



Hillbourne Primary School

Music Progression of Knowledge

Intent

We want children leaving Hillbourne Primary school to be able to:

- Identify their preferences in music
- Understand the history behind pieces of music
- Read and use basic musical notation
- Have had the opportunity to learn to play a variety of tuned and untuned instruments
- Enjoy singing and performing
- Improvise to a range of music

Implementation

Our music curriculum aims to provide our pupils with a range of musical experiences, where they can develop a real love for music as a whole, through both musical history, singing, performing with instruments, listening, improvising, composing, notation and appraising.

We tailor and put greater emphasis on specific themes, in response to our pupils needs. For example:

- Providing a singing club after a real interest in singing was shown by children from our weekly singing assemblies
- Offering a range of music lessons taught by professional tutors -
- Teaching a block of Samba lessons for every child in Year 4 by a professional tutor from our local hub

Our whole curriculum is comprehensibly planned and clearly sequenced and music follows this consistent design, effectively adapting and developing to meet the needs of ALL pupils, including those with Special Educational Needs and/ or Disabilities and those that are disadvantaged. We are passionate about educating both our children and families to develop a greater understanding of how to benefit from the joys of music in aiding healthy minds and positive well-being. We do this by having strong links with our local music hub and collaborating in projects within our community.

Our music curriculum is taught by first revisiting prior learning. We return to previous learning, for pupils to retrieve knowledge from their long-term memory and build on this, with the introduction of new knowledge. This is through an approach of clear modelling and scaffolding of new concepts. The pupils will then practise applying this knowledge in a group or individual task and have opportunities to deepen their understanding with reasoning and explanation. We use key concepts that are thread through our Music curriculum, from EYFS to Year 6, to build on prior learning and support pupils making strong links in their knowledge, from previous learning.

Key Threads

At Hillbourne Primary, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Hillbourne. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in Music. The key threads are:

Listening and appraising	Use voices to sing	Play instruments	Compose and improvise	Use musical notation	Appreciate live and recorded music	Develop an understanding of the history of music	Perform and share
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Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Whatever the Weather	Circus	Space	Journeys	Minibeasts	Deep Blue Sea
Year 1	Senses	Superheroes	Dinosaurs	Carnival of Anim.	Fantasy of Advent.	At the Seaside
Year 2	Folksongs	Jupiter	Toys	Great Fire of London	Four Seasons	Oceans
Year 3	In the Garden	Stone Age	Greek Myths	Volcanoes	Mayans	Castles
Year 4	Ancient China	Jazz	Samba (instrument tuition)	Words, Words, Words	Minimalism	Rivers
Year 5	Africa	Vikings	Rock and Roll	Melodies of Divinity	Animal Kingdom	Planets
Year 6	Celebrations	Artic	GarageBand	WW2	Reggae	Electricity

Music of the Week

As part of our Music curriculum, we aim to immerse children in music from across cultures and historical time periods. We want them to gain an appreciation for music and understand how music holds importance in the lives of people across the world and understand how music can help explain what life was like in the past. Therefore, each week we have a 'Music of the Week', which all classes listen to and discuss to build their understanding of key artists and composers, reflect on how musical genres are similar and different and discover how music has changed.

Autumn 1	Spring 1	Summer 1
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Week 1: Instrumental Week 2: Mozart Week 3: Instrument focus- woodwind Week 4: Soul (e.g. Aretha Franklin) Week 5: Disney Week 6: Acapella Week 7: Around the world- India	Week 1: ABBA Week 2: Jimmy Hendrix Week 3: Michael Jackson Week 4: Blues Week 5: Around the world- China Week 6: Instrument Focus- strings Week 7: Ballet	Week 1: Swing (e.g. Glenn Miller) Week 2: Vivaldi (The 4 Seasons) Week 3: Country Music Week 4: Reggae Week 5: Elvis Presley
Autumn 2	Spring 2	Summer 2
Week 1: Jazz Week 2: Stevie Wonder Week 3: Around the world- Africa Week 4: WW2 (e.g. Frank Sinatra) Week 5: Church Christmas Week 6 and 7: Pop Christmas	Week 1: Tchaikovsky Week 2: Drum and Bass Week 3: Gospel Week 4: Rap/Hip-Hop Week 5: Instrument Focus- guitar Week 6: Bono/U2	Week 1: Instrument Focus- Piano Week 2: Current Pop Week 3: The Beatles Week 4: Film Music Week 5: Around the world- South America (Samba) Week 6: Holst (The Planets) Week 7: Teacher Classics

Vocabulary



Get Set 4
Education

Vocabulary Pyramid Music



Y6

accent	chord sequence	introduction	metronome	
ascending	concerto	jingle	passing note	sustain
binary form	contrast	key	phrasing	tonic
break	counter melody	loop	reel	triad
bridge	descending	manipulate	riff	



Y5

accompaniment	consonant	genre	polyphonic	sharp
backing vocals	dissonant	interval	polyrhythmic	staccato
bass line	dotted note	lead vocals	programmatic	ternary form
broken chords	fusion	legato	root note	triad
		mnemonics	semiquavers	walking bass line



Y4

accelerando	cell	graphic notation	mezzo forte	motif	pentatonic scale	rallentando
accompany	chord	groove	mezzo piano	neutral clef	pianissimo	scatting
bass	clashing	harmonious	minimalism	notate	polyphony	solo
call and response	fortissimo	harmony	minor	octave	polyrhythm	swing time
	glissando	major	moderato	off beat	quaver	technique



Y3

appraise	crotchet rest	leaping	musical theatre	semibreve	time signature
bar	duration	medieval	quartet	stepping	treble clef
bar line	ensemble	minim	rehearse	structure	western notation
classical	inter-related	dimensions	scale	timbre	



Y2

anthem	drone	forte	orchestra	piano	rise	strings
baroque	fall	improvise	paired quavers	posture	romantic	texture
brass	fanfare	lyrics	percussion	presto	round	unison
crotchet	folk	notation	performance	rehearsal	sea shanty	woodwind



Y1

adagio	compose	crescendo	dynamics	length	pitch	stave
allegro	composer	decrescendo	graphic score	melody	score	tempo
chorus	conductor	duet	layer	opera	soundscape	verse



EYFS

action	count	hit	louder	movement	play	quiet	rhythm	slide	sound effect	stop
band	fast	instrument	low	note	pulse	quieter	scrape	slow	speak	tune
beat	high	listen	lower	pattern	quick	repeat	shake	slower	speed	voice
copy	higher	loud	match	perform	quicker	rest	sing	sound	start	volume

Vocabulary

Throughout our Music curriculum, vocabulary is clearly planned to be progressive which allows the children to build upon their understanding from previous year groups. The vocabulary for each unit of work can be seen on the 'Get Set 4 Music Vocabulary Progression' document to the side.

Children are introduced to the vocabulary during the unit of lessons, and it is continually recapped through a spiral curriculum. Children are encouraged to use the vocabulary themselves when explaining their thoughts and practices and teachers ensure that the vocabulary is modelled in context through the learning process.

Before starting a new unit, teachers carefully plan in time to recap previous vocabulary to ensure that the children's prior knowledge is secure and can be built upon.

Key Stage Overview

EYFS	KS1	KS2
<p>ELGs:</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs and rhymes with others, and – when appropriate – try to move in time with music • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Work and play cooperatively and take turns with others • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.

Music Model Curriculum Guidance Yr1-6:

[Music Model Curriculum Links.pdf](#)

Skill Progression: Listening

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by explaining or moving. • Recognise sound & instruments: begin to recognise classroom instruments. Listen to sound effects. 	<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder. • Recognise sound & instruments: begin to recognise some instrumental sounds and name classroom instruments. 	<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch. • Recognise sound & instruments: begin to recognise instruments aurally. 	<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the inter-related dimensions of music are used to effect the mood and message of the piece. • Recognise sound & instruments: begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section. 	<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: begin to place music with guidance into historical context, eg. Baroque, Classical, Romantic, 20th century or genre e.g. minimalist, samba. Identify specific inter-related dimensions of music in a variety of styles. • Recognise sound & instruments: aurally and by sight identify a variety of instruments. 	<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: develop an understanding of music across time and place. Use an increasing musical vocabulary to respond to music. • Recognise sound & instruments: begin to recognise a broader range of ensembles and instruments relating to different styles of music. 	<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: place music within both time and place. • Recognise sound & instruments: confidently recognise different orchestral instruments and instruments specific to a genre or era.
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Knowledge Progression: Listening

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does my movement. Know that music can be loud or quiet and fast or slow and this makes me feel differently. • Recognise sound & instruments: know that sound effects can be used to show what a piece of music is about. 	<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster. • Recognise sound & instruments: know that instruments are played differently e.g. hit, shaken and this produces different sounds. 	<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: know the meaning of tempo, dynamics and pitch. • Recognise sound & instruments: know that instruments are made of different materials and this creates different sounds (timbres). 	<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: know that composers use the inter-related dimension to help to portray the message of the piece. • Recognise sound & instruments: know that the orchestra is made up of different sections and families of instruments. 	<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: know that different eras and genres have key features that help to define them. • Recognise sound & instruments: know the role of different instruments within a genre e.g. the apito whistle is the role of the leader. 	<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: know the features of different styles of music to justify placement. • Recognise sound & instruments: know that instruments from different genres or eras have similarities in how they are played. 	<ul style="list-style-type: none"> • Identify musical conventions and inter-related dimensions: understand that using my knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help me to confidently justify opinions of a variety of music. • Recognise sound & instruments: understand why composers use certain instruments or sounds at different times to create effect.
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Skill Progression: Composing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Improvisation: explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow and high to low. • Notation: introduced to symbols and images to order and convey sound. • Creative process: create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus. 	<ul style="list-style-type: none"> • Improvisation: improvise simple vocal chants and pitch and rhythm patterns. • Notation: begin to explore how images can be used to create graphic scores. Explore symbols for rhythm and pitch. • Creative process: select and describe sounds to create music in response to a stimulus. Compose simple four beat rhythms using crotchets and paired quavers. Compose simple melodies using G and E. Explore dynamics and tempo in relation to mood or message. 	<ul style="list-style-type: none"> • Improvisation: improvise Q and A phrases with words, rhythm and pitch. • Notation: use images and symbols to structure pieces using graphic score. Select stick notation for rhythm and dot notation for pitch. • Creative process: explore and use changes in pitch dynamics, duration and tempo. Select sounds and instruments to demonstrate mood or message. Compose lyrics, three note melodies and rhythms using known notation. 	<ul style="list-style-type: none"> • Improvisation: improvise in response to a stimulus. Improvise singing and playing with given notes to create simple rhythmic patterns and melodic ideas. • Notation: record ideas using sign and symbols including graphic score, pitch and rhythm notation creating three note melodies. • Creative process: contribute ideas with consideration of the structure (beginning, middle and end) and theme of the music. Demonstrate application of tempo, dynamics, texture. Combine rhythm 	<ul style="list-style-type: none"> • Improvisation: improvise body percussion, words, rhythmic and melodic patterns within an ensemble and as a conversation. • Notation: demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm notation. • Creative process: contribute appropriate ideas expressing musical opinions for creating and improving work. Create melodies using the pentatonic scale in relation to a stimulus. Write lyrics and compose melodies for those lyrics using the pentatonic scale. 	<ul style="list-style-type: none"> • Improvisation: improvise 8 beat rhythmic patterns and melodic patterns over an octave. Improvise over a drone with a sense of shape and steady pulse. • Notation: demonstrate increased confidence and accuracy using various forms of notation to record musical ideas. • Creative process: explore and combine sounds with growing confidence, taking simple ideas to develop further in composition with satisfying structure. Develop rhythmic and melodic ideas of greater length and musical shape with consideration of the inter related dimensions. Compose music 	<ul style="list-style-type: none"> • Improvisation: improvise and refine rhythms and melodic ideas over a drone or chord sequence demonstrating a sense of musical phrase. Improvise melodies using the notes of the chord and passing notes. • Notation: combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas. • Creative process: identify the strengths and areas for development in a piece and use this to refine work. Use more complex rhythmic notation and pitches over an octave to create melodies, chord sequences and bass lines. Create and structure music with multiple

			and pitch to create three pitch melodies.		with several parts with consideration of harmony to evoke mood.	parts including chordal accompaniment, rhythmic accompaniment, melody and drone using key features of different genres.
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Knowledge Progression: Composing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Improvisation: know that different instruments make different sounds which can show different characters or situations • Notation: know that I can order images to create sounds • Creative process: understanding the words of a song will help me to decide on actions or sounds 	<ul style="list-style-type: none"> • Improvisation: : know that using dynamics, tempo and pitch can provide context when improvising. • Notation: know that using bigger/smaller images or symbols represents dynamics. Know to use images and symbols to create a score for rhythm or pitch. • Creative process: know to explore different ideas 	<ul style="list-style-type: none"> • Improvisation: know to structure improvisations into responses over 4 or 8 beats. • Notation: know that changing the size of an image or how often it appears can show changes in dynamics and tempo. Know that where a dot or note is placed in relation to one another indicates the pitch. • Creative process: know that different sounds and how they are played can be used 	<ul style="list-style-type: none"> • Improvisation: know to perform improvisations as 4 beat or 8 beat response to make responses sound complete • Notation: understand that combining rhythm and pitch can create rising and falling melodies. • Creative process: know that using the inter-related 	<ul style="list-style-type: none"> • Improvisation: : know that finishing a melodic improvisation on the root note will help it to sound finished. Know that using the rhythm of words will help to improvise rhythms. • Notation: know that a pentatonic scale uses five pitches. • Creative process: know that mixing up the duration of notes will help to make melodies 	<ul style="list-style-type: none"> • Improvisation:: know that improvising ideas first will allow me to create melodies I like. Know that improvisation is a big part of many genres of music, showing off the capabilities of the instrument. Know that improvisation can be used to communicate emotion. • Notation: know that 	<ul style="list-style-type: none"> • Improvisation: know that repeating patterns and adding phrasing to improvisations creates a satisfying melodic shape. Know to use the notes of the chord when improvising a bassline. • Notation: know that using rhythmic variety and changes in pitch will help to make my piece sound interesting. • Creative process: understand that certain notes when performed together create different effects such as consonant and dissonant sounds. Know that intentionally combining the inter-

	<p>before deciding what to do. Know that playing an instrument with less force or effort will make it sound quieter.</p>	<p>to represent different characters, emotions and moods. Know that the syllables of words can be used to make lyrics fit with the melody.</p>	<p>dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives us a melody</p>	<p>sound interesting. Know that applying the inter-related dimensions of music can create effects in response to a stimulus.</p>	<p>when recording western notation, the time signature will tell me how many beats to place in each bar.</p> <ul style="list-style-type: none"> • Creative process: know that using contrast will help to structure a piece. Know that repeating a musical idea helps to develop the sound of the overall piece. Know that when creating polyrhythms, each rhythm needs to be different. 	<p>related dimensions of music will create effect. Know that when writing melodies using repeating elements, equal length lines and using a shift in pitch will help to create memorable music.</p>
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Skill Progression: Performing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Technical control: distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch. • Notation: begin to follow symbols and images. • Ensemble awareness: begin to start and stop together with others. • Communication & audience: explore sounds using instruments and voice, showing an awareness of tempo and dynamics. 	<ul style="list-style-type: none"> • Technical control: sing simple songs with an awareness of pitch and following visual direction (start, stop, loud, quiet). Play to a steady pulse. Play repeated rhythms and word pattern chants. • Notation: begin to relate images to sounds. Follow pictures and symbols to guide singing and playing. • Ensemble awareness: follow simple performance indications for start, stop, gradually change dynamics. • Communication & audience: begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster, slower 	<ul style="list-style-type: none"> • Technical control: sing with developing control of pitch. Follow directions for dynamics and tempo when singing and playing. Find and perform the pulse with increasing success. Identify and mark beat groupings. Accompany singing with actions and body sounds in time with a steady pulse. • Notation: begin to relate simple graphic images to changes in sound. Recognise dot notation across three pitches. Perform rhythm patterns following stick notation. • Ensemble awareness: demonstrate increased confidence when 	<ul style="list-style-type: none"> • Technical control: sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Perform with consideration to simple dynamic instructions. Play a simple rhythmic accompaniment or drone maintaining a steady pulse. Copy and perform melodies over three pitches. • Notation: begin to recognise and perform from simple western notation symbols. Use the syllables of words to create rhythms. • Ensemble awareness: begin to perform 	<ul style="list-style-type: none"> • Technical control: sing with greater control of breath and awareness of dynamics. Pitch with increasing accuracy over a larger range including leaps and harmony. Play melodies and accompaniments across a small range of pitches. Accurately maintain an individual rhythm within a rhythmic performance. • Notation: confidently recognise and perform from simple western notation across a pentatonic scale. Follow rhythm grids accurately. • Ensemble awareness: maintain own part within an ensemble. Perform in two or more parts. • Communication & audience: show 	<ul style="list-style-type: none"> • Technical control: sing and play to convey mood and emotion to enhance the intended effect. Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. Confidently demonstrate a secure sense of pulse when playing and singing in parts. • Notation: recognise and perform from an increasing range of western notation. • Ensemble awareness: lead others into a performance controlling the tempo of the pulse. • Communication & audience: demonstrate increased 	<ul style="list-style-type: none"> • Technical control: demonstrate musicality in the control and production of sound using expression. Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. Confidently demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble in parts and different time signatures. • Notation: select and perform with greater accuracy from graphic and western

		<p>following musical directions given both aurally and through physical inflection.</p> <ul style="list-style-type: none"> • Communication & audience: begin to control sounds with intention. 	<p>independently and in small groups.</p> <ul style="list-style-type: none"> • Communication & audience: develop confidence to perform as an individual and within a group. 	<p>increased confidence and commitment when performing to an audience.</p>	<p>confidence when performing, showing an awareness that a performance is an occasion.</p>	<p>notation scores within an octave range.</p> <ul style="list-style-type: none"> • Ensemble awareness: physically and aurally lead others in performance controlling the tempo, dynamics and pulse within an ensemble. Play as an ensemble in multiple parts. • Communication & audience: confidently perform considering style or message of the music.
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Knowledge Progression: Performing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Technical control: know that when singing I move my voice higher and lower • Notation: know that 'ta' is one sound and 'titi' is two sounds • Ensemble awareness: 	<ul style="list-style-type: none"> • Technical control: know that the pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing. 	<ul style="list-style-type: none"> • Technical control: know that listening to the starting pitch will help me to start and stay in tune. Know the meaning of dynamics and tempo. Know that the speed of 	<ul style="list-style-type: none"> • Technical control: know that a drone is usually played on beat 1 and rings out for the other beats. • Notation: know the values of a crotchet, paired quavers and minims and 	<ul style="list-style-type: none"> • Technical control: know when to breathe, developing an awareness of phrase. • Notation: understand that a neutral clef is used for untuned instruments. Know that rhythm 	<ul style="list-style-type: none"> • Technical control: know that the strong beat 1 of each bar will help me to play and sing in time • Notation: understand the differences between semibreves, 	<ul style="list-style-type: none"> • Technical control: know that how you use the inter-related dimensions when playing and singing helps to tell the message of the piece • Notation: know and understand

<p>know to watch and listen to others to start and stop together</p> <ul style="list-style-type: none"> • Communication & audience: know how to play different instruments e.g. shake, scrape, hit, blow 	<ul style="list-style-type: none"> • Notation: know that images and symbols on a score show me when to play and when to stop. • Ensemble awareness: know that different hand signals tell me when and how to play or sing. • Communication & audience: : know to make eye contact with my group and the audience when performing. 	<p>the beat can change.</p> <ul style="list-style-type: none"> • Notation: know that if a symbol sits higher in space it represents a higher pitch. • Ensemble awareness: know when and how to play by following signals. • Communication & audience: be aware of the expectations when listening to others perform and when performing to an audience. 	<p>understand that where they are placed on the stave shows the pitch.</p> <ul style="list-style-type: none"> • Ensemble awareness: demonstrate an understanding of my own role within the ensemble. Know that playing to a steady pulse will help us to start, stop and stay together. • Communication & audience: know to watch others so that I know when to play. 	<p>grids can be performed in different ways to change the sound.</p> <ul style="list-style-type: none"> • Ensemble awareness: understand the importance of knowing how to start and finish a piece. <p>Communication & audience: know that different styles of music should be performed in different ways.</p>	<p>minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Understand how triads are formed.</p> <ul style="list-style-type: none"> • Ensemble awareness: know that eye contact during a performance will help us to stay in time and bring the piece together as a performance. • Communication & audience: know that a performance starts before we play/sing and finishes after so consideration of how we enter and exit affects the performance. 	<p>the differences between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests.</p> <ul style="list-style-type: none"> • Ensemble awareness: know how to self correct when a performance goes wrong. • Communication & audience: understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.
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Notation Progression

	Crotchets	Paired Quavers	Minims	Semibreves	Semiquavers	Dotted notes	Rests
EYFS	✓ ta	✓ titi					crotchet rest
Y1	✓	✓					crotchet rest
Y2	✓	✓	✓ exposed to	✓ exposed to			crotchet rest
Y3	✓	✓	✓	✓			crotchet rest
Y4	✓	✓	✓	✓	✓ exposed to		crotchet rest
Y5	✓	✓	✓	✓	✓	✓ exposed to	crotchet rest quaver rest
Y6	✓	✓	✓	✓	✓	✓ exposed to	all equivalent rests

Unit	Overview	Key Skills	
Whatever the Weather	In this unit pupils explore music through the topic of the weather. Pupils will learn about pulse and rhythm, high and low pitch and changes in dynamics and tempo. Pupils will listen to music inspired by the weather and respond to this with movement and mark making. Pupils will learn about a conductor and follow simple hand signals and will have the opportunity to sing and play instruments. Pupils will create new verses and actions to familiar songs. Pupils will compose their own music, creating simple raindrop melodies and a mystery weather piece.	Listening	Identify instruments, describe timbre, respond with mark making & movement
		Composing	Simple melodies, thematic piece, creating new verses, create rhythms
		Performing	Repeat rhythms, respond with movement, play percussion, so & mi, add actions, play & sing together
		Social	Collaboration, listening, working safely, take turns, share
		Emotional	Self-control, confidence, perseverance, patience, independence
		Thinking	Copy and repeat, comprehension, apply knowledge, follow instructions
Circus	Using the theme of 'The Circus', pupils learn to move in time with the music and think about how to describe the music that they hear. They sing songs about the circus and explore listening and creative activities based on different circus performers.	Singing	Adding actions, soloist, call and response, singing and playing
		Listening	Identifying message, responding to changes in the music
		Composing	Creating rhythms, improvising
		Performing	Playing to the pulse, moving to the music, copying rhythms
		Social	Sharing, respect, kindness, working safely
		Emotional	Confidence, independence, determination
Thinking	Problem solving, creativity, recall, decision making, select and apply		
Space	This unit focuses on pitch, reading and notating melodies using the notes Mi, So and La. Children are given opportunities to listen to a range of listening pieces identifying and anticipating changes in the music and responding with words and actions. Children also have opportunities to compose short pieces of music around the theme using instruments and voices.	Listening	Identify sound of instruments, identify dynamics & tempo, express thoughts & feelings, respond with movement
		Composing	To a theme, consider dynamics & tempo, explore 3 notes
		Performing	With a partner, percussion instruments, speak, sing & play, simple melodies, pitch, notes so, mi & la
		Social	Collaboration, communication, kindness, patience, sharing, move safely, respect
		Thinking	Comprehension, creativity, copy and repeat

Journeys	This unit largely focuses on working with beat and rhythm. Children will learn to notate and perform rhythms and extend this focus into silent beats. They will be given opportunities to explore creative music-making in both small groups and as a class. Pupils will listen to traditional folk songs and explain how the music makes them feel as well as beginning to understand that music can represent an idea.	Listening	Respond by mark making, explain how the music makes you feel
		Composing	Rhythms, titi/ta and rest beats
		Performing	Rhythms, call and response, group, chant, use tempo, call and response
		Social	Inclusive, sharing ideas, communication
		Emotional	Confidence, understanding feelings
		Thinking	Apply knowledge, remember and repeat, interpretation, creativity
Minibeasts	In this unit we explore a range of activities covering performing, composing, listening and singing. Children have the opportunity to listen to a famous pieces of music inspired by minibeasts and respond with movement and mark making as well as recognising similarities between the music and expressing their preferences. Children explore pulse and rhythm, matching words to rhythms. The unit culminates with children creating a piece of music based on the life cycle of a butterfly, using changes of dynamics and tempo and selection of instruments to create this.	Listening	Mark making, respond with movement, recognise similarities & changes in tempo & dynamics, explain preference
		Composing	New verses, words & actions, sound effects, select instruments, dynamics, tempo
		Performing	Sing, play percussion, dynamics, tempo, repeat rhythms, match words & rhythms, vocal sounds, pitch, add actions
		Social	Work safely, listen, share, collaborate, support
		Emotional	Share feelings, confidence, patience, respect, self-control
		Thinking	Create, copy, comprehension
Deep Blue Sea	In this unit children learn to identify musical elements such as pulse, rhythm and pitch. This learning is reinforced through physical actions, creative activities and musical games. The lessons are structured to build key musical skills including listening and singing activities, matching key pitches so and mi. Children are given opportunities to compose their own music. At the end of the unit there is an opportunity to combine rhythm and pitch.	Listening	Changes in pitch, respond with movement, describing sounds
		Composing	Exploring instruments and their sound, simple rhythms, simple melodies
		Performing	Following hand signals, steady beat, range of percussion instruments, follow written symbols, call and response, identifying pitch, using different voices
		Social	Collaboration, working safely, respect, sharing
		Emotional	Self-control, understanding thoughts and feelings
		Thinking	Comprehension, creativity

Year Group Unit Overview – Year 1

<u>Unit</u>	<u>Overview</u>	<u>Key Skills</u>
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Senses	Through the stimulus of the five senses, pupils will internalise key musical skills and techniques, exploring music using their voices and classroom instruments. Pupils will practically engage in a range of musical activities that develop their understanding of the inter-related dimensions of dynamics, duration, timbre, tempo, pitch and rhythm.	Listening	Identifying dynamics, duration, tempo, timbre, instruments, identifying mood, identifying pitch
		Composing	Creating rhythms
		Performing	In time with a pulse, following a conductor, changing tempo, dynamics & duration, performing rhythms, graphic notation, chant rhythms, sing in two parts
		Social	Co-operation, responsibility, respect
		Emotional	Independence, persevere, confidence
		Thinking	Comprehension, feedback
Superheroes	This unit uses the theme of 'superheroes' to explore the concept of soundscapes, graphic score and the inter-related dimensions of pitch, dynamics, duration, timbre and tempo. Pupils participate in a variety of activities, exploring composition as a whole class before consolidating their learning in a group ensemble piece. Pupils will be given opportunities to think about the links between sounds and words when composing and will use a range of vocal, body percussion and instruments to perform. They will also be given opportunities to listen and appraise their own and other's work as well as listen to a famous piece of music written by John Williams.	Listening	Identifying pulse, identifying instruments, changes in dynamics
		Composing	Use dynamics, tempo & structure, explore sound
		Performing	Group ensemble, adding actions, following a score, following a conductor, change dynamics when singing
		Social	Respect, collaboration, patience
		Emotional	Self-control, independence, confidence
		Thinking	Creativity, comprehension
Dinosaurs	In this unit, pupils will learn about the inter-related dimensions of music, exploring dynamics, timbre, tempo and pitch through the topic of Dinosaurs. Using performance, listening and composition tasks, pupils will explore each of the dimensions before applying this when following a graphic score and working with a group to compose their own Dinosaur music.	Listening	Identifying sounds, changes in pitch, matching instruments to sound
		Composing	Consider timbre, dynamics & tempo, explore pitch, order sounds
		Performing	Use dynamics, pulse & tempo, percussion, graphic score, follow a conductor, chanting, understand changes in pitch
		Social	Co-operation, collaboration, respect, communication, leadership
		Emotional	Confidence, empathy, persevere
		Thinking	Select and apply, comprehension, feedback
Carnival of the Animals	Using 'Carnival of the Animals' by Saint-Saens as a stimulus, pupils explore movements of the work and how instrumentation, dynamics, tempo and pitch are used to convey different animals and the way they move. Pupils learn to explore some of the inter-related dimensions and use this in their singing, performing, improvisation and composing.	Listening	Identify instruments, match instruments to a theme, respond with movement, recognise changes in music
		Composing	Improvise, use dynamics & tempo, explore character

		Performing	Ostinato, playing & singing together, explore dynamics, tempo, timbre & pitch, call & response
		Social	Communication, co-operation, collaboration, support, respect
		Emotional	Determination, empathy, self-control, independence, confidence
		Thinking	Creativity, reflection, comprehension, select/apply
Fantasy and Adventure	In this unit, pupils use 'The Magic Flute' opera, by Mozart as a stimulus. This opera is full of 'fantasy' and 'adventure.' Pupils listen to the story and consider the evil Queen and how music is used to convey her character. They compose their own music to create atmosphere and tell a story with a developing understanding of pitch, dynamics, tempo and rhythm.	Listening	Compare music, identify feelings, identify pitch, tempo & dynamics, respond with movement
		Composing	Use so & mi, write a score, call & response, change tempo & dynamics, duet & group
		Performing	Follow symbols; so, mi, ta and titi, duet & group, match pitch, call & response, explore dynamics & tempo
		Social	Respect, collaboration, patience, communication
		Emotional	Self-control, independence, confidence, empathy, understand feelings
		Thinking	Creativity, comprehension, feedback
At the Seaside	This unit focuses on using graphic symbols and images to create a score. This unit works on two types of graphic scores; simple picture representation and a more structured grid score. Pupils are given opportunities to work collaboratively, building on a sequence of musical skills that they bring together in a final piece. There is a focus on the steady pulse and playing in time to the beat. Pupils are also given opportunities to listen to a variety of music and sounds around this theme.	Listening	Identifying sounds, interpreting music
		Composing	Creating sound effects, layering sounds, exploring percussion, playing loudly/quietly/quickly/slowly, creating a graphic score
		Performing	Following a score, group ensemble, performing to a pulse, changing tempo, adding actions
		Social	Collaboration, co-operation, sharing, listening
		Emotional	Self-control, identifying emotions, confidence, independence
		Thinking	Select and apply

Year Group Unit Overview – Year 2

<u>Unit</u>	<u>Overview</u>	<u>Key Skills</u>
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Folksongs	In this unit, pupils learn to sing and perform folk songs from around the British Isles. They identify features of folk music and explore amongst other musical ingredients: pulse, dynamics, pitch and texture. Pupils begin to understand the difference between rhythm and pulse. They explore dot notation and sing in a round and in parts.	Listening	Identify pulse, tempo, structure, (repetition of melody), instruments
		Composing	Improvise rhythmic patterns
		Performing	Class ensemble, drone, play & sing together, create texture, maintain parts, call & response, sing in a round, sing/chant in three parts, use dynamics for expression
Jupiter	In this unit pupils will explore the instruments of the orchestra and the descriptive music of the Romantic period through the theme of space, specifically Jupiter. Pupils will be responding to music with increasing confidence. Recreating excerpts of the music exploring classroom percussion as a class and in small groups, before creating their own Jupiter hymn inspired school anthem. Pupils will have created performances as a whole class, the process being modelled before working independently in small groups. The pupils will not listen to the whole of Holst's Jupiter only sections. If pupils are completing quiet tasks in lessons during the unit, play Jupiter in its entirety as background music.	Listening	Identify instruments, dynamics, tempo, pitch, identify themes
		Composing	Select and combine resources to create music in response to a non-musical stimulus
		Performing	Class ensemble, small group ensemble, show changes in dynamics, tempo, add lyrics, demonstrate an aware of occasion
		Social	Communication, support, co-operation
		Emotional	Empathy, confidence
		Thinking	Reflection, problem solving
Toys	Using the theme of Toys as inspiration, pupils will be learning to perform on tuned instruments, developing their ability to perform together as an ensemble from dot notation. Pupils will perform with an awareness of a steady pulse and have the opportunity to improvise on both tuned and untuned percussion instruments as well as compose simple melodies recording their ideas using dot notation.	Listening	Identify pulse pitch & tempo
		Composing	Create improvised phrases, use dot notation to record a melody
		Performing	Move to music, follow a score, play tuned percussion, play & sing together
		Social	Co-operation, communication, collaboration, sharing
		Emotional	Determination, perseverance, independence, integrity
		Thinking	Decision making, problem solving, comprehension, creativity, select/apply
Great Fire of London	Through the topic of the 'Great Fire of London', pupils explore dynamics, pulse, beat and rhythm using both Western and graphic notation and interpreting dynamic symbols. Pupils create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small	Listening	Features of Baroque, identify instruments, texture, use of voice, word painting
		Composing	Explore vocal sounds, found sounds, instruments, record rhythms: notation

	groups and as a whole class ensemble and begin to develop knowledge and understanding of baroque music.	Performing	Follow a score, notation, body percussion, copy rhythms, chant to a pulse, add actions when singing, sing in a round
		Social	Co-operation, respect, kindness, communication
		Emotional	Independence, perseverance, empathy, confidence
		Thinking	Provide feedback, select/apply, comprehension, reflection
Four Seasons	Using the music of Vivaldi's 'The Four Seasons', this unit aims to embed the inter-related dimensions of pulse, dynamics, tempo, rhythm and pitch through performance, improvisation and composition activities. Pupils will be given opportunities to perform and improvise music using their voices, bodies, tuned and untuned instruments. They will explore, select and combine sounds to create their own musical responses to the concept of the four seasonal patterns and the music of Vivaldi. Pupils will have the opportunity to listen and appraise each other's work and a selection of different movements from Vivaldi's 'The Four Seasons.'	Listening	Identify instruments, identify rhythm, pitch, dynamics & tempo
		Composing	Improvise
		Performing	Follow dot & staff notation, use pitch, dynamics & tempo
		Social	Respect, co-operation, leadership, communication
		Emotional	Empathy, independence
		Thinking	Reflection, decision making, provide feedback, creativity
Oceans	This unit embeds pulse and rhythmic skills through performance, improvisation, listening and composition activities. Pupils will be given the opportunity to perform and compose using their bodies, voices and percussion instruments. They will also learn to read simple rhythmic notation including crotchets, paired quavers, minims and semibreves. They will explore instrumentation and how different instruments can be used to represent different aspects of the ocean. Pupils will have the opportunity to sing as part of an ensemble and to listen to and appraise their own and each other's work.	Listening	Identify instruments, identify rhythm, pitch, dynamics and tempo
		Composing	Improvise rhythm
		Performing	Follow staff notation, use pitch, dynamics and tempo
		Social	Communication, kindness, respect, support, leadership
		Emotional	Confidence, determination, independence, perseverance, honesty, empathy
		Thinking	Creativity, reflection, problem solving, comprehension

Year Group Unit Overview – Year 3

Unit	Overview	Key Skills	
In the Garden	This unit takes inspiration from a country garden and is focused on pupils learning how to combine both rhythm and pitch notation over three notes (C, D, E), to create a simple melody. Learning is embedded through progressive practical activities with pupils singing, composing, performing and notating their work. Pupils also learn features that appear on notation such as a treble clef, bar lines and time signature. Listening pieces vary from traditional folk to 21st century.	Listening	Identify instruments, identify changes in pitch
		Composing	Rhythmic notation, pitch notation, add accompaniment
		Performing	Staff notation, graphic notation, play by ear, sing in unison
		Social	Kindness, respect, collaboration, co-operation, working safely
		Emotional	Confidence, independence, integrity
		Thinking	Comprehension, select & apply, reflection, feedback, creativity
Stone Age	Using the three periods of the 'Stone Age' as a stimulus, pupils learn to read, write and perform from western rhythm notation using 1, ½, 2 and 4 beat notes and the 1 beat rest. Pupils demonstrate this knowledge by composing and performing rhythm compositions secularly, fluidly and independently as part of a small group performance.	Listening	Identify accuracy of rhythms played
		Composing	Read & write rhythm notation, turn words into rhythms
		Performing	Follow graphic score & western notation, rhythms as a soloist, duet or ensemble, add emotion to voices, chant to the pulse, call & response, add actions
		Social	Sharing, consideration, inclusion, respect, leadership, support
		Emotional	Empathy, confidence
		Thinking	Provide feedback, use feedback to improve, creativity, select & apply
Greek Myths	Using the Ancient Greek myth of 'Orpheus and Eurydice' and the account of 'Pythagoras and the hammers' as stimuli, this unit embeds pulse and rhythmic skills through performance, improvisation and composition activities. Pupils will be given the opportunity to perform and improvise music using their voices, bodies, tuned and untuned instruments. They will explore, select and combine sounds to create their own musical responses to the story. Pupils will have the opportunity to listen and appraise each other's work as well as two famous pieces of music.	Listening	Identify inter-related dimensions, identify how the music makes you feel, appraise compositions, place music in history
		Composing	Improvise melodies, soundscapes
		Performing	Drone, group ensemble, solo, movement to the pulse, combine singing, dancing & playing
		Social	Sharing, inclusion, respect, leadership
		Emotional	Confidence, empathy
		Thinking	Comprehension, remember and repeat, feedback, evaluate, select & apply
Volcanoes	Using the topic of 'Volcanoes', this unit allows pupils to explore and compose their own music with consideration to the inter-related dimensions of music. The unit has strong links to literacy and could be combined with poetry and artwork to produce a rich cross-curricular topic.	Listening	Identify the inter-related dimensions
		Composing	Add accompaniment, improvisation, write graphic notation, use the inter-related dimensions
		Performing	Follow graphic notation, perform as an ensemble

	There is a focus on the musicality in words to create rich tapestries of words, inspiring music and verse. Pupils have opportunities to record ideas as a graphic score and could be extended into artwork or illustration.	Social	Sharing, collaboration, inclusion, respect, leadership, support
		Emotional	Confidence, independence
		Thinking	Feedback, explore, select & apply, creativity
Mayans	In this unit pupils explore how the inter-related dimensions of music: dynamics, tempo, duration, texture, timbre, pitch and structure, can be combined to communicate an intended effect using the ancient Mayan civilisation as a stimulus for listening, performing and composing. Towards the end of the unit the pupils will be performing from simple given rhythms and melodies.	Listening	Identify instruments, identify the inter-related dimensions
		Composing	Use rhythmic & pitch notation, add accompaniments, improvisation
		Performing	Follow staff & graphic notation
		Social	Sharing, acceptance, inclusion, respect, leadership, support
		Emotional	Empathy, confidence, perseverance
		Thinking	Observation, provide feedback, reflection, select & apply, creativity
Castles	In this unit pupils will begin to internalise key musical skills and techniques through a range of practical based activities including call-and-response songs, chants and movement. Pupils have the opportunity to revisit and practice basic pitch, pulse and rhythm performance skills. They will move on to embed these skills in both composition and improvisation activities as they explore the development of castles from William the Conqueror onwards, as well as life in and around the castle walls.	Listening	Identify instruments, identify inter-related dimensions
		Composing	Create rhythms, add actions, improvise melodies
		Performing	Ostinato rhythms, chant and play 2 part, 3 part & 4 part rhythms, conducting, group ensemble, move to the pulse, call & response, sing in character
		Social	Co-operate, supportive, respect, kindness, collaboration
		Emotional	Confidence, empathy, independence
		Thinking	Comprehension, problem solving, select & apply, decision making

Year Group Unit Overview – Year 4

<u>Unit</u>	<u>Overview</u>	<u>Key Skills</u>
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Ancient China	This unit focuses on pitch and reading and writing notation. Pupils learn about the pentatonic scale and harmonious sounds through composing, performing and singing tasks. Pupils begin combining rhythm and pitch notation to record their music. All of this is inspired through the exploration of ancient Chinese music, philosophy, myths, and rituals.	Listening	Identify instruments, identify features, appraise performances
		Composing	Using pentatonic scale, add accompaniment, improvise, tell a story
		Performing	To the pulse, rhythm and pitch notation, harmonious notes, singing pentatonic scale, soloist, group & class ensemble
		Social	Sharing, respect, collaboration, inclusion
		Emotional	Empathy, confidence
		Thinking	Provide & use feedback, select & apply
Jazz	Using the works of great jazz artists such as Ella Fitzgerald, Bessie Smith, Louis Armstrong, Duke Ellington, and modern-day artist Jazzmeia Horn, this unit aims to embed the musical features of jazz music such as swing time, improvisation, scatting and call and response. Pupils will be given opportunities to perform and improvise music using their voices, bodies and pitched instruments. They will explore combining rhythm and pitch using the pentatonic scale, to improvise and compose simple melodies. Pupils will have the opportunity to listen and appraise each other's work and a selection of different jazz songs from key artists.	Listening	Identify characteristics, appraise, identify instruments.
		Composing	Use pitch, rhythm, improvisation and notation.
		Performing	Follow staff notation, group ensemble, solo, call and response, scatting.
		Social	Respect, support, communication.
		Emotional	Confidence, independence.
		Thinking	Creativity, decision making, providing feedback, reflection.
Samba	This unit is carried out by our local music hub – Sound Storm. A training	Listening	Identify characteristics, appraise, identify instruments
		Composing	Polyrhythm, rhythm, staff notation
		Performing	Follow staff notation, group ensemble, solo, call and response, call and response, sing in a round
		Social	Respect, support, communication, patience.
		Emotional	Confidence, empathy, independence, perseverance
		Thinking	Creativity, decision making, provide feedback, reflection, select & apply, comprehension
Words, Words, Words	In this unit pupils will explore the language of music through the inter-related dimensions of music. They will deepen their knowledge of the inter-related dimensions and extend their musical vocabulary. Pupils will take inspiration from poetry, art and music and use graphic score to record ideas.	Listening	Identify characteristics, appraise, identify instruments, identify inter-related dimensions
		Composing	Use graphic notation, use inter-related dimensions
		Performing	Follow graphic & western notation, group ensemble, chant & sing exploring interrelated dimensions
		Social	Respect, support, communication, kindness, co-operation

		Emotional	Confidence, independence, perseverance, integrity
		Thinking	Creativity, provide feedback, reflection, select & apply, comprehension
Minimalism	This unit explores the musical style of minimalism. Pupils have the opportunity to listen and appraise works by key composers of the style. Pupils learn and apply their knowledge of the compositional devices used in minimalism through composition and performance activities.	Listening	Identify key features, identify inter-related dimensions of music
		Composing	Use staff notation & graphic score
		Performing	Follow graphic notation & staff notation, group ensemble
		Social	Respect, communication, collaboration, leadership
		Emotional	Confidence, perseverance, independence
		Thinking	Provide feedback, creativity, reflection, select & apply
Rivers	This unit focuses on pitch and creative composition. Pupils will explore composing and performing melodies using the pentatonic scale. They will have opportunities to explore writing and combining their own melodies in small groups. They will explore Smetana's symphonic poem and learn about barcarolles through listening to Offenbach, composing and singing. The unit culminates with the pupils using all elements to create their own barcarolle. Pupils will be listening to Smetana's Vltava in sections throughout this unit. Take the opportunity during quiet times to play this piece as background music over the 6 lessons.	Listening	Identify instruments, identify key features, identify inter-related dimensions of music
		Composing	Select and combine to create texture, use graphic score, use pentatonic scale, write melody & lyrics, compose to represent a theme, use inter-related dimensions
		Performing	Follow graphic notation, sing in unison, group ensemble
		Social	Collaboration, respect, communication
		Emotional	Confidence, perseverance
		Thinking	Select & apply, comprehension, providing feedback

Year Group Unit Overview – Year 5

<u>Unit</u>	<u>Overview</u>	<u>Key Skills</u>	
Africa		Listening	Identify features, identify instruments

	<p>In this unit pupils will compose and perform rhythmic pieces of music using given musical conventions found in traditional African music. They will explore call and answer, ostinato, polyrhythms and the use of mnemonics, through games, song and whole class ensemble performance. Pupils are given the opportunity to listen and appraise their own music as well as the music of their peers.</p>	Composing	Create polyrhythms, create ostinato, use mnemonics, improvise rhythms, structure a piece, use inter-related dimensions
		Performing	Class ensemble, group ensemble, solo, overall appearance of performance, call and response, chant rhythms, sing in two parts
		Social	Sharing, communication, inclusion, respect, leadership, collaboration
		Emotional	Empathy, confidence
		Thinking	Provide feedback, reflection, creativity, select & apply
Vikings	<p>Using the 'Vikings' as a stimulus, pupils explore pulse, rhythm and notation through performance, improvisation and composition. Pupils work in groups to compose music from rhythm grids using the inter-related dimensions of music to create effect. Pupils sing with an awareness of pitch in two, three and four part rounds.</p>	Listening	Identify structure, identify inter-related dimensions, identify instruments
		Composing	Use rhythm grids & Western notation, create melody, improvise
		Performing	Follow Western notation & rhythm grids, group ensemble, sing in 2, 3 & 4 part rounds, pitch over octave
		Social	Support, co-operation, respect, communication
		Emotional	Confidence, perseverance, resilience, independence
		Thinking	Creativity, reflection, comprehension
Rock and Roll	<p>In this unit pupils explore the genre of rock and roll music through singing, instrumental playing, composition and improvisation, and listening and appraising. Pupils learn about the different instruments that typically play in a rock and roll band and their role within the band; exploring lead and backing vocals, chords, lead guitar and bass guitar. Pupils consolidate their learning on rhythm and pitch notation.</p>	Listening	Identify structure, identify instruments, identify features
		Composing	Use Western notation, create melody and bass line
		Performing	Follow Western notation, improvise, play chords & bass line, sing melody & harmony
		Social	Collaboration, co-operation, respect, communication
		Emotional	Confidence, perseverance, independence
		Thinking	Creativity, reflection, comprehension, provide feedback
Melodies of Divinity	<p>In this unit, pupils will be introduced to the mystical world and features of Hindustani Classical music of India. Pupils will have the opportunity to listen to a fusion of both Indian and Western music on their musical journey, identifying features and instruments. Pupils will work individually</p>	Listening	Identify instruments, identify features of the style
		Composing	Use staff notation, create melodies & rhythms
		Performing	Follow staff notation, soloist & ensemble, match pitch, sing over an octave

	and as part of a group to sing, perform, compose and improvise on both tuned and untuned instruments with consideration of the features of Indian music including how to structure their music. Pupils will record their music using the Indian notes of names and Western notation	Social	Respect, collaboration, leadership, co-operation
		Emotional	Confidence, independence, perseverance, determination
		Thinking	Provide feedback, reflection, select & apply, comprehension
Animal Kingdom	In this unit, pupils explore features of harmony starting with the study of intervals then expanding to chords. By analysing and comparing music from both romantic and 20th century composers, pupils will explore how intervals and chords can be used to convey an intended effect before applying their knowledge and skills in composing their own music.	Listening	Identify inter-related dimensions, effect & character, identify intervals & harmonies
		Composing	Use intervals, improvise melodies, use harmonies & chords, use inter-related dimensions
		Performing	Follow notation, group ensemble, harmonise in 2, 3 & 4 parts
		Social	Co-operate, support, respect, leadership, kindness
		Emotional	Independence, confidence, perseverance, determination, integrity
		Thinking	Provide feedback, reflection, creativity, select & apply
Planets	In this unit, pupils will compose music inspired by the planets Mars, Venus and Mercury considering mood and motif. Pupils are given the opportunity to listen and appraise the music of Gustav Holst, John Williams and Mike Oldfield, as well as the music of their peers. They learn how the use of motif and the interrelated dimensions of music combine to create an intended effect and are introduced to the use of chords, triads and major/minor tonality.	Listening	Identifying structure, inter-related dimensions, identifying instruments, identifying pitch
		Composing	Western notation, melody, ternary form, accompaniment
		Performing	Western notation, graphic score, ensemble
		Social	Sharing, collaboration, inclusion, respect, leadership, co-operation
		Emotional	Confidence, perseverance, resilience, independence
		Thinking	Concentration, creativity, reflection, comprehension

Year Group Unit Overview – Year 6

<u>Unit</u>	<u>Overview</u>	<u>Key Skills</u>
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Celebrations	Using four celebrations from around the world, Chinese New Year (China), St Patrick's Day (Ireland), Punjabi Weddings (Pakistan/North India) and Rio Carnival (Brazil), pupils will learn that celebrations are an important aspect of culture, bringing communities together through dance and music. This unit aims to expose pupils to the different styles of music that are used in celebrations. Pupils will listen to and appraise music for each celebration. They will recap and expand upon features such as melodic patterns and rhythm to perform music for celebrations. Pupils will then have the opportunity to select and combine musical features learnt to compose, notate and perform their own piece of music for a celebration. Throughout the unit pupils will listen to appraise their own and others music.	Listening	Identify features, identify instruments
		Composing	Pentatonic scale, time signatures, syncopated rhythms, ostinato, melody, drone
		Performing	Follow staff notation, use drone, melody & rhythmic ostinato, group ensemble
		Social	Respect, communication, kindness, leadership, support
		Emotional	Confidence, perseverance, independence, determination
		Thinking	
Artic	Pupils take inspiration from the musical devices used in Vivaldi's 'The Four Seasons, Winter', to explore and create programmatic soundscapes considering the inter-related dimensions of music, melodic phrasing, consonant and dissonant harmony and structure. Pupils will be given opportunities to use stave and graphic notation to record and perform from their music. They will appraise the performance of their peers and music from the Baroque period.	Listening	Identify characteristics, identify instruments
		Composing	Use graphic score & staff notation, programmatic music
		Performing	Follow staff notation & graphic score, group ensemble
		Social	Collaborate, sharing, respect, inclusion
		Emotional	Confidence, empathy, integrity
		Thinking	Creativity, select & apply, provide feedback, reflection
GarageBand	In this unit pupils use GarageBand to develop understanding of music technology. They explore different areas of musical composition such as chord sequences, melody writing, structure (binary and ternary form), texture and instrumentation.	Listening	Identify chords, identify instruments
		Composing	Use binary/ternary form, construct chords, create melody & accompaniment
		Performing	Improvisation, chords, structure, match pitch
		Social	Respect, kindness, leadership, collaboration, communication
		Emotional	Confidence, determination, perseverance, independence, empathy
		Thinking	Reflection, provide feedback, select & apply, problem solving, creativity, comprehension
WW2	This unit provides opportunities for pupils to listen to and appraise music that was performed during World War 2. Pupils recap and expand upon features such as expression, dynamics and phrasing when singing. Pupils perform as class and learn how to communicate effectively to perform in smaller group ensembles. Pupils have the opportunity to write their own song lyrics, learning about structuring a satisfying and memorable melody,	Listening	Identify characteristics, dynamics, instruments
		Composing	Write lyrics, melody & accompaniment
		Performing	Follow staff notation, group ensemble, sing in 2 part
		Social	Respect, communication
		Emotional	Confidence, perseverance
		Thinking	Reflection, select & apply, provide feedback

	and learn how to accompany that melody. Throughout the unit pupils will listen to and appraise their own and other's performances.		
Reggae	Pupils are exposed to a brief history of reggae, seeing it is an important music genre. Pupils will learn about the key reggae musical features and will listen to and appraise music by reggae artists. Pupils recap and expand upon features such as chord patterns, riffs, bass line, melody and rhythm, creating in small group, their own chord structures with which to fit bass lines and phrase melodic lines. Pupils will have the opportunity to perform drum groove patterns following given rhythm notation.	Listening	Identify features
		Composing	Bass line from triads
		Performing	Combine, rehearse and refine an ensemble performance, maintain a challenging independent part, follow notation
		Social	Respect, kindness, leadership, support
		Emotional	Confidence, determination, perseverance, independence
		Thinking	Reflection, provide feedback, select & apply
Electricity	Taking inspiration from electrical circuits and symbols, pupils explore pulse, beat, rhythm and notation, writing and performing their own rhythm grid music. Pupils listen to some of the ways music was created using electricity during the first half of the 20th century. Pupils continue to develop vocal independence singing a three part song with 5/4 time signature.	Listening	Identify instruments, identify time signatures, identify features
		Composing	Use inter-related dimensions
		Performing	Ostinato, polyrhythm, group ensemble, sing in different time signature, play & sing in different time signatures
		Social	Inclusion, respect, support
		Emotional	Persevere, confidence
		Thinking	Provide feedback, use feedback to improve work, select & apply, creativity, comprehension