive	Pupils should be taught to: • Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. • Understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	Pupils should be taught to: • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and perform pitch notation within an octave (e.g. C–C'/do–do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	Pupils should be taught to: • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations
Oracy Objectives Skills Covered	<u>Social & Emotional</u> • To perform in front of an audience. • To perform with confidence in front of an audience. <u>Cognitive</u> • To reflect on discussions and respond to others. • To reflect on discussions and reflect on how to improve.	<u>Social & Emotional</u> • To listen actively and offer opinions and reflections on pieces of music. <u>Cognitive</u> • To give reasons to	<u>Social & Emotional</u> • To listen actively for more extended periods of time and offer opinions and reflections on pieces of music.

	<u>Linguistic</u> • To begin to use specialist vocabulary • To use specialist vocabulary with growing confidence. <u>Physical</u> • To consider breathing and posture for vocal performance. • To consider how tone, dynamics and tempo influence a vocal performance.	support their own point of view and preferences. <u>Linguistic</u> • To confidently use specialist language. <u>Physical</u> • To project their voice to a larger audience, using appropriate techniques, in a vocal performance.	<u>Cognitive</u> • To assess different viewpoints and to offer counter opinions. <u>Linguistic</u> • To use specialist, technical language in context. <u>Physical</u> • To have stage presence • To adjust timbre, dynamics and tempo for effect during a vocal performance.
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Curriculum Content Map

Yr.	Unit					
LKS2A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Writing Down Music (How does music bring us together?)	Playing in a Band (How does music bring us together?)	Compose Using your Imagination (How does music make the world a better place?)	More Musical Styles (How does music make the world a better place?)	Enjoying Improvisation (How does music connect us to our planet?)	Opening Night (How does music connect us to our planet?)
Musicianship/ Understanding Music	Content: - Finding & keeping a steady beat - Copying rhythms - Reading Notation Know: - To link sounds to symbols (beginnings of formal notation) - To play and sing in the time signatures of $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$. - To copy back and improvise with rhythmic patterns using minims, crotchets and quavers - To recognise and move in time with the steady beat in $\frac{4}{4}$, $\frac{3}{4}$ and $\frac{2}{4}$ time - Begin to recognise (by ear and from notation) minims, crotchets & quavers. - To identify the names of some pitched notes on a stave - To identify if a song is major or minor Remember: - To move in time and keep a steady beat - To learn to watch and follow a steady beat - To copy back simple rhythmic patterns using long and short - To sing short phrases independently - Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo) - To create rhythms using word phrases as a starting point. - To recognise long & short sounds & match them to syllables and movements Vocabulary: - Pulse/beat					

	• Rhythm • Pitch • Tempo • Dynamics • Staves & Clefs • Lines/spaces • Crotchets, Minims, quavers & paired quavers • Major/Minor Key
Listen & Respond	Content: • Listening and responding to music in different styles, historical context and y different musicians Know: • To identify, describe and share their thoughts and feelings about the music including why they like or don't like it. • To find the beat or groove of the music • To talk about what the song or piece of music means and why it was written • To talk about the style of music and compare it to other similar music they have heard • To use appropriate musical language to describe and discuss music • To recognise band instruments and orchestral instruments • Remember: • To identify a fast and slow tempo • To describe what they see in their imaginations when listening to a piece of music • To identify loud and quiet sounds • Understand that there are different styles of music • To marks the beat/pulse of a listening piece. Vocabulary: • Timbre • Texture • Structure
Rehearse (Vocal & Instrumental)	Content: • Singing in ensemble • Listening to other within the ensemble • Playing instruments • Keeping a steady beat • Playing in an ensemble • Notation

	Know: • To sing in unison and multiple parts with increasing confidence • To sing or play instruments with good posture and technique • To sing songs from memory • To listen for being “in time” or “out of time” • To sing with attention to diction • To sing more expressively with attention to breathing and phrasing • To have a go at singing solo • To listen to and follow the leader or conductor confidently • To perform actions confidently and in time • To play a part on a tuned instrument either by ear or from notation • To play the right notes with secure rhythms • To play together with everybody while keeping the beat Remember: • To sing in unison • To sing with more pitching accuracy • To begin to add actions and movements to songs • To play a part on untuned percussion by ear • To perform short ostinati and riffs while keeping time with a steady beat. Vocabulary: • Conductor • Ensemble
Improvise	Content: • To improvise musically within a given piece • To listen & identify where improvisation is appropriate Know: • To follow a steady beat and stay “in time” when improvising • To become more skilled in improvising trying more notes and rhythms including rests • To this about creating musical phrases. Remember: • Begin to create personal musical ideas using given notes • To understand that improvisation is about making up your own tunes on the spot

	Vocabulary: • Improvise • Rests
Compose	Content: • To compose a melody in keeping with a given style • Notation/scoring Know: • To compose over a simple chord progression/groove/drone • To include a “home” note to provide a sense of ending • To give the melody “shape” • To use simple structures within compositions eg intro, verse, chorus or AB form • To use simple dynamics • To create tempo instruction • To compose on tuned and untuned percussion using known rhythms and note values • To use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests Remember: • Understand that composition is like telling a musical story • To compose using 2, 3, or 4 notes • To explore graphic scores and use graphic symbols to keep a record of compositions Vocabulary: • Composition • Notation • Bar • Clef • Score • Graphic score
Perform	Content: • To perform a song/musical piece to an audience Know: • To plan, rehearse and give a musical performance to an audience from memory or with notation with confidence • To show understanding of musical themes and how they have shaped the performance • To follow the leader of conductor • To talk evaluate the performance highlighting strengths and improvements that could be made

	• To include actions/improvisatory ideas/composed passages into the performance • To reflect on feelings about performing Remember: • To perform a song from memory • To talk about what they enjoyed about the performance Vocabulary: • Performance • Professionalism • “Look” • Impact • Projection • Evaluation					
LKS2B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Musical Structures (How does music connect us to our past?)	Exploring Feelings when you Play (How does music connect us to our past?)	Compose with Your Friends (How does music teach us about our community?)	Feelings Through Music (How does music teach us about our community?)	Expression & Improvisation (How does music shape our way of life?)	The Show Must GO On! (How does music shape our way of life?)
Musicianship/ Understanding Music	Content: • Finding & keeping a steady beat • Copying rhythms • Reading Notation Know: • To know the beginnings of formal notation • To play and sing in the time signatures of $\frac{2}{3}$, $\frac{3}{4}$ and $\frac{4}{4}$. • To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests • To recognise and move in time with the steady beat in $\frac{4}{4}$, $\frac{3}{4}$ and $\frac{2}{4}$ time • Begin to recognise (by ear and from notation) minims, crotchets, quavers and their rests. • To identify the names of some pitched notes on a stave • To listen and copy more complex rhythmic patterns by ear or from notation • To copy back more complex melodic patterns					

	Remember: • To move internalise and keep a steady beat • To learn to watch and follow a steady beat • To copy back simple rhythmic patterns • To sing short phrases independently • Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo) • To create rhythms using word phrases as a starting point. • To identify by ear if a song is in the major or minor Vocabulary: • Pulse/beat • Rhythm • Pitch • Tempo • Dynamics • Staves & Clefs • Lines/spaces • Crotchets, Minims, quavers, paired quavers and equivalent rests • Major/Minor Key
Listen & Respond	Content: • Listening and responding to music in different styles, historical context and by different musicians Know: • To talk about the lyrics of a song & what the song or piece of music means and why it was written • To find and demonstrate the steady beat • To identify 2/4, ¾ and 4/4 metre • To identify tempo as fast, slow or steady • To recognise the style of music they are listening to and features that distinguish that style • To discuss the structure of songs • To explain what a main theme is and identify when it is repeated • To identify: call & response, a solo vocal or instrument line and the rest of the ensemble; a change in texture, articulation of certain words, programme music • To understand a musical introduction and its purpose • To recall (by ear) memorable phrases heard in music • To identify major and minor tonalities • To recognise notes on the pentatonic scale by ear and notation • To describe legato and staccato

	Remember: • To identify a fast and slow tempo • To describe what they see in their imaginations when listening to a piece of music • To identify loud and quiet sounds • Understand that there are different styles of music • To mark the beat/pulse of a listening piece. • To identify, describe and share their thoughts and feelings about the music including why they like or don't like it. • To find the beat or groove of the music • To talk about the style of music and compare it to other similar music they have heard • To use appropriate musical language to describe and discuss music • To recognise band instruments and orchestral instruments Vocabulary: • Timbre • Texture • Structure • Solo • Ensemble • Legato/Staccato
Rehearse (Vocal & Instrumental)	Content: • Singing in ensemble • Listening to other within the ensemble • Playing instruments • Keeping a steady beat • Playing in an ensemble • Notation Know: • To rehearse and learn songs and musical pieces from memory and/or with notation • To sing in different time signatures: 2/4, 3/4 & 4/4 • To sing as part of a choir with awareness of size: the larger the ensemble , the thicker and richer the musical texture • To demonstrate vowel sounds, blended sounds and consonants • To sing "on pitch" and "in time" • To sing expressively with attention to legato and staccato • To talk about different styles of singing used for different styles of song • To talk about how songs and their styles connect to the world • To rehearse and play a simple melodic instrumental part (by ear or from notation) in: Cmaj, Fmaj, Gmaj & Dmaj

	Remember: • To sing in unison and multiple parts with increasing confidence • To sing or play instruments with good posture and technique • To sing songs from memory • To listen for being “in time” or “out of time” • To sing with attention to diction • To sing more expressively with attention to breathing and phrasing • To have a go at singing solo • To listen to and follow the leader or conductor confidently • To perform actions confidently and in time • To play a part on a tuned instrument either by ear or from notation • To play the right notes with secure rhythms • To play together with everybody while keeping the beat Vocabulary: • Conductor • Ensemble
Improvise	Content: • To improvise musically within a given piece • To listen & identify where improvisation is appropriate Know: • To explore improvisation within a major scale, using more notes • To improvise on a limited range of pitches making use of musical features including smooth (legato) and detached (staccato) articulation • To improvise over a simple chord progression/groove Remember: • To follow a steady beat and stay “in time” when improvising • To become more skilled in improvising trying more notes and rhythms including rests • To this about creating musical phrases. Vocabulary: • Improvise • Rests • Articulation • Legato • Staccato • Dynamics • Tempo

Compose	Content: • To compose a melody in keeping with a given style • Notation/scoring Know: • To compose over a simple chord progression/groove/drone • To include a “home” note to provide a sense of ending • To give the melody “shape” • To use simple structures within compositions eg intro, verse, chorus or AB form • To use simple dynamics • To create tempo instruction • To compose song accompaniments on tuned and untuned percussion using known rhythms and note values • To create a melody using minims, crotchets, quavers and their rests • To perform their simple compositions using their own choice of notes Remember: • Understand that composition is like telling a musical story • To compose using 2, 3, or 4 notes • To explore graphic scores and use graphic symbols to keep a record of compositions • To use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests Vocabulary: • Composition • Notation
Perform	Content: • To perform a song/musical piece to an audience Know: • To plan, rehearse and give a musical performance to an audience from memory or with notation with confidence • To play and perform melodies following staff notation using a small range of notes as a whole class or in small groups • To explain why the piece was chosen including its composer and historical context • To reflect on the performance and how well it suited the occasion • To include instrumental improvisatory ideas/composed passages into the performance • To discuss and respond to any feedback and to consider how future performances might be different Remember: • To plan, rehearse and give a musical performance to an audience from memory or with notation with confidence • To show understanding of musical themes and how they have shaped the performance • To follow the leader of conductor

	• To talk evaluate the performance highlighting strengths and improvements that could be made • To include actions/improvisatory ideas/composed passages into the performance • To reflect on feelings about performing Vocabulary: • Performance • Professionalism • “Look” • Impact • Projection • Evaluation					
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Melody & Harmony in Music (Is music still music if there is nobody there to hear it?)	Sing & Play in Different Styles (Is music still music if there is nobody there to hear it?)	Composing & Chords (How does music act as a time capsule for a specific period in history?)	Enjoying Musical Styles (How does music act as a time capsule for a specific period in history?)	Freedom to Improvise (How does changing just one musical element (like tempo or dynamics) alter the entire mood of a song?)	Battle of the Bands (How does changing just one musical element (like tempo or dynamics) alter the entire mood of a song?)
Musicianship/ Understanding Music	Content: • Finding & keeping a steady beat • Copying rhythms • Reading Notation • Playing instruments Know: • To find and keep a steady beat • To copy back and improvise with rhythmic patterns using dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their equivalent rests • Begin to recognise (by ear and from notation) dotted minims, dotted crotchets, dotted quavers, triplet quavers, semiquavers and their rests. Remember: • To know the beginnings of formal notation • To play and sing in the time signatures of $\frac{2}{3}$, $\frac{3}{4}$ and $\frac{4}{4}$. • To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests • To recognise and move in time with the steady beat in $\frac{4}{4}$, $\frac{3}{4}$ and $\frac{2}{4}$ time					

	• Begin to recognise (by ear and from notation) minims, crotchets, quavers and their rests. • To identify the names of some pitched notes on a stave • To listen and copy more complex rhythmic patterns by ear or from notation • To copy back more complex melodic patterns Vocabulary: • Pulse/Beat • Rhythm • Pitch • Tempo • Dynamics •
Listen & Respond	Content: • Listening and responding to music in different styles, historical context and by different musicians • To begin to make connections between different pieces and styles Know: • To talk about feelings created by music • To justify a personal opinion with reference to musical elements • To identify the musical style of a song or piece of music • To identify 2/4, ¾, 6/8 and 5/4 metre • To identify instruments by ear and through a range of media • To discuss the structure the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form • To explain what a bridge passage is and its position in a song • To recall (by ear) memorable phrases heard in music • To identify major and minor tonalities • To recognise notes on the pentatonic and Blues scales by ear and notation • To explain rapping Remember: • To talk about the lyrics of a song & what the song or piece of music means and why it was written • To find and demonstrate the steady beat • To identify 2/4, ¾ and 4/4 metre • To identify tempo as fast, slow or steady • To recognise the style of music they are listening to and features that distinguish that style • To discuss the structure of songs

	• To explain what a main theme is and identify when it is repeated • To identify: call & response, a solo vocal or instrument line and the rest of the ensemble; a change in texture, articulation of certain words, programme music • To understand a musical introduction and its purpose • To recall (by ear) memorable phrases heard in music • To identify major and minor tonalities • To recognise notes on the pentatonic scale by ear and notation • To describe legato and staccato Vocabulary: • Timbre • Texture • Structure
Rehearse (Vocal & Instrumental)	Content: • Singing in ensemble • Listening to other within the ensemble • Playing instruments • Keeping a steady beat • Playing in an ensemble • Notation Know: • To rehearse and learn songs and musical pieces from memory and/or with notation • To sing in different time signatures: 2/4, ¾, 4/4 and 6/8 time • To sing in unison and in parts and as part of a smaller group • To sing “on pitch” and “in time” • To sing a second part in a song • To self-correct if lost or out of time • To sing expressively with attention to breathing and phrasing • To sing expressively with attention to dynamics and articulation • To develop confidence as a soloist • To talk about different styles of singing used for different styles of song • To talk confidently about how connected they feel to the music and how it connects to the world • To respond to a leader/conductor • To rehearse and play a simple melodic instrumental part (by ear & from notation) Remember: • To rehearse and learn songs and musical pieces from memory and/or with notation • To sing in different time signatures: 2/4, ¾ & 4/4

	• To sing as part of a choir with awareness of size: the larger the ensemble , the thicker and richer the musical texture • To demonstrate vowel sounds, blended sounds and consonants • To sing “on pitch” and “in time” • To sing expressively with attention to legato and staccato • To talk about different styles of singing used for different styles of song • To talk about how songs and their styles connect to the world • To rehearse and play a simple melodic instrumental part (by ear or from notation) in: Cmaj, Fmaj, Gmaj & Dmaj Vocabulary: • Notation • Ensemble
Improvise	Content: • To improvise musically within a given piece • To listen & identify where improvisation is appropriate Know: • To explore improvisation within a major and minor scales, using more notes • To experiment with a wider range of dynamics including fortissimo, pianissimo, mezzo forte & mezzo piano • To improvise over a simple chord progression/groove responding to the beat and creating a satisfying melodic shape • To include rests or silent beats • To think about creating music with “phrases” made up of notes rather than lots of notes played one after the other Remember: • To explore improvisation within a major scale, using more notes • To improvise on a limited range of pitches making use of musical features including smooth (legato) and detached (staccato) articulation • To improvise over a simple chord progression/groove Vocabulary: • Forte • Fortissimo • Piano • Pianissimo • Mezzo forte • Mezzo piano • Phrases
Compose	Content: • To compose a melody in keeping with a given style • Notation/scoring

	Know: • To create music in response to music and video stimuli • To use simple structures within compositions eg intro, verse, chorus, AB form or ABA (ternary) form • To use simple dynamics • To use rhythm variations • To compose song accompaniments using basic chords • To use a wider range of dynamics including <i>ff, f, mf, mp, p & pp</i> • To use full scales in different keys • To understand how chord triads are formed • To successfully create a melody in keeping with the style of the backing track • To compose a “stand-alone” piece of music which includes: time signature; treble clef; four, six or eight bars; the right notes for the scale and key signature; expression/dynamics and a melody that starts and ends on note one Remember: • To compose over a simple chord progression/groove/drone • To include a “home” note to provide a sense of ending • To give the melody “shape” • To use simple structures within compositions eg intro, verse, chorus or AB form • To use simple dynamics • To create tempo instruction • To compose song accompaniments on tuned and untuned percussion using known rhythms and note values • To create a melody using minims, crotchets, quavers and their rests • To perform their simple compositions using their own choice of notes Vocabulary: • Dynamics • Fortissimo • Forte • Mezzo forte • Mezzo piano • Piano • Pianissimo • Clef • Key signature
Perform	Content: • To perform a song/musical piece to an audience

	Know: • To plan, rehearse and give a holistic musical performance to a friendly but unfamiliar audience • To perform in smaller groups as well as whole class • To perform from memory and with notation with confidence • To play and perform melodies following staff notation using a small range of notes as a whole class or in small groups • To explain why the piece was chosen including its composer and historical context • To discuss and reflect musically on the strengths and weaknesses of a performance • To include instrumental improvisatory ideas/composed passages into the performance • To discuss and respond to any feedback and to consider how future performances might be different Remember: • To plan, rehearse and give a musical performance to an audience from memory or with notation with confidence • To play and perform melodies following staff notation using a small range of notes as a whole class or in small groups • To explain why the piece was chosen including its composer and historical context • To reflect on the performance and how well it suited the occasion • To include instrumental improvisatory ideas/composed passages into the performance • To discuss and respond to any feedback and to consider how future performances might be different Vocabulary: • Pulse • Rhythm • Pitch • Tempo • Dynamics • Timbre • Texture • Structure					
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	Music and Technology)How would the music we listen to today be different if recording technology had	Developing Ensemble Skills (How would the music we listen to today be different if recording technology had	Creative Compositions (Is music a universal language, or do we need to understand a culture to understand its music?)	Musical Styles Connect Us (Is music a universal language, or do we need to understand a culture to understand its music?)	Improvising with Confidence (Does a performer need to feel the emotion of a song to perform it successfully?)	Farewell Tour (Does a performer need to feel the emotion of a song to perform it successfully?)

	never been invented?)	never been invented?)				
Musicianship/ Understanding Music	Content: • Finding & keeping a steady beat • Copying rhythms • Reading Notation • Playing instruments Know: • To use body percussion, instruments and voices • To know the key centres of Cmaj, Gmaj, Dmaj, Amin & Dmin • To know the time signatures of 2/4, ¾, 4/4, 5/4 & 6/8 • To copy back and improvise with rhythmic patterns using dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their equivalent rests by ear and from notation • Begin to recognise (by ear and from notation) dotted minims, dotted crotchets, dotted quavers, triplet quavers, semiquavers and their rests. Remember: • To find and keep a steady beat • To copy back and improvise with rhythmic patterns using dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their equivalent rests • Begin to recognise (by ear and from notation) dotted minims, dotted crotchets, dotted quavers, triplet quavers, semiquavers and their rests. Vocabulary: • Pulse/Beat • Rhythm • Pitch • Tempo • Dynamics					
Listen & Respond	Content: • Listening and responding to music in different styles, historical context and by different musicians • To begin to make connections between different pieces and styles Know: • To talk about feelings created by music					

	• To justify a personal opinion with reference to musical elements • To identify the musical style of a song or piece of music using some musical vocabulary to discuss its elements • To identify 2/4, ¾, 6/8 and 5/4 metre • To identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra, organ, pianos and vocal techniques such as scat singing • To explain a bridge passage and its position in a song • To recall (by ear) memorable phrases heard in music • To identify major and minor tonalities; chord triads I, IV and V and intervals within a major scale • To explain the role of a main theme in a musical structure • To understand what a musical introduction and outro are and their purposes • To identify the sound of a Gospel choir and soloist; a Rock band; a symphony orchestra and an a cappella group • To recognise the following styles and any key musical features that distinguish them: 20th & 21st Century Orchestral; Soul; Pop; Hip Hop; Jazz; Swing; Rock; Disco; Romantic; RnB; Folk; Gospel; Salsa; Reggae; Musicals and film music Remember: • To talk about feelings created by music • To justify a personal opinion with reference to musical elements • To identify the musical style of a song or piece of music • To identify 2/4, ¾, 6/8 and 5/4 metre • To identify instruments by ear and through a range of media • To discuss the structure the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form • To explain what a bridge passage is and its position in a song • To recall (by ear) memorable phrases heard in music • To identify major and minor tonalities • To recognise notes on the pentatonic and Blues scales by ear and notation • To explain rapping Vocabulary: • Pulse/Beat • Rhythm • Pitch • Tempo • Dynamics
Rehearse (Vocal & Instrumental)	Content: • Singing in ensemble • Listening to other within the ensemble • Playing instruments • Keeping a steady beat

	• Playing in an ensemble • Notation Know: • To rehearse and learn songs and musical pieces from memory and/or with notation • To sing in different time signatures: 2/4, 3/4, 4/4 and 6/8 time • To sing in unison and in parts and as part of a smaller group • To sing “on pitch” and “in time” • To sing a second part in a song • To self-correct if lost or out of time • To sing expressively with attention to breathing and phrasing • To sing expressively with attention to dynamics and articulation • To develop confidence as a soloist • To talk about different styles of singing used for different styles of song • To talk confidently about how connected they feel to the music and how it connects to the world • To respond to a leader/conductor • To rehearse and play a simple melodic instrumental part (by ear & from notation) Remember: • To rehearse and learn songs and musical pieces from memory and/or with notation • To sing in different time signatures: 2/4, 3/4 & 4/4 • To sing as part of a choir with awareness of size: the larger the ensemble , the thicker and richer the musical texture • To demonstrate vowel sounds, blended sounds and consonants • To sing “on pitch” and “in time” • To sing expressively with attention to legato and staccato • To talk about different styles of singing used for different styles of song • To talk about how songs and their styles connect to the world • To rehearse and play a simple melodic instrumental part (by ear or from notation) in: Cmaj, Fmaj, Gmaj & Dmaj Vocabulary: • Notation • Ensemble
Improvise	Content: • To improvise musically within a given piece • To listen & identify where improvisation is appropriate Know: • To explore improvisation within a major and minor scales, using more notes • To experiment with a wider range of dynamics including fortissimo, pianissimo, mezzo forte & mezzo piano

	• To improvise over a simple chord progression/groove responding to the beat and creating a satisfying melodic shape • To include rests or silent beats • To think about creating music with “phrases” made up of notes rather than lots of notes played one after the other Remember: • To explore improvisation within a major scale, using more notes • To improvise on a limited range of pitches making use of musical features including smooth (legato) and detached (staccato) articulation • To improvise over a simple chord progression/groove Vocabulary: • Forte • Fortissimo • Piano • Pianissimo • Mezzo forte • Mezzo piano • Phrases
Compose	Content: • To compose a melody in keeping with a given style • Notation/scoring Know: • To create music in response to music and video stimuli • To use simple structures within compositions eg intro, verse, chorus, AB form or ABA (ternary) form • To use simple dynamics • To use rhythm variations • To compose song accompaniments using basic chords • To use a wider range of dynamics including <i>ff</i>, <i>f</i>, <i>mf</i>, <i>mp</i>, <i>p</i> & <i>pp</i> • To use full scales in different keys • To understand how chord triads are formed • To successfully create a melody in keeping with the style of the backing track • To compose a “stand-alone” piece of music which includes: time signature; treble clef; four, six or eight bars; the right notes for the scale and key signature; expression/dynamics and a melody that starts and ends on note one Remember: • To compose over a simple chord progression/groove/drone • To include a “home” note to provide a sense of ending • To give the melody “shape”

	• To use simple structures within compositions eg intro, verse, chorus or AB form • To use simple dynamics • To create tempo instruction • To compose song accompaniments on tuned and untuned percussion using known rhythms and note values • To create a melody using minims, crotchets, quavers and their rests • To perform their simple compositions using their own choice of notes Vocabulary: • Dynamics • Fortissimo • Forte • Mezzo forte • Mezzo piano • Piano • Pianissimo • Clef • Key signature
Perform	Content: • To perform a song/musical piece to an audience Know: • To plan, rehearse and give a holistic musical performance to a friendly but unfamiliar audience • To perform in smaller groups as well as whole class • To perform from memory and with notation with confidence • To play and perform melodies following staff notation using a small range of notes as a whole class or in small groups • To explain why the piece was chosen including its composer and historical context • To discuss and reflect musically on the strengths and weaknesses of a performance • To include instrumental improvisatory ideas/composed passages into the performance • To discuss and respond to any feedback and to consider how future performances might be different Remember: • To plan, rehearse and give a musical performance to an audience from memory or with notation with confidence • To play and perform melodies following staff notation using a small range of notes as a whole class or in small groups • To explain why the piece was chosen including its composer and historical context • To reflect on the performance and how well it suited the occasion • To include instrumental improvisatory ideas/composed passages into the performance • To discuss and respond to any feedback and to consider how future performances might be different Vocabulary:

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