



## Laithe's Primary School



### Music Intent

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

The Charanga programme will support our teaching of music across the school.

Colour							
Area of study	Listen and Appraise	Musical Activities- Games	Musical Activities Singing	Musical Activities- Playing instruments	Musical Activities Improvisation	Musical Activities- Composition	Perform

Developing, Securing, Mastering explained:

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Developing	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Securing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Mastering	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer.	Deepening Understanding	Requires justification of answers. solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring



# Music

## Progression and assessment Document



### Overarching Musical Aims

1. Diversity-Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.
2. Performance and composition- Learn to sing with voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have opportunity to progress to the next level of musical excellence
3. Appreciation- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Questions to consider (when planning)

- How will we hook the children?
- How will we sequence the learning, to maintain motivation?
- What will the varied activities be?
- Are we using rich resources?
- How will the children communicate their understanding through an engaging end product?
- How can we set challenging expectations for children of varying abilities?
- How can I link it to other parts of the curriculum?
- Are we introducing children to a variety of music that they may not have accessed previously?
- Can we promote children's personal, social and emotional development through increased opportunity to perform and express themselves?

### Useful Info

Key stage objectives taken from Charanga Music school online resource. Lesson plans and resources are all available online, with an option to create new lesson plans through the freestyle mode. Here you can also find a list of keywords and vocabulary.

<http://charanga.com/user/login>

**The Interrelated Dimension of Music** (Taken from Charanga Music School resource)

**Pulse (duration) - steady beat**

**Rhythm (duration) - long and short sounds over a steady beat**

**Pitch - high and low sounds**

**Tempo - fast and slow**

**Dynamics - loud and quiet**

**Timbre - the character of a sound**

**Texture - layers of sound, how thick or thin music is**

**Structure - how the sections of a song or piece of music are ordered**

FOUNDATION STAGE				
GENRES/ VOCAB	Listen and respond	Explore and create	Singing ( Singing/playing instruments)	Share and perform
<p>Genres: Nursery rhymes</p> <p>EYFS curriculum specific objectives</p>	<p>In each step there is option to listen and respond to a different song or piece of music in a different style. Use this music to inspire imaginative movement, initially free and child-led movement but start to teach the children to follow and copy instruction. The children will begin to respond verbally and with movement.</p> <p>Listen with increased attention to sounds.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Reception is where we start our integrated approach to musical learning, laying down the foundations for KS1 and KS2 where we learn more about the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), singing and playing instruments and that they are all linked.</p> <p><b>Games</b></p> <p>Internalise the song and learn about the dimensions of music through games, use the games track/s provided. (The games track is always the backing track of one of the songs to be learnt or listened to. It gives a context in which to learn about pulse, rhythm, pitch and other dimensions of music. You cannot find the pulse if there is no pulse to find, you cannot clap a rhythm if there is no understanding of pulse etc... ). Make sure that each game leads easily into the next. Build in a sprinkling of the other dimensions as appropriate. Use the games track throughout the whole of the pulse/rhythm/pitch games. Keep the session imaginative, fun and lively at all times, use a combination of teacher-led and child-initiated activities. Make sure that all children are fully engaged and that they are enjoying themselves. Remember that music is repetition and skills based. Classroom instruments are incorporated into the games as the Units progress.</p>	<p>In each Unit of Work the children will learn four nursery rhymes and two action songs.</p> <p>The on-screen resource will assist with listening and learning to sing the nursery rhymes and action songs with Kim and Chris (Charanga session singers). A flexible approach gives the teacher the option to listen to, learn and/or sing along with the songs.</p> <p>There are different ways to learn each song in the "Learn to Sing the Song" section of the on-screen resource - you decide how this will work for your children. The words of the songs are highlighted on the screen for you to use if you choose - most children will not be able to read them at the start of the year. As the year progresses, there will be option to use classroom instruments along with the correct note/s to use.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Anything that has taken place within the lesson. Perhaps record the process for fun and tracking/assessment purposes.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
<p>Speak, happy, instrument, sing, sad, create, soft, loud, high, rhyme, voice, low, music, quiet, sound</p> <p>Beat, volume</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p>			

FOUNDATION STAGE - Assessment				
GENRES/ VOCAB	Listen and respond	Explore and create	Singing ( Singing/playing instruments)	Share and perform
<p>Children at expected level . . .</p> <ul style="list-style-type: none"> <li>Should respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse on an instrument.</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Enjoy listening to the music and respond through dancing or other movement.</li> <li>Enjoy listening to the music and responding to different speeds through dancing or other movement.</li> <li>Recognise and name some of the characters and stories in the songs.</li> <li>Invent imaginary characters through movement or dancing.</li> <li>Enjoy listening and dancing to funk music. (unit specific)</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Find the pulse in different ways and show this through actions e.g. marching, jumping, moving like a character from the song.</li> <li>Copy back the rhythm of their name.</li> <li>Copy back a rhythm from the words of the song.</li> <li>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</li> <li>Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds.</li> <li>Play a pitched note or sound in time with the pulse.</li> <li>Play a 1-note pattern in time with the pulse.</li> <li>Play the pulse with a pitched note or untuned percussion instrument.</li> <li>Add one pitched sound to the rhythm of words and short phrases from the song.</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Learn to sing the song in unison with support.</li> <li>Add actions or substitute a word in some sections.</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Choose one of the songs and perform it with any actions you have created.</li> <li>Listen back to the performance.</li> </ul>
<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Others will clap or play their own one or 2-note patterns.</li> </ul>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Find the pulse naturally</li> <li>Others will be able to talk about funk music.</li> </ul>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Enjoy thinking up and sharing their own ideas for actions.</li> <li>Clap the name of a friend for others to copy.</li> <li>Clap some of the words from the song for others to copy.</li> <li>Choose one phrase from the song and have a go at clapping the rhythm.</li> <li>Clap a whole line of the song.</li> <li>Enjoy finding and moving the pitch of their voices.</li> </ul>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Enjoy singing a song from memory.</li> </ul>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Enjoy the challenge of performing with just the backing track and adding actions to the songs.</li> </ul>

		<ul style="list-style-type: none"><li>• Enjoy exploring the pitch of their voices.</li><li>• Enjoy finding a pattern on the instrument.</li><li>• Enjoy inventing a 2-note repeated pattern.</li><li>• Enjoy playing and experimenting with 2-note or 3-note patterns.</li></ul>		
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GENRES AND VOCABULARY	LISTEN AND APPRAISE	MUSICAL ACTIVITIES					PERFORM AND SHARE
		GAMES	SINGING	PLAYING	IMPROVISATION	COMPOSITION	
GENRES	YEAR ONE LEARNING						
<p><b>Old school hip hop</b>  <b>Reggae, classical, pop, blues, baroque, latin, bangra, folk, irish, funk, big band, jazz, show tunes, western, classical</b></p>	<p>The children will begin to recognise very basic style indicators and start to recognise different instruments.</p> <ul style="list-style-type: none"> <li>Have fun finding the <b>pulse</b> together and start to understand what <b>pulse is/does/means etc.</b></li> <li>Start to use correct <b>musical language</b> during discussion and when describing feelings.</li> <li>They will begin to recognise the <b>sound of the musical instruments</b> used.</li> <li>Basic <b>musical structure</b>.</li> <li>The purpose of the song and <b>context within history</b>.</li> <li>How music makes them feel.</li> <li>About the <b>dimensions of music</b> and how they fit into music: <b>pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</b></li> <li>They will start to use correct musical language and describe how the music makes them feel through safe</li> </ul>	<p>Within the context of the song being learnt, the children will begin to embed the foundations of the <b>dimensions of music</b> (pulse, rhythm and pitch) by playing Warm-up Games:</p> <ul style="list-style-type: none"> <li>Have fun finding the <b>pulse</b> together.</li> <li>Copy back simple <b>rhythms, clapping.</b></li> <li>Copy back simple rhythms related to animals, food etc.</li> <li><b>Rhythm</b> copy back - It's Your Turn! Create your own <b>simple rhythms.</b></li> <li><b>Pitch</b> copy back including <b>vocal warm-ups.</b> Using voices and related to the song you are learning.</li> </ul>	<p>Sing within a limited <b>pitch</b> range and begin to understand:</p> <ul style="list-style-type: none"> <li>The importance of working together in an <b>ensemble</b> or as part of a group.</li> <li>How important it is and why we warm up our voices.</li> <li>How to join in and stop as appropriate - learn how to follow a leader/conductor.</li> <li>How <b>melody</b> and words should be interpreted.</li> <li>How to sing with good diction.</li> <li>How to perform with a good sense of <b>pulse</b> and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Start to learn to play together in a band or ensemble.</li> <li>Join in and stop as appropriate.</li> <li>Start to respond to simple musical cues such as starting and stopping etc.</li> <li>Learn how to follow a leader/conductor.</li> <li>Play and move between differentiated parts with a sound-before-symbol approach, according to ability.</li> <li>Learn to play your instrument correctly and treat it with respect.</li> </ul>	<p>Using the differentiated improvisation challenges in the Year 1 units you will learn the fundamentals of improvisation and skills will build overtime:</p> <ul style="list-style-type: none"> <li>Clap and improvise (simple rhythmic patterns).</li> <li>Copy back.</li> <li>Question and Answer.</li> <li>Sing and Improvise (simple patterns).</li> <li>Copy back using voices.</li> <li>Question and Answer using voices.</li> <li>Play and Improvise (simple patterns).</li> <li>Copy back using instruments.</li> <li>Question and Answer using instruments.</li> <li>Improvise! Take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the differences between composition and improvisation.</li> <li>Create your own simple melodies within the context of the song that is being learnt.</li> <li>Compose using one or two notes.</li> <li>Record the composition in any way appropriate.</li> <li>Notate music in different ways, using graphic/video, ICT.</li> <li>Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.</li> </ul>	<ul style="list-style-type: none"> <li>Start to perform together in an ensemble/band.</li> <li>Sing, play, improvise and play back compositions as part of your ensemble/band.</li> <li>Do all of this in front of an audience.</li> <li>Learn about performance and building confidence.</li> <li>Understand about practice.</li> <li>Record your performance and learn from watching it back.</li> </ul>
VOCABULARY	YEAR 1 - OUTCOMES						
<p><b>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</b></p>	<ol style="list-style-type: none"> <li>Start to recognise/identify very simple style indicators and different instruments used.</li> <li>March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse.</li> <li>Start using basic musical language to describe the music you are listening to and your feelings towards it.</li> <li>Begin to listen, with respect, to</li> </ol>	<ol style="list-style-type: none"> <li>Begin to find and internalise the pulse on their own or with support.</li> <li>Try to or demonstrate more confidently how they find/feel the pulse.</li> <li>Begin to demonstrate how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in</li> </ol>	<ol style="list-style-type: none"> <li>Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone .</li> <li>Begin to understand the importance of warming up their voices and to establish a good singing position.</li> <li>Start to consider that words mean something and how they work together with the music.</li> </ol>	<ol style="list-style-type: none"> <li>Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt.</li> <li>Move between differentiated parts as required using a sound-before-symbol approach.</li> <li>Learn to stop/start and respond to basic musical cues from the leader/conductor.</li> <li>Learn how to treat your instrument with respect and how to play it correctly.</li> </ol>	<ol style="list-style-type: none"> <li>Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An</li> </ol>	<ol style="list-style-type: none"> <li>Create your own very simple melodies (usually in a group) within the context of the song that is being learnt.</li> <li>Create compositions using one or two notes, increasing to three notes if appropriate.</li> <li>Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> </ol>	<ol style="list-style-type: none"> <li>Start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader.</li> <li>Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as</li> </ol>

	other people's ideas and feelings towards the music you have listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.	time. 4. Clap the rhythm of your name, favourite food, favourite colour etc. 5. Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.	4. Sing with a good sense of the pulse internally and try to sing together with the group. 5. Stop and start as appropriate, begin to follow a leader/conductor.	5. Play as part of your ensemble/group with a sound-before-symbol (by ear) approach.	improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. 3. Improvise using very simple patterns on your instrument and/or voice. 4. Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Start to perform your own melodies with confidence and understanding in the group. Start improvising using one or two notes.	4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). 5. Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it	possible. 3. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
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YEAR ONE ASSESSMENT

GENRES AND VOCABULARY	LISTEN AND APPRAISE	MUSICAL ACTIVITIES					PERFORM AND SHARE
		GAMES	SINGING	PLAYING	IMPROVISATION	COMPOSITION	
Children at expected level will ... Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music Recognise and name two instruments they hear. Identity five different musical styles and move to the pulse of each style	Children at expected level will ... ● March in time with the pulse. ● Be an animal finding the pulse and copy actions on the screen ● Use their imagination to find the pulse ● Copy and clap back the rhythms they hear. ● Clap the rhythm of their name over the track. ● Clap the rhythm of varying words (unit dependent)	Children at expected level will ... ● Rap and sing in time to the music ● Start to understand that pitch is high and low sounds. ● Together and in time, in all the different styles. ● In unison and in two parts.	Children at expected level will ... ● Play accurately and in time as part of the performance. ● Most will play using key note (unit dependent)	Children at expected level will ... ● Improvise in the lessons and as part of the performance. ● Most will improvise using key note (unit dependent)	Children at expected level will ... ● Compose a simple melody using simple rhythms, and use as part of the performance. ● Most will compose using key note (unit dependent).	Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?	
Children at Greater depth will ... Others will find the pulse to any other unit songs. Recognise and name more than 2 instruments they hear:	Children at Greater depth will ... ● Create their own rhythm for others to copy	Children at Greater depth will ... ● Lead the groups that are rapping and singing	Children at Greater depth will ... ● Some will play using key note plus additional harmonising notes (unit dependent)	Children at Greater depth will ... ● Some will improvise using key note plus additional harmonising notes (unit dependent)	Children at Greater depth will ... ● Some will compose using key note plus additional harmonising notes (unit dependent)		
KEY QUESTIONS TO CONSIDER WHEN ASSESSING							
Can they listen for different types of sounds? ● Do they know how sounds are made and changed? ● Can they					Can they carefully choose sounds to achieve an effect (including use of ICT)? ● Can they order sounds to	Can they accompany a chant song by clapping the rhythm? ● Can they take part in singing showing	

	<p>identify texture – one sound or several sounds? • Can they identify sounds that represent different things (ideas, thoughts, feelings, moods etc.)? • Can they identify and name classroom instruments? • Can they say what they like or dislike about a piece of music? • Can they listen to a piece of music, describing if it is fast or slow, happy or sad? • Can they listen to short, simple pieces of music and talk about when and why they may hear it e.g. a lullaby or Wedding march?</p>					<p>create an effect (structure - beginnings/endings)? • Can they create short musical patterns? • Can they create sequences of long and short sounds - rhythmic patterns (duration) in different ways – e.g. hitting, blowing, shaking, clapping? • Can they use pitch changes to communicate an idea? • Can they start to compose with two or three notes? • Can they make sounds with a slight difference, with help?</p>	<p>awareness of melody? • Can they sing a melody accurately at their own pitch? • Can they make and control long and short sounds (duration) in different ways including hitting, blowing and shaking? • Can they imitate changes in pitch – high and low? • Can they create long and short sounds using classroom instruments? • Can they create a simple rhythm by clapping or using percussion, playing untuned instruments with control? • Can they play instruments in different ways?</p>
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GENRES		YEAR 2 - LEARNING					
GENRES AND VOCABULARY	LISTEN AND APPRAISE	MUSICAL ACTIVITIES					PERFORM AND SHARE
		GAMES	SINGING	PLAYING	IMPROVISATION	COMPOSITION	
<p><b>South African Music, pop, funk, big band/jazz, rock, reggae, show tunes, western, classical</b></p>	<p>The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</p> <ul style="list-style-type: none"> <li>• Have fun finding the pulse together and start to understand what pulse is/does/means etc.</li> <li>• Start to use correct musical language during discussion and when describing feelings.</li> <li>• They will begin to recognise the sound of the musical instruments used. • Basic musical structure. • The purpose of the song and context within history. • How music makes them feel.</li> <li>• About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</li> <li>• They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games.</li> <li>• Continue with beginner games.</li> <li>• Have fun finding the pulse!</li> <li>• Copy back simple rhythms with increasing knowledge and confidence.</li> <li>• Rhythm copy back - It's Your Turn! Create your own simple rhythms with increasing confidence.</li> <li>• Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.</li> </ul>	<p>Sing within a limited pitch range and deepen their understanding of:</p> <ul style="list-style-type: none"> <li>• The importance of working together in an ensemble or as part of a group.</li> <li>• How important it is and why we warm up our voices.</li> <li>• How to join in and stop as appropriate - learn how to follow a leader/conductor.</li> <li>• How melody and words should be interpreted.</li> <li>• How to sing with good diction.</li> <li>• How to perform with a good sense of pulse and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to learn to play together in a band or ensemble.</li> <li>• Join in and stop as appropriate and more confidently.</li> <li>• Continue to respond to simple musical cues such as starting and stopping.</li> <li>• Follow a leader/conductor.</li> <li>• Play and move between differentiated parts with a sound-before-symbol approach, according to ability.</li> <li>• Continue to learn to play your instrument correctly and treat it with respect.</li> </ul>	<p>Using the differentiated improvisation challenges in the Year 2 units, you will deepen your knowledge of the fundamentals of improvisation and skills will continue to build overtime:</p> <ul style="list-style-type: none"> <li>• Clap and improvise (simple rhythmic patterns).</li> <li>• Copy back.</li> <li>• Question and Answer.</li> <li>• Sing and Improvise (simple patterns).</li> <li>• Copy back using voices.</li> <li>• Question and Answer using voices.</li> <li>• Play and Improvise (simple patterns).</li> <li>• Copy back using instruments.</li> <li>• Question and Answer using instruments.</li> <li>• Improvise! Take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and understand the differences between composition and improvisation.</li> <li>• Continue to create your own simple melodies within the context of the song that is being learnt.</li> <li>• Compose using one, two or three notes.</li> <li>• Record the composition in any way appropriate.</li> <li>• Notate music in different ways, using graphic/video, ICT.</li> <li>• Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to learn how to perform together in an ensemble/band.</li> <li>• Sing, play, improvise and play back compositions as part of your ensemble/band.</li> <li>• Do all of this in front of an audience.</li> <li>• Learn about performance and building confidence.</li> <li>• Understand in more depth about practice.</li> <li>• Record your performance and learn from watching it back.</li> </ul>
VOCABULARY		YEAR 2 - OUTCOMES					
<p><b>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</b></p>	<ol style="list-style-type: none"> <li>1. Try to recognise/identify very simple style indicators and different instruments used.</li> <li>2. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse.</li> <li>3. Start using basic musical language to describe the music you are listening to and your feelings towards it.</li> <li>4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to learn to find and internalise the pulse on their own or with support.</li> <li>2. Demonstrate more confidently how they find/feel the pulse.</li> <li>3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time.</li> <li>4. Clap the rhythm of their name, favourite food, favourite colour etc. confidently and create their own rhythm when asked.</li> <li>5. Show a deeper understanding of how</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone.</li> <li>2. Continue to understand the importance of warming up their voices and to establish a good singing position.</li> <li>3. Consider that words mean something and how they work together with the music.</li> <li>4. Sing with a good sense of the pulse internally and try to sing together and in time with the group.</li> <li>5. Stop and start as appropriate, begin to follow a leader/conductor</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning.</li> <li>2. Move between differentiated parts as required using a sound-before-symbol approach.</li> <li>3. Continue to respond to basic musical cues from the leader/conductor.</li> <li>4. Continue to treat your instrument with respect and how to play it correctly.</li> <li>5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>2. Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</li> <li>3. Continue to improvise using very simple patterns on your instrument and/or voice.</li> <li>4. Continue to create your own simple rhythmic patterns that lead to melodies in</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt.</li> <li>2. Move beyond composing using one or two notes, increasing to three notes if appropriate.</li> <li>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo)</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader.</li> <li>2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible.</li> <li>3. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> </ol>

		pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.			a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using one or two notes.	and slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.	4. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.	
GENRES		YEAR TWO ASSESSMENT						
GENRES AND VOCABULARY	LISTEN AND APPRAISE	MUSICAL ACTIVITIES					PERFORM AND SHARE	
		GAMES	SINGING	PLAYING	IMPROVISATION	COMPOSITION		
	Children at expected level will ... • Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. • Understand that songs have a musical style. • Recognise and name two instruments they hear:	Children at expected level will ... • March in time with the pulse. • Be an animal finding the pulse. • Be a rapper and find the pulse. • Know that rhythm is different to the pulse. • Copy and clap back rhythms. • Clap the rhythm of their name. • Clap the rhythm of their favourite colour.	Children at expected level will ... • Recognise that songs sometimes have a question and answer section and a chorus. • Sing and rap together and in time. • Sing and dance together in time and using actions • Sing in two parts	Children at expected level will ... • Play accurately and in time • Most will play using key note (unit dependent)	Children at expected level will ... • In the lessons and the performance. • Most will improvise using key note (unit dependent) • Improvise using words.	Children at expected level will ... • Compose a simple melody using simple rhythms, and use as part of the performance.	Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?	
	Children at Greater depth will ... • Will find the pulse to any other unit songs. • Will understand that songs have a musical style. • Recognise and name more than two instruments they hear. • Recognise all or many of the instruments they can hear.	Children at Greater depth will ... • Create simple rhythms themselves. • Create their own rhythms for the class to copy back.	Children at Greater depth will ...	Children at Greater depth will ... • Some will play using key note plus additional harmonising notes (unit dependent)	Children at Greater depth will ... • Some will improvise using key note plus additional harmonising notes (unit dependent)	Children at Greater depth will ... • Some will compose using key note plus additional harmonising notes (unit dependent)		
KEY QUESTIONS TO CONSIDER WHEN ASSESSING								
	Can they identify long and short sounds in music? • Can they recognise changes in timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low)? • Are they starting to recognise different instruments? • Do they listen carefully and recall short rhythmic and melodic					Can they compose and perform melodies using two or three notes? • Can they use sound to create abstract effects (including using ICT)? • Can they effectively choose, order, combine and control sounds (texture/ structure)? • Can they use changes in dynamics, timbre and pitch to organise music? • Can they change sounds to suit a situation? •	Can they sing songs in ensemble following the tune (melody) well? • Can they use voice to good effect, understanding the importance of warming up first? • Can they recognise phrase length and know when to breathe. • Can they carefully choose instruments to combine layers of sound, showing	

	<p>patterns? • Can they describe basic elements of a piece of music (e.g. pace, volume, emotion)? • Can they describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder)? • Can they explain what they like about a piece of music and why? • Do they know music can be played or listened to for a variety of purposes (in history/ different cultures)? • Can they listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. It's quiet and smooth so it would be good for a lullaby?</p>					<p>Can they make own sounds and symbols to make and record music? • Can they create and choose sounds in response to a given stimulus?</p>	<p>awareness of the combined effect • Starting to look at basic formal notation, can they play by ear first? • Can they play and sing a notated phrase? • Can they make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration)? • Can they create/improvise repeated patterns (ostinato) with a range of instruments to create sound effects?</p>
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GENRES AND VOCABULARY	Listen and Appraise	Musical activities					PERFORM AND SHARE
		Games	Singing	Playing	Improvisation	Composition	
<b>GENRES</b>		<b>YEAR 3 - LEARNING</b>					
<b>R&amp;B, soul, film, musicals, motown, reggae, music from around the world, disco, western, classical</b>	<ul style="list-style-type: none"> <li>The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz.</li> <li>Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc.</li> <li>They will continue to recognise the sound of the musical instruments used and basic musical structure.</li> <li>They will continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</li> <li>The purpose of the song and context within history.</li> <li>Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure</li> </ul>	<p>Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about:</p> <ul style="list-style-type: none"> <li>Pulse - a steady beat.</li> <li>Rhythm - copy simple patterns and how they work with pulse.</li> <li>Pitch - what it is, to copy it and to warm up their voices.</li> <li>Progress through the differentiated Bronze, Silver and Gold Challenges.</li> <li>Rhythm copy back - progress from teacher to pupil-led games.</li> <li>Pitch copy back - using voices then instruments; one or two notes dependent on ability and song.</li> <li>Build on the understanding that pulse is the foundation of music upon which the other dimensions are built.</li> <li>Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<p>Sing in tune within a limited pitch range and continue to understand:</p> <ul style="list-style-type: none"> <li>The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</li> <li>How important it is and why we warm up our voices, posture, breathing and voice projection.</li> <li>How to join in and stop as appropriate – continue to follow a leader/conductor confidently.</li> <li>How melody and words should be interpreted.</li> <li>How to sing with good diction.</li> <li>How to perform with a good sense of pulse and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.</li> <li>Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor.</li> <li>Learn to treat each instrument with respect and use the correct techniques to play them.</li> <li>Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate</li> </ul>	<p>Through differentiated challenges, the children will deepen their knowledge and understanding of improvisation.</p> <ul style="list-style-type: none"> <li>Progress through the differentiated Bronze, Silver and Gold Challenges.</li> <li>Play and Copy back -clapping progressing to using instruments.</li> <li>Copy back a musical idea.</li> <li>Play and Improvise – using instruments.</li> <li>Invent a musical answer using one or two notes.</li> <li>Improvise! - using two notes on instruments.</li> <li>Listen to each other’s musical ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</li> <li>Listen to the sound of the composition as it unfolds and make decisions about it.</li> <li>Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</li> <li>Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</li> <li>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</li> <li>Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.</li> <li>Do all of this in front of an audience with more understanding of their needs.</li> <li>Learn about performance and building confidence.</li> <li>Understand about practice.</li> <li>Record your performance and learn from watching it back.</li> </ul>
<b>VOCABULARY</b>		<b>YEAR 3 -OUTCOMES</b>					
<b>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</b>	<ol style="list-style-type: none"> <li>Identify basic musical styles through learning about their style indicators and the instruments played.</li> <li>Find the pulse, the steady beat to the music they are listening to and understand what that means.</li> <li>More consistently use accurate musical language to describe and talk about music.</li> <li>Listen to other ideas about music, respect those ideas and feelings.</li> <li>Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</li> </ol>	<ol style="list-style-type: none"> <li>Find and internalise the pulse on your own or with support but more confidently.</li> <li>Demonstrate how you find/feel the pulse, with ease.</li> <li>Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> <li>Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked.</li> <li>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ol>	<ol style="list-style-type: none"> <li>Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone.</li> <li>Continue to understand the importance of warming up their voices and to establish a good singing position.</li> <li>Consider that words mean something and project the meaning of the song.</li> <li>Sing with a good sense of the pulse internally and sing together and in time with the group.</li> <li>Follow a leader/conductor</li> </ol>	<ol style="list-style-type: none"> <li>Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence.</li> <li>Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> <li>Continue to respond to basic musical cues from the leader/conductor.</li> <li>Continue to treat your instrument with respect and care and to play it correctly.</li> <li>Play more confidently as part of your ensemble/group with a soundbefore-symbol (by ear) approach or, with notation if appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing.</li> <li>Continue to improvise using very simple patterns on your instrument and/or voice.</li> <li>Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</li> </ol>	<ol style="list-style-type: none"> <li>Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt.</li> <li>Move beyond composing using two notes, increasing to three notes if appropriate.</li> <li>Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder</li> </ol>	<ol style="list-style-type: none"> <li>Continue to work together as part of an ensemble/band. Follow the conductor/band leader.</li> <li>Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</li> <li>Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>Practise, rehearse and present performances with</li> </ol>

					5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.	(dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.	awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
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YEAR THREE ASSESSMENT

GENRES AND VOCABULARY	Listen and Appraise	Musical activities					PERFORM AND SHARE
		Games	Singing	Playing	Improvisation	Composition	
Children at expected level ... • Should know the difference between <b>pulse</b> and <b>rhythm</b> .	Children at expected level will ... • Identify the piece's structure. • Identify the instruments/voices. • Find the pulse while listening. • Explain how the words of the song tell a story.	Children at expected level will ... • Most children can complete the Bronze and Silver Challenges.  <b>Bronze Challenge:</b> Rhythm patterns. <b>Silver Challenge:</b> Playing key note, sometimes a harmonising note and reading notes.	Children at expected level will ... • Sing in 2 parts • Sing in unison	Children at expected level will ... • Learn to play the notes C, D, E + F. • Play instrumental parts accurately and in time, as part of the performance. • Play the easy part by ear	Children at expected level will ... • Improvise in the lessons and as part of the performance. • Most children can complete the Bronze and Silver Challenges.  <b>Bronze Challenge:</b> Improvise using key note <b>Silver Challenge:</b> Improvise using key note and sometimes harmonising note.	Children at expected level will ... • Compose a simple melody using simple rhythms and use it as part of the performance. • Compose a simple melody using 3 given notes (varying across units)	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it?  Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions
Children at Greater depth will ... • Know how <b>pulse</b> , <b>rhythm</b> and <b>pitch</b> work together to create a song.	Children at Greater depth will ... • Some will identify funky rhythms, tempo changes, dynamics. • When considering the words of a song children will be able to elaborate on their understanding	Children at Greater depth will ... • Some will complete the Gold Challenge  <b>Gold Challenge:</b> playing key note, harmonising note and reading notes.	Children at Greater depth will ...	Children at Greater depth will ... • Learn to play <b>and read</b> the notes C, D, E + F. • Play the medium part by ear and reading notation	Children at Greater depth will ... • Some will complete the Gold Challenge  <b>Gold Challenge:</b> Improvising using both key note and harmonising note	Children at Greater depth will ... • Compose a simple melody using 5 given notes, sometimes the pentatonic scale (varying across units)	

KEY QUESTIONS TO CONSIDER WHEN ASSESSING

	Can they internalise the pulse in music? • Do they know the difference between pulse and rhythm? • Can they start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure? • Can they use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece? • Can they recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound					Can they compose and perform melodies using three or four notes? • Can they make creative use of the way sounds can be changed, organised and controlled (including ICT)? • Can they create accompaniments for tunes using drones or melodic ostinato (riffs)? • Can they create (dotted) rhythmic patterns with awareness of timbre and duration? • Can they use musical dimensions together to compose music?	Can they sing songs from memory with accurate pitch and in tune? • Do they show control in voice and pronounce the words in a song clearly (dictation)? • Can they sing songs confidently both solo and in groups? • Can they play notes on instrument clearly and including steps/ leaps and pitch? • Can they perform own part with increased control or accuracy when singing or playing both tuned and untuned percussion? • Do they know number of beats in a minim, crotchet, quaver
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	<p>quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow)? • Can they describe different purposes of music in history/ other cultures?</p>						<p>and semibreve and recognise symbols (duration)? • Can they play with a sound-then-symbol approach? • Can they use silence for effect and know symbol for a rest (duration)? ☑ Can they improvise (including call and response) within a group using 1 or 2 notes? ☑ Can they create and repeat extended rhythmic patterns, vocally or by clapping?</p>
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GENRES AND VOCABULARY	Listen and Appraise	Musical activities					PERFORM AND SHARE
		Games	Singing	Playing	Improvisation	Composition	
GENRES	YEAR 4 - LEARNING						
<p><b>Pop, grime, hip-hop, bhangra, classical, tango, soul, gospel, rock, western, classical</b></p>	<p>The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music.</p> <ul style="list-style-type: none"> <li>• Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc.</li> <li>• They will continue to recognise the sound of the musical instruments used and basic musical structure.</li> <li>• The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</li> <li>• The purpose of the song and context within history.</li> <li>• Continue to deepen their understanding of the dimensions of music and how they fit into music.</li> </ul> <p>Perhaps the children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.</p>	<p>Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning:</p> <ul style="list-style-type: none"> <li>• Pulse - a steady beat.</li> <li>• Rhythm - copy simple patterns and see how they work with pulse.</li> <li>• Pitch - what it is, to copy it and to warm up their voices.</li> <li>• Rhythm copy back - progress from teacher to pupil-led games.</li> <li>• Pitch copy back - using voices then instruments; one or two notes dependent on ability and song.</li> <li>• Build on the understanding that pulse is the foundation of music upon which the other dimensions are built.</li> <li>• Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<p>Sing in tune within a limited pitch range and continue to understand in greater depth:</p> <ul style="list-style-type: none"> <li>• The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</li> <li>• How important it is and why we warm up our voices, posture, breathing and voice projection.</li> <li>• How to join in and stop as appropriate - continue to follow a leader/conductor confidently.</li> <li>• How melody and words should be interpreted.</li> </ul> <p>Try to match your performance of the song to how the music sounds ie start to think musically.</p> <ul style="list-style-type: none"> <li>• How to sing with good diction.</li> <li>• How to perform with a good sense of pulse and rhythm.</li> </ul>	<p>In greater depth:</p> <ul style="list-style-type: none"> <li>• Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.</li> <li>• Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Learn how to follow a leader/conductor.</li> <li>• Treat each instrument with respect and use the correct techniques to play them.</li> <li>• Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing, Play and Copy back - clapping progressing to using instruments.</li> <li>• Play and Improvise – using instruments. Invent a musical answer using one, two or three notes.</li> <li>• Improvise! - using up to three notes on instruments. Listen to each other's musical ideas.</li> <li>• To listen and copy musical ideas by ear (rhythmic or melodic).</li> <li>• To create musical rhythms and melodies as answers as part of a group and as a soloist.</li> <li>• To respect each other's musical ideas and efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</li> <li>• Listen to the sound of the composition as it unfolds and make decisions about it.</li> <li>• Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</li> <li>• Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</li> <li>• Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</li> <li>• Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.</li> <li>• Do all of this in front of an audience with more understanding of their needs.</li> <li>• Learn about performance skills and building confidence.</li> <li>• Understand in more depth about practice and why we do it.</li> <li>• Record your performance and learn from watching it back.</li> </ul>
VOCABULARY	YEAR 4 -OUTCOMES						
<p><b>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody,</b></p>	<ol style="list-style-type: none"> <li>1. Identify basic musical styles through learning about their style indicators and the instruments played.</li> <li>2. Find the pulse, the steady beat to the music they are listening to and understand what that means.</li> </ol>	<ol style="list-style-type: none"> <li>1. Find and internalise the pulse on your own and stay in time.</li> <li>2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</li> <li>3. Demonstrate more confidently how pulse, rhythm</li> </ol>	<p>Sing in tune within a limited pitch range and continue to understand:</p> <ol style="list-style-type: none"> <li>1. How to work together as part of a group and with their friends, developing the confidence to sing alone.</li> <li>2. The importance of warming up their voices and to establish a</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. play with more knowledge, confidence and ease.</li> <li>2. Move between differentiated parts as required using a</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>2. Deepen your understanding through</li> </ol>	<p>Compose a section of music that can be added to a performance of a song.</p> <ol style="list-style-type: none"> <li>1. Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt.</li> </ol>	<ol style="list-style-type: none"> <li>1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.</li> </ol>

<p><b>solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</b></p>	<p>3. More consistently use accurate musical language to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>	<p>and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. 4. Clap/play simple rhythms/copy one-two note pitches confidently and create their own rhythm when asked. Lead others if asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>	<p>good singing position. 3. How to perform a song stylistically and as musically as you can. 4. How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps sing in two parts. 5. How to follow a leader/conductor with confidence.</p>	<p>sound-before-symbol approach. Use notation if appropriate. 3. Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</p>	<p>activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. 3. Continue to improvise using very simple patterns on your instrument and/or voice. 4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</p>	<p>2. Move beyond composing using two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it</p>	<p>2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. 3. Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
<p><b>GENRES AND VOCABULARY</b></p>	<p><b>Listen and Appraise</b></p>	<p><b>Musical activities</b></p>					<p><b>PERFORM AND SHARE</b></p>
		<p><b>Games</b></p>	<p><b>Singing</b></p>	<p><b>Playing</b></p>	<p><b>Improvisation</b></p>	<p><b>Composition</b></p>	
<p><b>GENRES YEAR 4 - ASSESSMENT</b></p>							
<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Know the difference between <b>pulse</b> and <b>rhythm</b> and be able to keep the internal pulse.</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Identify the piece's structure.</li> <li>Identify the instruments/voices.</li> <li>Find the pulse whilst listening.</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Be able to copy back rhythm patterns</li> <li>Be able to play the key note from a song and sometimes harmonising notes.</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Sing and rap in unison</li> <li>Sing in 2 parts</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Revise and play the notes C, D, E, F + G</li> <li>Play instrumental parts (specifically ukulele) accurately and in time as part of a performance</li> <li>Play a simple part by ear</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Improvise in the lessons and as part of the performance.</li> <li>Improvise using given notes</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Compose a simple melody using simple rhythms and use it as part of the performance.</li> <li>Compose a simple melody using 3 given notes</li> </ul>	<p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p> <p>Children will partake in 2 in-school concerts and a Town Concert to a wider audience across the course of the year</p>
<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to</li> </ul>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Identify changes in tempo dynamics and texture</li> </ul>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Be able to play the key note from a song, sometimes harmonising notes and reading notes.</li> </ul>	<p>Children at Greater depth will ...</p>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Revise, play and read the notes C, D, E, F + G</li> <li>Play a more difficult part by ear and reading notation</li> </ul>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Improvise using additional given notes</li> </ul>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Compose a simple melody using 5 given notes, sometimes the pentatonic scale</li> </ul>	
<p><b>KEY QUESTIONS TO CONSIDER WHEN ASSESSING</b></p>							

	<p>Do they know how pulse stays the same but rhythm changes in a piece of music? • Can they use more musical dimensions vocabulary to describe music – duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony? • Can they identify orchestral family timbres? • Can they identify cyclic patterns? • Can they recall sounds with increasing aural memory? • Can they describe and compare and then evaluate different kinds of music using appropriate musical vocabulary? • Can they listen to several layers of sound (texture) and talk about the effect on mood and feelings? • Do they know that sense of occasion affects performance? • Can they describe different purposes of music in history/ other cultures? • Can they describe how a piece of music makes them feel, making an attempt to explain why?</p>					<p>Can they compose and perform melodies using four or five notes? • Can they use a variety of different musical devices including melody, rhythms and chords? • Can they record own compositions? • Can they create own songs (rapsstructure)? • Can they identify where to place emphasis and accents in a song to create effects (duration)? • Can they combine sounds expressively (all dimensions) to create an accompaniment to a known song?</p>	<p>Can they sing in tune, breathe well, pronounce words, change pitch and dynamics? • Can they sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture)? • Can they perform significant parts from memory and notation, either on a musical instrument or vocally? • Can they read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests)? • Can they follow a basic melody line, using standard notation? • Can they improvise within a group using more than 2 notes? • Can they create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments?</p>
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GENRES AND VOCABULARY	Listen and Appraise	Musical activities					PERFORM AND SHARE
		Games	Singing	Playing	Improvisation	Composition	
<b>GENRES</b>							
<b>YEAR 5 - LEARNING</b>							
<b>Pulse, tone, string, wind, brass</b>	<p>The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music.</p> <ul style="list-style-type: none"> <li>When listening to the music, find and internalise the pulse using movement.</li> <li>Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds.</li> <li>Use correct musical language consistently to describe the music you are listening to and your feelings towards it.</li> <li>Listen, comment on and discuss with confidence, ideas together as a group.</li> <li>Discuss other dimensions of music and how they fit into the music you are listening to.</li> </ul>	<p>Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Progress through the Bronze, Silver and Gold Challenges:</p> <ul style="list-style-type: none"> <li>Rhythm and Pitch Copy Back using one, two or three notes</li> <li>Question and Answer using one, two or three notes</li> </ul> <p>Security, confidence and ease, will start to be apparent through:</p> <ul style="list-style-type: none"> <li>Body movement and within the context of the Games Track being used.</li> <li>Knowing, understanding and demonstrating how pulse and rhythm work together.</li> <li>Understanding how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <ul style="list-style-type: none"> <li>The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor.</li> <li>How important it is and why we warm up our voices, posture, breathing and voice projection.</li> <li>Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</li> <li>Have a greater understanding of melody, words and their importance and how to interpret a song musically.</li> <li>Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.</li> </ul>	<p>Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.</li> <li>Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group.</li> <li>Continue to treat each instrument with respect and use the correct techniques to play them.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.</li> <li>Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</li> <li>Progress through the differentiated Bronze, Silver and Gold Challenges in Year 5. Autumn and spring units:</li> <li>Sing, Play and Copy back - clapping progressing to using instruments. Play and Improvise - using instruments, invent a musical answer using one, two or three notes.</li> <li>Improvise! - using up to three notes on instruments.</li> <li>Summer 1 unit Bronze, Silver and Gold Challenges:</li> <li>Challenge 1 - clapping riffs.</li> <li>Challenge 2 - playing riffs using one, two or three notes.</li> <li>Challenge 3 - Question and Answer using one, two or three notes.</li> <li>Challenge 4 - Improvise using one, two or three notes.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class.</li> <li>Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</li> <li>Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</li> <li>Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</li> <li>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically.</li> <li>Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy.</li> <li>Do all of this in front of an audience with more understanding of their needs.</li> <li>Communicate ideas, thoughts and feelings through the performance.</li> <li>Understand about practice.</li> <li>Record your performance and learn from watching it back. Respond to feedback and offer positive comment.</li> </ul>
<b>VOCABULARY</b>							
<b>YEAR 5 -OUTCOMES</b>							
<b>Rock, bridge, backbeat, amplifier, 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, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk,</b>	<ol style="list-style-type: none"> <li>Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</li> <li>Find the pulse confidently and innately, of the music they are listening to and understand what that means.</li> <li>Use accurate musical language to describe and talk about music.</li> <li>Listen to other ideas about music, respect those ideas and feelings.</li> <li>Continue to realise/ understand/explain/give</li> </ol>	<ol style="list-style-type: none"> <li>Find and internalise the pulse on your own and stay in time.</li> <li>Demonstrate how you find/feel the pulse, with ease.</li> <li>Demonstrate a fast and slow pulse.</li> <li>Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> <li>Clap/play simple rhythms/copy one or two note pitches confidently and create your</li> </ol>	<ol style="list-style-type: none"> <li>Understand how to work together as part of a group and in an ensemble or, as a soloist.</li> <li>Continue to understand the importance of warming up your voice and to establish a good singing position.</li> <li>Perform and interpret a song stylistically and as musically as you can.</li> <li>Sing with a good sense of the pulse</li> </ol>	<ol style="list-style-type: none"> <li>Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</li> <li>Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> <li>Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</li> </ol>	<ol style="list-style-type: none"> <li>Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</li> <li>Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</li> <li>Continue to improvise using simple patterns on your instrument and/or voice.</li> <li>Continue to create your own more complex rhythmic patterns that</li> </ol>	<p>Compose a section of music that can be added to a performance of a song.</p> <ol style="list-style-type: none"> <li>Create your own more complex melodies within the context of the song that is being learnt.</li> <li>Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way</li> </ol>	<ol style="list-style-type: none"> <li>Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance.</li> <li>Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this</li> </ol>

<p>scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>	<p>examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</p>	<p>own rhythm when asked. Lead others if asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>	<p>internally and sing together and in time with the group. Understand the importance of clear diction and tuning. 5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?</p>	<p>4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</p>	<p>lead to melodies in a group or a solo situation. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.</p>	<p>appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>	<p>performance and with as much confidence and accuracy as possible. 3. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
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GENRES AND VOCABULARY	Listen and Appraise	Musical activities					PERFORM AND SHARE
		Games	Singing	Playing	Improvisation	Composition	

**YEAR 5 - ASSESSMENT**

<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Know the <b>pulse, rhythm, pitch, tempo, dynamics, texture</b> and <b>structure</b> work together to make a song sound interesting, and be able to keep the internal pulse.</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Identify the piece's structure.</li> <li>Identify the instruments/voices.</li> <li>Find the pulse whilst listening.</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.</li> <li>Most children can complete the Bronze and Silver Challenges.</li> </ul> <p><b>Bronze Challenge:</b> Playing a given note <b>Silver Challenge:</b> Playing 2 given notes and reading notes</p>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Sing in unison</li> <li>Sing or rap</li> <li>Sing in two parts</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Play instrumental parts accurately and in time as part of the performance.</li> <li>Play the easy part by ear</li> <li>Play the medium part by ear (in later units)</li> </ul>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Improvise in the lessons and as part of the performance.</li> <li>Most children can complete the Bronze and Silver Challenges.</li> </ul> <p><b>Bronze Challenge:</b> Improvise using key note <b>Silver Challenge:</b> Improvise using key note and harmonising note.</p>	<p>Children at expected level will ...</p> <ul style="list-style-type: none"> <li>Compose a melody using simple rhythms and use as part of the performance</li> <li>Compose a melody using 3 taught notes</li> </ul>	<p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk <b>musically</b> about it. What went well? What could have been better?</p>
<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Identify changes in tempo, dynamics and texture.</li> </ul>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Some will complete the Gold Challenge</li> </ul> <p><b>Gold Challenge:</b> Playing 3 given notes and reading notes.</p>	<p>Children at Greater depth will ...</p>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>The easy part by ear and from notation.</li> <li>The medium part by ear and from notation.</li> <li>The harder part by ear and from notation (in later units)</li> </ul>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Will complete the Gold Challenge</li> </ul> <p><b>Gold Challenge:</b> Improvising using both key note and 2 additional harmonising notes</p>	<p>Children at Greater depth will ...</p> <ul style="list-style-type: none"> <li>Compose a simple melody using 5 taught notes</li> </ul>	

KEY QUESTIONS TO CONSIDER WHEN ASSESSING

<p>Do they know how pulse, rhythm and pitch fit together, improvising rhythm patterns? • Can they use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo) • Can they use musical vocabulary to explain some of the reasons why a piece of music might have been composed? • Can they explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects? • Can they describe different purposes of music in history/ other cultures?</p>						<p>Can they compose and perform melodies using five or more notes? • Do they show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea? • Can they create music reflecting given intentions and record using standard notation? • Can they use ICT to organise musical ideas (where appropriate), combine all musical dimensions? • Can they create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)? • Can they create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure)?</p>	<p>Can they show control, phrasing and expression in singing? • Can they hold part in a round (pitch/structure)? • Can they perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune? • Can they maintain own part in a performance with confidence, accuracy and an awareness of what others are playing? • Can they maintain a more complex part within an ensemble (e.g. sing in a round or use harmony)? • Can they perform from simple notation on tuned/untuned instruments? • Can they read/ work out the musical stave (notes as Year 4)? • Can they improvise on own with increasing aural memory?</p>
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GENRES AND VOCABULARY	Listen and Appraise	Musical activities					PERFORM AND SHARE
		Games	Singing	Playing	Improvisation	Composition	
GENRES	YEAR 6 - LEARNING						
<p><b>Pop, jazz, reggae jazz, classical, soft rock, western classical music</b></p>	<ul style="list-style-type: none"> <li>Children will continue to show their increasing depth of knowledge and understanding.</li> <li>The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</li> </ul> <p>Styles include: 21st Century Classical Music, Electronic Music, Turntables, Jazz, the music of Benjamin Britten, Rock music, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.</p> <ul style="list-style-type: none"> <li>When listening to the music, find and internalise the pulse using movement confidently and independently. Understand the pulse and its role as the foundation of music.</li> <li>Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds.</li> <li>Use correct musical language to confidently describe the music you are listening to and your feelings towards it.</li> <li>Listen, comment on and discuss with confidence, ideas together as a group.</li> <li>Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.</li> </ul>	<p>Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games.</p> <p>Progress through the Bronze, Silver and Gold Challenges:</p> <ul style="list-style-type: none"> <li>Rhythm and Pitch Copy Back using one, two or three notes.</li> <li>Question and Answer using one, two or three notes.</li> </ul> <p>Security, confidence and ease, will start to be apparent through:</p> <ul style="list-style-type: none"> <li>Body movement and within the context of the Games Track being used.</li> <li>Knowing, understanding and demonstrating how pulse and rhythm work together.</li> <li>Understanding how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <ul style="list-style-type: none"> <li>The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor.</li> <li>How important it is and why we warm up our voices, posture, breathing and voice projection.</li> <li>Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</li> <li>Have a greater understanding of melody, words and their importance and how to interpret a song musically.</li> <li>Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part</li> </ul>	<p>With a greater depth of understanding:</p> <ul style="list-style-type: none"> <li>Play differentiated parts with a sound-before-symbol approach or using the notated scores.</li> <li>Choose parts according to ability and play them musically.</li> <li>Progress as appropriate between the parts.</li> <li>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse.</li> <li>Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group.</li> <li>Continue to treat each instrument with respect and use the correct techniques to play them.</li> <li>Build on understanding the basics and foundations of formal notation - an introduction</li> </ul>	<ul style="list-style-type: none"> <li>Deepen your understanding of what musical improvisation means. Continue to improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes.</li> <li>Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</li> <li>Progress through the differentiated Bronze, Silver and Gold Challenges in Year 6.</li> <li>Challenge 1 - clapping riffs.</li> <li>Challenge 2 - playing riffs using one, two or three notes.</li> <li>Challenge 3 - Question and Answer using one, two or three notes.</li> <li>Challenge 4 - Improvise using one, two or three notes.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently create your own melodies within the context of the song that is being learnt.</li> <li>Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate.</li> <li>Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</li> <li>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</li> </ul>	<p>With a greater depth of understanding:</p> <ul style="list-style-type: none"> <li>Continue to perform together in an ensemble/band with an increasing understanding of how to improve your performance musically.</li> <li>Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy.</li> <li>Do all of this in front of an audience with more understanding of their needs.</li> <li>Communicate ideas, thoughts and feelings through the performance.</li> <li>Understand about practice related to performance outcomes.</li> <li>Record your performance and learn from watching it back. Respond to feedback and offer positive comments.</li> </ul>
<p><b>style indicators, 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.</b></p>	<ol style="list-style-type: none"> <li>Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</li> <li>Find the pulse confidently and innately, of the music they are listening to and understand what that means.</li> <li>Use accurate musical language confidently and with understanding to describe and</li> </ol>	<ol style="list-style-type: none"> <li>Find and internalise the pulse on your own and with ease.</li> <li>Demonstrate how you find/feel the pulse, with ease.</li> <li>Understand and demonstrate confidently how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> </ol>	<ol style="list-style-type: none"> <li>Understand how to work together as part of a group and in an ensemble or, as a soloist.</li> <li>Continue to understand the importance of warming up your voice and to establish a good singing position.</li> <li>Perform and interpret a song stylistically and as musically as you can.</li> <li>Sing with a good sense of the pulse internally and sing together</li> </ol>	<ol style="list-style-type: none"> <li>Continue to play a classroom instrument (or band instrument) as part of group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</li> <li>Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</li> <li>Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</li> <li>Continue to improvise using simple patterns on your instrument and/or</li> </ol>	<ol style="list-style-type: none"> <li>Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding.</li> <li>Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>Use voice, sounds, technology and instruments in</li> </ol>	<p>In greater depth: Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance.</p> <ol style="list-style-type: none"> <li>Perform what you have learnt to your audience. Play your instrument, improvise</li> </ol>

	talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.	4. Clap/play rhythms/copy one to two note pitches confidently and create their own rhythm when asked. Lead others if asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.	and in time with the group. Understand the importance of clear diction and tuning. 5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?	3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.	voice. 4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three or more notes with greater confidence	creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.	and play your compositions as part of this performance and with as much confidence and accuracy as possible. 2. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 3. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. 4. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
<b>GENRES AND VOCABULARY</b>	<b>Listen and Appraise</b>	<b>Musical activities</b>					<b>PERFORM AND SHARE</b>
		<b>Games</b>	<b>Singing</b>	<b>Playing</b>	<b>Improvisation</b>	<b>Composition</b>	
<b>GENRES</b>	<b>YEAR 6 - ASSESSMENT</b>						
Children at expected level will ...  ● Know the <b>pulse, rhythm, pitch, tempo, dynamics, texture</b> and <b>structure</b> work together to make a song sound interesting, and be able to keep the internal pulse.	Children at expected level will ... ● Describe the style indicators of the song/music. ● Describe the structure of the song. ● Identify the instruments/voices they can hear. ● Talk about the musical dimensions used in the song.	Children at expected level will ... ● Rhythm and Pitch Copy Back, and Question and Answer. ● Most children can complete the Bronze and Silver Challenges.  <b>Bronze Challenge:</b> Playing a given note <b>Silver Challenge:</b> Playing 2 given notes and reading notes  ● Learn to clap some of the the rhythms used in the song. ● Learn some musical phrases that you will sing in the song. (unit specific)	Children at expected level will ... ● Sing in two parts. ● Singing in unison. Sing the song in the original and alternate style	Children at expected level will ... ● Play instrumental parts accurately and in time as part of the performance. ● Play the easy part by ear ● Play the medium part by ear	Children at expected level will ... ● Improvise in the lessons and as part of the performance. ● Most children can complete the Bronze and Silver Challenges.  <b>Bronze Challenge:</b> Improvise using key note <b>Silver Challenge:</b> Improvise using key note and harmonising note.	Children at expected level will ... ● Compose a melody using simple rhythms and use as part of the performance ● Compose a melody using 3 taught notes	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk <b>musically</b> about it. What went well? What could have been better?
Children at Greater depth will ... ● Take on a musical leadership, creating musical ideas for the group to copy or respond to.	Children at Greater depth will ... ● Describe the mood and story told?	Children at Greater depth will ... Children at Greater depth will ... ● Some will complete the Gold Challenge  Gold Challenge: Playing 3 given notes and reading notes.	Children at Greater depth will ...	Children at Greater depth will ... Children at Greater depth will ... ● The easy part by ear and from notation. ● The medium part by ear and from notation. ● The harder part by ear and from notation	Children at Greater depth will ... ● Will complete the Gold Challenge  Gold Challenge: Improvising using both key note and 2 additional harmonising notes	Children at Greater depth will ... ● Compose a simple melody using 5 taught notes	

		Will successfully complete the extension rhythm and pitch game (unit specific)					
KEY QUESTIONS TO CONSIDER WHEN ASSESSING							
	<p>Do they know how the other dimensions of music are sprinkled through songs and pieces of music?</p> <ul style="list-style-type: none"> <li>• Can they perform an independent part keeping to a steady beat?</li> <li>• Can they use musical vocabulary confidently to describe music?</li> <li>• Can they work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing?</li> <li>• Can they use increased aural memory to recall sounds accurately?</li> <li>• Can they identify and explore the relationship between sounds and how different meanings can be expressed through sound and music?</li> </ul>					<p>Can they make a sequence of long and short sounds with help (duration)?</p> <ul style="list-style-type: none"> <li>• Can they clap longer rhythms with help?</li> <li>• Can they make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow -tempo; quality of the sound - smooth, crisp, scratchy, rattling, tinkling etc. – timbre)?</li> <li>• Can they create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals)?</li> <li>• Can they use knowledge of musical dimensions to know how to best combine them selecting and combining a variety of different sounds to compose a soundscape?</li> </ul>	<p>Can they sing or play from memory with confidence?</p> <ul style="list-style-type: none"> <li>• Can they maintain own part in a round/sing a harmony/ play accurately with awareness of what others are playing?</li> <li>• Can they sing a round two parts and identify the melodic phrases and how they fit together?</li> <li>• Can they play more complex instrumental parts?</li> <li>• Can they take the lead in a performances and provide suggestions to others?</li> <li>• Can they identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances?</li> <li>• Do they know and use standard musical notation to perform and record own music (adding dotted quavers)?</li> <li>• Can they sing songs using staff notation?</li> <li>• Can they improvise using 5 notes of the pentatonic scale?</li> <li>• Can they improvise using 5 or more notes to compose a</li> </ul>