

Evelyn Street Primary School

MUSIC

Our Intended Curriculum

Melody	Melody is formed from a succession of single pitches. Melody can be created using steps, leaps and repeated notes. The collection of notes from which a melody is formed is called a scale
Harmony	Harmony is the sound made by two or more notes simultaneously. These combinations are sometimes called chords. Harmony can sound pleasing to the ear or clashing, depending on the notes used. We use harmony when we play chords on the ukulele
Pitch	Pitch is the sound of a single note in relation to other notes. Words which can describe the pitch include: high, low, treble, bass, sharp or flat
Tempo	Tempo is the speed of a piece of music. The tempo can change during a piece. The tempo describes the pulse or beat of the music. Sometimes we use Italian words to describe the tempo such as <i>lento</i> , which means slow, or <i>allegro</i> , which means lively
Dynamics	Dynamics are used to describe the volume of one or more notes in a piece of music. The dynamic can change gradually or suddenly. Symbols known as dynamic markings, based on Italian descriptions, are often used such as <i>f</i> for forte which means 'strong' or 'loud'
Structure	Structure is the overall framework of a piece of music. The structure of a song will usually have an introduction, some verses and a chorus
Texture	The texture of a piece of music describes how the different sounds are being woven together. A thick texture uses several ideas at once. A thinner texture will have fewer parts. A whole class singing "Frere Jacques" is a thin texture. A few children singing the same song as a four-part round, starting at different times will create a thicker texture
Timbre	Timbre is the unique sound quality which helps us to distinguish between different instruments and voices. The different ways an instrument is played can change its timbre
Rhythm	Rhythm is the organisation of long and short sounds around a pulse or beat. Some rhythms coincide with the beat; others use syncopation, in which most of the sounds fit between the main beats
Composing	Composing occurs when you select and organise sounds to make music. Good compositions have an intention which is successfully communicated to the audience

Evelyn Street Primary School - MUSIC progression through EYFS

EAD - Creating with Materials and Being Imaginative

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG
 - Sing a range of well-known nursery rhymes & songs
 - Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.
Nursery Skills	<ul style="list-style-type: none"> Remember and sing familiar songs eg pop songs and rhymes. Sing the melodic shape (moving melody, such as up and down, down and up of familiar songs. 	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. Explore & learn how sounds & movements can be changed e.g. louder, quieter Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously 	<ul style="list-style-type: none"> Develop an understanding of how to create & use sounds intentionally Create own songs, or improvise a song around one they know 	<ul style="list-style-type: none"> Remember & sing familiar songs e.g. pop songs, rhymes Taps out simple repeated rhythms Creates sounds to accompany stories Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs Play instruments with increasing control to express their feelings & ideas 	Fast/slow Loud/quiet Song/sing

Nursery Knowledge	Autumn 1 All About Me	Autumn 2 Families and Celebrations	Spring 1 Traditional Tales and farm animals	Spring 2 Growing and changing	Summer 1 People Who Help Us	Summer 2 Chester Zoo/Knowsley Safari
<ul style="list-style-type: none"> Can sing a range of familiar nursery rhymes and share ones experienced at home Use musical instruments to express 	<ul style="list-style-type: none"> Can sing a range of familiar nursery rhymes with actions (supported with Makaton) Can use props as they sing (nativity) Can move in time to music. 	<ul style="list-style-type: none"> Can follow the beat using body percussions. Can follow a steady beat with a musical instrument (drums) Can use instruments to represent parts of a story for effect. 	<ul style="list-style-type: none"> Can sing along to songs and mirror the actions of others. (Singing Hands-Makaton rhymes linked to theme) 	<ul style="list-style-type: none"> Can create their own pattern in time to music. Can use instruments to go faster and slower and can start and stop using visual signs. 	<ul style="list-style-type: none"> Can sing along to a range of songs. Use musical instruments to represent animals movement and theme linked rhymes 	

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

<u>Experiences</u>	<u>SMSC</u>	<u>British values</u>	<u>WPAT/school values</u>
<ul style="list-style-type: none"> • Weekly nursery rhymes sent home to learn with Makaton actions to share with parents • Trip to pantomime at The Brindley Theatre • Christmas nativity performance in Autumn term 	<ul style="list-style-type: none"> • Cultural – listening to songs from other cultures/different genres • Social – singing/reciting nursery rhymes as a group • Moral – children are taught how to look after their class instruments • Spiritual – Appraising music – how does this song make you feel? 	<ul style="list-style-type: none"> • Mutual respect and tolerance – listening to others 	<ul style="list-style-type: none"> • Honesty - Respond to what they have heard, expressing their thoughts and feelings. • Responsibility – Taking care of and handling musical instruments respectfully

Evelyn Street Primary School - MUSIC progression through EYFS

UW- Past and Present/The World

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG
 - Sing a range of well-known nursery rhymes & songs
 - Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Respond imaginatively to music e.g. this music sounds like dinosaurs Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Choose particular movements, instruments/sounds for their own imaginative purposes Explore & engage in music making & dance, performing solo or in groups 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch & following the melody Make Music in a range of ways eg plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. 	Chant High/ low Repeat Rhythm Sound Beat Follow

Reception Knowledge	Autumn 1 Autumn and Seasons	Autumn 2 Celebrations	Spring 1 Animals	Spring 2 Lifecycles	Summer 1 Minibeasts	Summer 2 Occupations
	<ul style="list-style-type: none"> Can along to a familiar song as a class group. 	<ul style="list-style-type: none"> Can sing along to new songs (nativity) as a group. Can sing some songs in smaller groups 	<ul style="list-style-type: none"> Can move in time to music (dance) Can create movement to match different sounds in stories. Can follow signals for 'stop and go' 'louder and quieter' 	<ul style="list-style-type: none"> Can follow the beat with a range instruments. Can follow a simple musical pattern 	<ul style="list-style-type: none"> Make their own musical instrument and explain the sounds that it makes. 	<ul style="list-style-type: none"> Play a musical instrument in time to the beat of a song.

Explore pulse, rhythm and duration

Exploring pitch, timbre, tempo and dynamics.

Exploring sounds, instruments and symbols.

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.

<p>Experiences</p> <ul style="list-style-type: none"> Trip to pantomime in Autumn term at The Brindley Theatre Weekly singing assemblies to explore different genres Christmas nativity performance in Autumn term 	<p>SMSC</p> <ul style="list-style-type: none"> Social – Sing and perform in a group Cultural – listening to songs from other cultures/different genres Spiritual – Appraising music – how does this song make you feel/move? Why? 	<p>British values</p> <ul style="list-style-type: none"> Mutual respect - Listen attentively 	<p>WPAT/school values</p> <ul style="list-style-type: none"> Responsibility – Taking care of and handling musical instruments respectfully Resilience – Play musical instruments in time to the beat of a song
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KS1: Music skills progression - Years A and B

KS1: POS

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

Singing

Take part in singing, accurately following the melody.
Sing a range of simple songs with actions to mark the steady beat.
Follow instructions on how and when to sing.
Sing a range of simple songs and rhymes using the so-mi (cuckoo) interval
Sing a range of simple songs with a pitch range of do-so).
Sing songs and rhymes using different voices/pitches/dynamics/tempo/timbres (different voices)

Listening

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

Composing/musicianship

Create a mixture of different sounds.
Choose and sequence sounds to create an effect.
Use symbols to represent a composition and use them to help with a performance. (including dot and stick notation).
Choose and sequence sounds to create an effect and begin to explore simple structures e.g. ABA, AABB
Read, respond and represent rhythm using stick notation including crotchets, quavers and crotchet rests.
Create a soundscape or picture.
Create short, musical patterns using a limited range of notes.

Performing

Control sounds using voices and instruments.
Follow instructions on when and how to play an instrument.
Follow graphic symbols when performing (including dot and stick notation).

Vocabulary

Inter-related dimensions of music
Pulse, Duration, Dynamics, Pitch, Tempo, Structure,
Timbre, Verse, Chorus,
High/low/middle
Song/chant

Instruments

Claves, triangle, tambour, tambourine, guiro, chime bar, agogo, agogo bell, cow bell, wood block, sleigh bells, tulip block, hand cymbal/temple bells, glockenspiel

<p>Long/short, Quiet/loud Getting louder/quieter Slide/scrape/tap, Symbol/graphic, Silence Body percussion Untuned/tuned percussion Pulse/steady beat, Rhythm Tune/melody, note, Call and response, Compose/composer,</p>	
<p><u>Suggested range of singing genres/listening Year A</u></p> <p><u>Autumn - Old school hip hop, Seasonal songs</u> (Hey You! Ho Ho)</p> <p>Me, Myself and I by De La Soul, Fresh Prince of Bel-Air by Will Smith, Rapper’s Delight by The Sugarhill Gang, U Can’t Touch This by MC Hammer, It’s Like That by Run DMC, Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song), Suspicious Minds by Elvis Presley (Pop.), Sir Duke by Stevie Wonder (Funk). Fly Me to The Moon by Frank Sinatra (Big Band/Jazz) Plus Christmas performance songs</p> <p><u>Spring – Reggae, Rock</u> (Rhythm in the Way You Walk/Banana Rap I Wanna Play in a Band)</p> <p>The Planets, Mars by Gustav Holst (Classical), Tubular Bells by Mike Oldfield (Pop), The Banana Rap by Jane Sebba (Hip Hop), Happy by Pharrell Williams (Pop), When I’m 64 by The Beatles (Pop), We Will Rock You by Queen, Smoke On the Water by Deep Purple, Rockin’ All Over the World by Status Quo Johnny B. Goode by Chuck Berry, I Saw Her Standing There by The Beatles</p> <p><u>Summer</u> – various genres incl. recap from previous terms</p> <p>Its Gonna’ Be Hot, Maja Pade, Gonna’ Build a House Boat, Noah’s Ark, Hands Can Hold, Choose an Instrument, Don’t Worry, Be Happy, Good to Be Me, Music Man, Songs from Three Tapping Teddies and Three Singing Pigs books, Charanga, Sing-up, KS1 Singing Teacher</p>	<p><u>Suggested range of singing genres/listening Year B</u></p> <p><u>Autumn Afro pop</u> (South African Bossa Nova)</p> <p>The Click Song sung by Miriam Makeba, The Lion Sleeps Tonight sung by Soweto Gospel Choir, Bring Him Back by Hugh Masekela, You Can Call Me Al by Paul Simon, Hlokolozo by Arthur Mafokate, Livin’ La Vida Loca by Ricky Martin (Latin/Pop), Imperial War March by John Williams (Film), It Had Better Be Tonight by Michael Bubl� (Latin/Big Band, Why Don’t You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)</p> <p><u>Spring – Blues, Pop</u> (In the Groove, Friendship Song)</p> <p>How Blue Can You Get by B.B. King (Blues), Let The Bright Seraphim by Handel (Baroque), Livin’ La Vida Loca by Ricky Martin (Latin/Pop), Jai Ho by J.R. Rahman (Bhangra/Bollywood), Lord Of The Dance by Ronan Hardiman (Irish) ,Diggin’ On James Brown by Tower Of Power (Funk),Count On Me by Bruno Mars ,We Go Together (from the Grease soundtrack), You Give A Little Love (from Bugsy Malone),That’s What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John, You’ve Got A Friend In Me by Randy Newman</p> <p><u>Summer</u> – various genres, recap from previous terms</p> <p>Selection of songs chosen by KS1 Singing Teacher, Charango, Sing-up</p>

<u>Experiences</u>	<u>SMSC</u>	<u>British values</u>	<u>WPAT/school values</u>
<ul style="list-style-type: none"> • Christmas nativity performance Autumn term • Specialist music teacher to support teaching of units throughout year • Weekly singing assemblies linking in with explored genres • Visitor assembly in Spring term (Year A – Reggae/rock performer. Year B – Blues/pop performer) • Summer term musical performance 	<ul style="list-style-type: none"> • Culture - exploring a variety of musical genres (hip hop, reggae, rock, afro pop, blues, pop) • Social- Performing in duos and groups, performing to an audience (nativity performance), singing assembly. • Spiritual – Exploring how music can make you feel in the heart and soul through appraising and listening to songs. Happy – Pharrell Williams, We Will Rock You – Queen, Fly Me To The Moon – Frank Sinatra 	<ul style="list-style-type: none"> • Mutual respect and tolerance – respecting instruments and equipment, respecting other culture’s music, listening to other’s performances, appraising and evaluating. • Individual liberty – expressing yourself through instrument and song 	<ul style="list-style-type: none"> • Responsibility – looking after own instruments, handling with care, holding your part in a song during group performances • Honesty - listen and appraise, giving honest opinions and feedback

KS1 – End points	
Exploring pulse, rhythm and duration	<p>Clap and move to the pulse of a song/piece of music.</p> <p>Sing a range of simple songs with actions to mark the steady beat</p> <p>Create long and short sounds on a range of instruments</p> <p>Copy phrases of long and short notes using simple rhythm cards.</p> <p>Create sequences of long and short notes on a range of instruments following simple notation</p> <p>Use instruments to add simple accompaniments to songs based on word rhythms, long/short sounds.</p>
Exploring pitch, timbre, tempo and dynamics.	<p>Use hands or actions to show changes in pitch.</p> <p>Listen to different pieces of music to identify examples of changes in tempo and pitch.</p> <p>Play different pitches and dynamics on a range of instruments.</p> <p>Sing songs and rhymes using different voices/pitches/dynamics/tempo/timbres (different voices)</p> <p>Sing a range of simple songs and rhymes using the so-mi (cuckoo) interval</p> <p>Sing a range of simple songs with a pitch range of do-so).</p> <p>Create musical interludes and accompaniments using instruments to compliment the mood of a song e.g. sunshine, rain etc.</p> <p>Use simple graphics to notate differences in pitch/to follow the shape of a melody within a song.</p>
Exploring sounds,	<p>Follow instructions on how and when to sing or play an instrument.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p>

instruments and symbols.	<p>Use symbols to represent a composition and use them to help with a performance.</p> <p>Read, respond and represent rhythm using stick notation including crotchets, quavers and crotchet rests.</p> <p>Combine sounds to create short pieces of music to describe pictures and stories.</p> <p>Sequence symbols to create own pieces using voice and/or instruments</p> <p>Following symbols to indicate changes in pitch; timbre, dynamics</p>
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LKS2: Music skills progression Year A and B	
<u>KS2: POS</u>	
<p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.</p>	
<p><u>Singing</u></p> <p>Sing from memory with accurate pitch. (to do-do)</p> <p>Sing in tune,</p> <p>Pronounce words within a song clearly.</p> <p>Show control of voice.</p> <p>Perform with control and awareness of others.</p>	<p><u>Listening</u></p> <p>Listen and evaluate music from different traditions, genres, composers and musicians using musical vocabulary and identify areas of likes and dislikes.</p> <p>Listen to music from a range of historical periods.</p> <p>Understand layers of sound and discuss their effect on mood and feelings.</p> <p>Use the interrelated dimensions of music to describe what they hear.</p>
<p><u>Composing/Musicianship</u></p> <p>Compose melodic songs.</p> <p>Create and improvise repeated patterns and question and answer phrases with a range of instruments (tuned and untuned)</p> <p>Create simple accompaniments for tunes.</p> <p>Create simple accompaniments for tunes (using pentatonic scales.)</p> <p>Use drones as accompaniments.</p> <p>Devise non-standard symbols to indicate when to play and rest including dot notation to show pitch.</p> <p>Choose, order and combine sounds to create an effect.</p> <p>Use sounds to create abstract effects.</p>	<p><u>Performing</u></p> <p>Perform melodic songs.</p> <p>Maintain a simple part within a group.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</p> <p>Maintain a part within a round.</p>

<p>Begin to recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for crotchet, paired quavers and minim and say how many beats they represent. Introduce major and minor chords. Use digital technologies to compose pieces of music.</p>	
<p><u>Vocabulary</u></p> <p>Ostinato, ostinati, layers, Accompaniment, pentatonic, Harmony, mood, programme music, rest, repetition, pattern, forte, piano, crescendo, diminuendo, classical, pop, arrangement, diction, tone, phrase, melodic, rhythmic, improvise, play by ear, Introduction, score, stepwise movement, leaps, duet, ensemble, lyrics, glockenspiel, sharp, flat, hymn, mood, stave, staff, time signature, treble clef, bar line, double bar-line, crotchet, quaver, semi-breve, minim, recorder, scale, octave</p>	<p><u>Instruments</u></p> <p>As for KS1 plus: Descant recorders</p>
<p><u>Suggested range of singing genres/listening Year A</u></p> <p><u>Autumn – Pop</u> (Mama Mia)</p> <p>Dancing Queen by ABBA, The Winner Takes It All by ABBA, Waterloo by ABBA, Super Trouper by ABBA, Thank You For The Music by ABBA</p> <p><u>Spring - World Music</u> (The Dragon Song)</p> <p>Birdsong – Chinese Folk Music, Vaishnava Java – A Hindu Song, A Turkish Traditional Tune, Aitutaki Drum Dance from Polynesia, Zebaidir Song from Sudan</p> <p><u>Summer – Disco</u> (Bringing us Together)</p> <p>Good Times by Nile Rodgers, Ain't Nobody by Chaka Khan, We Are Family by Sister Sledge, Ain't No Stopping Us Now by McFadden and Whitehead, Car Wash by Rose Royce</p>	<p><u>Suggested range of singing genres/listening Year B</u></p> <p><u>Autumn – R & B</u> (Let Your Spirit Fly)</p> <p>Colonel Bogey March by Kenneth Alford (Film), Consider Yourself from the musical 'Oliver!' (Musicals), Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)</p> <p><u>Spring – Rap</u> (Stop)</p> <p>Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop), Radetzky Marsch by Strauss (Classical), Can't Stop The Feeling! by Justin Timberlake (Pop), Libertango by Astor Piazzolla (Tango), Mas Que Nada performed by Sérgio Mendes fe</p> <p><u>Summer – 60's Pop Ballads</u> (Blackbird)</p> <p>Yellow Submarine by The Beatles, Hey Jude by The Beatles, Can't Buy Me Love by The Beatles, Yesterday by The Beatles, Let It Be by The Beatles</p>

<u>Experiences</u>	<u>SMSC</u>	<u>British values</u>	<u>WPAT/school values</u>
<ul style="list-style-type: none"> • Christmas performance in Autumn term • Specialist music teacher to support teaching of units throughout year • Weekly recorder lessons with music specialist • Recorders showcase performance in Summer term • Weekly singing assemblies linked to genres explored • Visitor assembly in Spring term (Year A – .African music performer Year B – rap performer) • PAN performance in Spring term 	<ul style="list-style-type: none"> • Cultural – listen to music from a range of historical periods • Cultural – exploring a variety of musical genres (pop, world music, disco, R&B, rap, ballads) • Social- Performing in duos and groups, performing to an audience, singing assembly, choir club, performing arts club, Xmas performance. • Spiritual – Exploring how music can make you feel in the heart and soul/ appraising music and discussing how it makes you feel. Thank You For The Music –Abba, We are Family –Sister Sledge 	<ul style="list-style-type: none"> • Rule of law – using digital technologies and downloading music (copyright law) • Mutual respect – Listening to and appreciating music from other cultures 	<ul style="list-style-type: none"> • Responsibility– maintain a part within a round • Humility- reviewing own performances • Responsibility – play notes on an instrument with care so they are clear (recorders, glockenspiel) • Resilience – perform with control and awareness of others

LKS2 – End points	
Exploring Musical Arrangements	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Play and improvise simple melodies on pitched instruments with care. Perform simple ostinato patterns (in groups) to accompany songs. Compose and perform melodic songs (pentatonic). Create and improvise repeated patterns and question and answer phrases with a range of instruments (tuned and untuned) Create accompaniments for tunes using the pentatonic scale. Improvise patterns using the pentatonic
Exploring Sounds	Understand layers of sounds and discuss their effect on mood and feelings. Choose, order, combine and control sounds to create an effect. Devise non-standard symbols to indicate when to play and rest – including dot notation to show pitch. Recognise the difference between major and minor chords.
Exploring	Add simple accompaniments (ostinato, drones) to accompany simple songs.

Melody and Lyrics -	<p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Create own music to given musical structures.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Create accompaniments for raps using melodic and rhythmic ostinato.</p> <p>Perform with control and awareness of others.</p> <p>Begin to recognise the notes EGBDF and FACE on the musical stave.</p> <p>Recognise the symbols for crotchet, paired quavers and minim and say how many beats they represent.</p>
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UKS2: Music skills progression Year A and B	
<p><u>KS2: POS</u></p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.</p>	
<p><u>Singing</u></p> <p>Sing from memory with confidence.</p> <p>Perform solo or as part of an ensemble.</p> <p>Sing expressively and in tune.</p> <p>Perform with controlled breathing and skilful singing.</p> <p>Hold a part within a round or part song.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Convey the relationship between the lyrics and the melody.</p>	<p><u>Listening</u></p> <p>Listen and evaluate music from different traditions, genres, composers and musicians using a wide range of musical vocabulary and identify areas of likes and dislikes.</p> <p>Listen to music from a range of historical periods.</p> <p>Use the interrelated dimensions of music to describe what they hear.</p>
<p><u>Composing/musicianship</u></p> <p>Create songs with verse and chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices including melody, rhythm and chords.</p> <p>Compose using a variety of musical devices including melody, rhythm and chords.</p> <p>Use drones and melodic ostinati (based on pentatonic and whole scale).</p>	<p><u>Performing</u></p> <p>Sustain a drone or a melodic ostinato as an accompaniment.</p> <p>Perform with skilful playing.</p> <p>Play from memory with confidence.</p> <p>Describe how lyrics often reflect the cultural context of music and how social meaning.</p>

<p>Improvise over a drone or simple groove. Begin to use standard musical notation including semi breve, minim, crotchet, paired quavers and semi-quavers. Begin to read and create notes on a musical stave. Begin to understand the purpose of the treble clef. Understand simple rhythmic time signatures. Begin to understand and use the # and b symbols. Thoughtfully select elements for a piece in order to gain a defined effect. Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Combine a variety of musical devices including melody, rhythm and chords. Perform solos or as part of an ensemble. Read and play from notation.</p>
<p><u>Vocabulary</u></p> <p>Chord, chord structure, triad, arpeggio, entry point, round, canon, keyboard, voices, style, clusters, concord, discord, sustain, reverb, clash, syncopation, jazz, blues, 12 bar blues, riff pre-chorus, middle eight, hook, bridge, secular, sacred, motif, theme, metre, synthesizer, sequence, sequencer, pitch movement, loop, major, minor, ABACADA, Samba, gamelan, ganza, tamborim, repinique, groove, break, snare drum, 3:2 bossa clave, off beat, balungan, decoration,</p>	<p><u>Instruments</u></p> <p>As for LKS2 and KS1 plus:</p> <p>Keyboards</p>
<p><u>Suggested range of singing genres/listening Year A</u></p> <p><u>Autumn</u> - Classic Rock (Livin' On A Prayer)</p> <p>We Will Rock You by Queen, Smoke On The Water by Deep Purple, Rockin' All Over The World by Status Quo, Johnny B. Goode by Chuck Berry, I Saw Her Standing There by The Beatles</p> <p><u>Spring</u> – Hip Hop (The Fresh Prince of Bel-Air)</p> <p>Me Myself and I by De La Soul, Ready or Not by Fugees, Rapper's Delight by The Sugarhill Gang, U Can't Touch This by M C Hammer</p> <p><u>Summer</u> – Motown/Soul (Dancing in the Street)</p> <p>I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops, I Heard It Through the Grapevine by Marvin Gaye, Ain't No Mountain High Enough sung by Marvin Gaye and</p>	<p><u>Suggested range of singing genres/listening Year B</u></p> <p><u>Autumn</u> – Ballad (You've Got A Friend)</p> <p>The Loco-Motion sung by Little Eva, One Fine Day sung by The Chiffons, Up On The Roof sung by The Drifters, Will You Still Love Me Tomorrow (You Make Me Feel Like), A Natural Woman sung by Carole King</p> <p><u>Spring</u> – Classical (A New Year Carol, Benjamin Britten)</p> <p>A New Year Carol (Gospel version), I Mun Be Married on Sunday (Britten), Fishing Song (Britten)</p> <p><u>Summer</u> - 21st Century/Women in Music (Music And Me)</p> <p>Something Helpful by Anna Meredith, by Shiva Feshareki, V-A-C Moscow by Shiva Feshareki Heroes & Villains by Eska, Shades Of Blue by Eska, And! by Afrodeutsche, The Middle Middle</p>

Tammi Terrell, You Are the Sunshine of My Life by Stevie Wonder	by Afrodeutsche
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<p><u>Experiences</u></p> <ul style="list-style-type: none"> • Christmas performance in Autumn term • Weekly singing assemblies linked to genres explored • Visitor assembly in Spring term (Year A – . music performer Year B – rap performer) • Specialist music teacher to support teaching of units throughout year 	<p><u>SMSC</u></p> <ul style="list-style-type: none"> • Social – perform solo or as part of an ensemble, hold a part within a song, singing assembly, choir club, performing arts club, Xmas performance. • Mutual respect/Cultural - exploring a variety of musical genres (classic rock, hip hop, Motown, soul, ballads, classical, 21st century woman in music) • Spiritual – Exploring how music can make you feel in the heart and soul/ appraising music and discussing how it makes you feel. Will You Still Love Me Tomorrow? – Carole King, Me Myself and I – De La Soul 	<p><u>British values</u></p> <ul style="list-style-type: none"> • Individual liberty – convey the relationship between the lyrics and melody 	<p><u>WPAT/school values</u></p> <ul style="list-style-type: none"> • Resilience – perform with skilful playing, play from memory with confidence, play tuned and untuned instruments (keyboards, glockenspiel) • Honesty/ Individual liberty – listen and appraise to live and recorded music and performances
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UKS2 – End points	
Exploring Musical Arrangements –	<p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skilful playing (tuned instrument).</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music</p> <p>Perform solos or as part of an ensemble.</p> <p>Hold a part within a round or part song</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p> <p>Use drones and melodic ostinati.</p> <p>Improvise over a drone or simple groove.</p> <p>Begin to use the standard musical notation of crotchet, minim, semi-breve and quavers to indicate how many beats to play and create notes on the musical staff.</p>
Exploring Cyclic patterns	<p>Perform with skilful playing (instrument – tuned and untuned).</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Use standard musical notation including semi breve, minim, crotchet, paired quavers and semi-quavers.</p> <p>Begin to use and understand simple time signatures.</p>
Exploring Melody and Lyrics – Part Song Performance.	<p>Sing or play from memory with confidence and controlled breathing and skilful playing.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune, maintain (as part of a group) a harmony within a part song.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Read and play from notation.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p>

Careers linked to music
Singer, musician, conductor, music producer, music technician, band member, song writer, stage manager, sound engineer, music journalist, show director, music teacher, DJ, booking agent, backing singer, stage performer, tour manager, music therapist, music blogger, radio producer, radio presenter, talent agent, events manager.