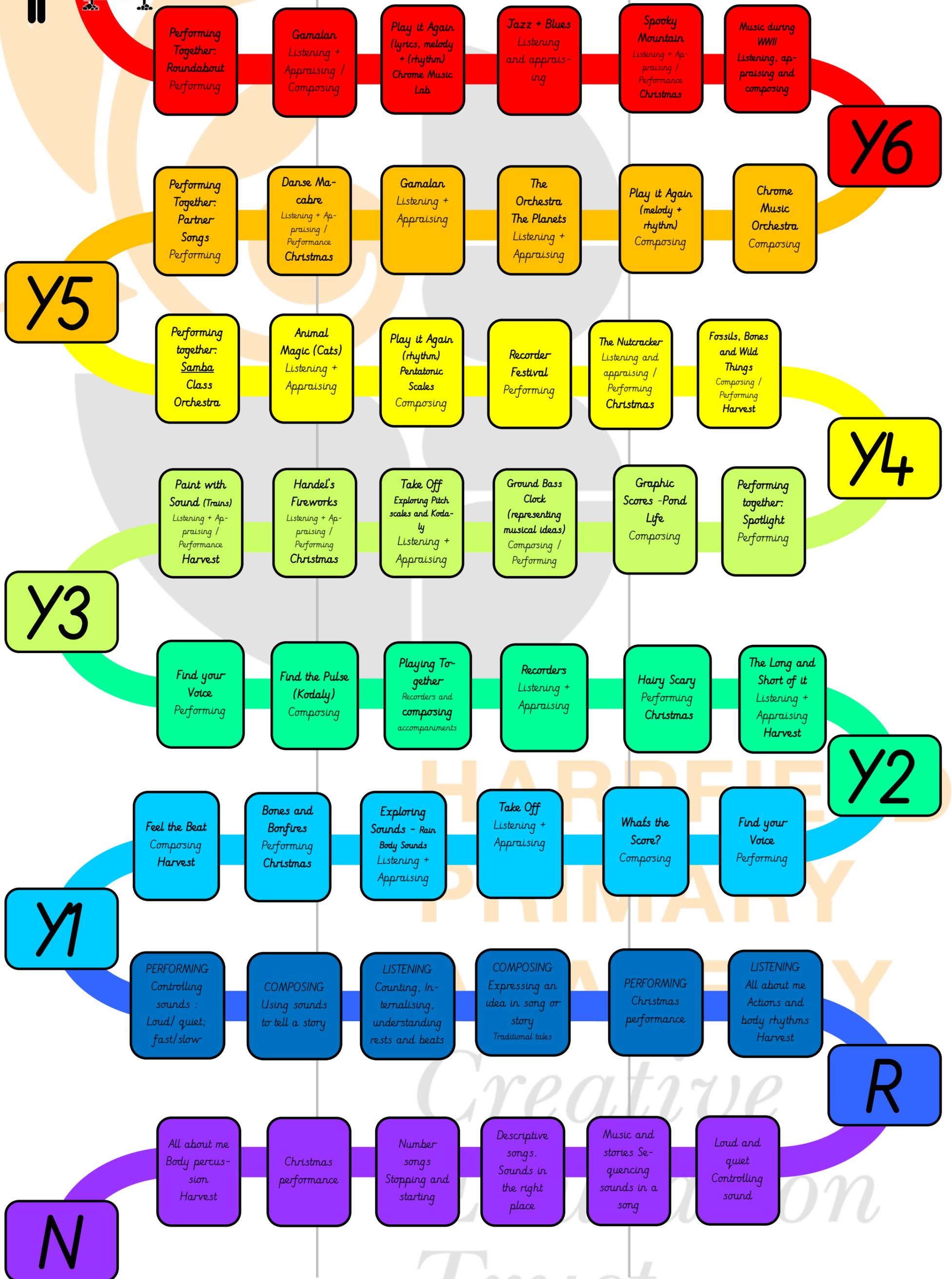


# Music



# Subject Rationale: Music

**“Children use music to help maintain emotional and social well-being and celebrate culture and community in ways which involve entertaining or understanding themselves and making sense of the world around them. Children should develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas.”**

## **Burnard and Murphy, 2017**

At Harpfield Primary Academy, we recognise the importance of the arts in our curriculum. We enable all the children to develop their musical creativity through practical and exploratory opportunities to develop as performers, song makers, composers, improvisers and listeners. Through listening + appraising, composing and performing, children develop vocal skills and aural memory and become fluent in their knowledge of music. As they move through school, the children should also develop an increasing understanding of the inter-related dimensions, history of music, learning about music across a range of historical periods, genres, styles and traditions, including the works and lives of great composers and musicians. The essential skills builder framework is also woven into the existing Music curriculum.

## Cultural Capital

Music promotes diversity and is used to express the children's personal, emotional, social and cultural identity and at Harpfield music is integral to such celebrations and opportunities. Children not only learn about music but they will develop a love of music, many becoming musicians who are able to share and perform using their new knowledge and opportunities to achieve nationally recognised grades. We teach a balanced curriculum that is planned and sequenced appropriately in order to build on and develop the knowledge and skills required to secure children's ability and understanding of music. Children have opportunities to recall and make connections with their musical knowledge and skills throughout the curriculum. They regularly demonstrate their abilities through performances for parents and the wider school community. There are also enrichment opportunities for our Disadvantaged pupils where they focus on learning to play a variety of different instruments (e.g. violin, ukulele, clarinet, keyboard) that they have not been exposed to within the curriculum.

## Creativity

**“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.”**

Ongoing musical learning builds on children's prior knowledge to develop new knowledge. They will improve their aural memory and increase concentration through **listening and appraising**. Musical activities and games will develop **singing and performance** and practical creative opportunities explore improvisation and **composition**. Alongside the interrelated dimensions of music each aspect of musicianship is revisited in each year group widening their understanding and exposing them to creative opportunities as well as finding links in learning and connecting their knowledge to the world around them.

## Assessment

During music lessons and through recalls, assessments are made focusing on the content and performance involving qualitative verbal feedback.

Assessment criteria: **Singing and performing** is digitally recorded (when appropriate) photos and videos, rewards and certificates (class of the week, musician of the week ) and Evidence Me.

**Listening and Appraising** are assessed through listening journals and quizzes and games, giving children the opportunity to demonstrate connected knowledge held in the long term memory but also identify any misconceptions which the children may have and are then addressed immediately. **Composition** is assessed through evidence of graphic scores and musical representation.

Appropriate developmental feedback is given by the teacher individually during music lessons using 3 stars and a wish or by spotlight opportunities to show and tell. Self evaluation is encouraged throughout units of work.

Year 6

<b>Model Music Curriculum KEY STAGE TWO</b>	<p>Musicianship - progression of the elements of music across the key stage; development of instrument and playing techniques.</p> <p>Song repertoire- a range of songs across a variety of genres: folk, traditional, multi-cultural and popular.</p> <p>Listening repertoire - a wide range of music across the eras.</p>
<b>Performing Together: Roundabout Performing</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
<b>Jazz + Blues</b> Listening and appraising	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>
<b>Play it Again (lyrics, melody + (rhythm) Chrome Music Lab</b> Composing	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Use Chrome Music Lab to create rhythms, melody and short jingle</p> <p>Use and understand staff and other musical notations.</p>
<b>Gamalan</b> Listening + Appraising / Composing	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>
<b>Spooky Mountain</b> Listening + Appraising / Performance Christmas	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of the history of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
<b>Music During WWII</b> Listening + Appraising / Performance Harvest	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of the importance of music during wartime Britain</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians during the war</p> <p>Perform in solo and ensemble contexts, using their voices and musical accompaniments with increasing accuracy, fluency, control and expression.</p>

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Year 5	<p><b>Chrome Music (technology)</b> Orchestra Composing</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>
	<p><b>Play it Again (melody + rhythm)</b> Composing</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
	<p><b>The Orchestra</b> Listening + Appraising</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of the history of music.</p>
	<p><b>Gamalan</b> Listening + Appraising / Composing</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p>
	<p><b>Danse Macabre</b> Listening + Appraising / Performance <b>Christmas</b></p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
	<p><b>Performing Together: Partner Songs</b> Performing Harvest</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

Year 4	<p><i>Performing together:</i> Class Orchestra Samba Performing</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Music from Brazil</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>
	<p><i>Animal Magic (Cats)</i> Listening + Appraising</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of the history of music.</p>
	<p><i>Play it Again (rhythm)</i> Composing</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Understand and create simple melodies using pentatonic scale</p>
	<p><i>Recorder Festival</i> Performing</p>	<p>Use and understand staff and other musical notations.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
	<p><i>The Nutcracker</i> Listening and appraising / Performing Christmas</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>
	<p><i>Fossils, Bones and Wild Things</i> Composing / Performing Harvest</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Explore the composition process of sound pictures and programme music</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>

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Year 3	<b>Performing together: Spotlight</b>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	<b>Graphic Scores -Pond Life Composing</b>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>
	<b>Take Off Listening + Appraising</b>	<p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>
	<b>Ground Bass Clock (representing musical ideas) Composing /Performing</b>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p>
	<b>Handel's Fireworks Listening + Appraising / Performing Christmas</b>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
	<b>Paint with Sound (Trains) Listening + Appraising / Performance Harvest</b>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

Year 2	<p><i>Model Music Curriculum KEY STAGE ONE</i></p>	<p><i>Musicianship: Pulse, Beat and Rhythm</i></p> <p><i>Song repertoire- a range of songs across a variety of genres: folk, traditional, multi-cultural and popular.</i></p> <p><i>Listening repertoire - a wide range of music across the eras.</i></p>
	<p><i>Find your Voice Performing</i></p>	<p><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p><i>Play tuned and untuned instruments musically.</i></p>
	<p><i>Find the Pulse (Kodaly) Composing</i></p>	<p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p> <p><i>Play tuned and untuned instruments musically.</i></p>
	<p><i>Exploring Sounds - Rain Rain Composing</i></p>	<p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p> <p><i>Play tuned and untuned instruments musically.</i></p>
	<p><i>Take Off Listening + Appraising</i></p>	<p><i>Listen with concentration and understanding to arrange of high-quality live and recorded music.</i></p> <p><i>Play tuned and untuned instruments musically.</i></p>
	<p><i>Hairy Scary Performing Christmas</i></p>	<p><i>Listen with concentration and understanding to arrange of high-quality live and recorded music.</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></p> <p><i>Play tuned and untuned instruments musically.</i></p> <p><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p>
	<p><i>The Long and Short of it Listening + Appraising Harvest</i></p>	<p><i>Listen with concentration and understanding to arrange of high-quality live and recorded music.</i></p> <p><i>Play tuned and untuned instruments musically. Explore</i></p>

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Year 1	Find your Voice Performing	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
	What's the Score? Composing	Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically.
	Take Off High and Low Listening + Appraising	Listen with concentration and understanding to arrange of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically.
	Exploring Sounds - Body Sounds Rain Listening + Appraising	Listen with concentration and understanding to arrange of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
	Bones and Bonfires Performing Christmas	Listen with concentration and understanding to arrange of high-quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
	Feel the Beat Composing Harvest	Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically.

Reception	ELG and Reception	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
Nursery	3-4 years	<p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
	Birth to 3	<p>Show attention to sounds and music.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star.'</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p>

## Knowledge expectations for Music

- To know a range of music across different periods in History.
- To know and understand different genres, styles and traditions, including the work of great composers and musicians.
- To understand how music is created, produced and communicated.

		Disciplinary knowledge and skills	Vocabulary	Inter-related dimensions
Year 6	Performing	<ul style="list-style-type: none"> <li>Can they sing a harmony part confidently and accurately using <b>staccato and legato</b> contrasts?</li> <li>Can they perform parts from memory using notations?</li> <li>Can they provide rhythmic support?</li> <li>Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> <li>Can they add <b>gesture and movement</b> to develop a performance?</li> </ul>	<p>Texture: Solo, Soprano alto tenor or bass</p> <p>Duration : Phrasing Sustained, staccato, legato</p>	<p>Know how to prepare the voice for performance.</p> <p>Project the voice and using the elements of music, sing expressively.</p> <p>Use movement and gesture to add mood and expression while singing.</p> <p>Follow a conductor - Conduct.</p> <p>Sing contrasting duration and staccato, legato and phrasing.</p>
	Composing	<ul style="list-style-type: none"> <li>Can they use a variety of different musical devices, including Incredibox and beatbox vocals, in their composition?</li> <li>Can they show how a small change of tempo can make a piece of music more effective?</li> <li>Can they create a <b>melody bass line and add chords</b> to a composition on <b>Chrome Music Orchestra</b>?</li> <li>Can they create a melody line for a short <b>jingle / lyrics</b>? (Mark the pulse, identify the beat, divide the bars )</li> </ul>	<p>Chord, triad, melody, line, bass line</p>	<p>Use Chrome music to develop a melody line, add and accompaniment. Bass line and add chords / triads</p> <p>Show how lyrics and melody lines are created from word rhythms to a simple tune.</p>
	Appraising	<ul style="list-style-type: none"> <li>Can they identify different timbre in music from another culture <b>Gamalan</b>?</li> <li>Can they hear and recall complex repeated rhythm patterns ( cyclic patterns ) vocals and beatbox sounds and represent them with notation?</li> <li>Can they discuss the importance of music and the <b>war</b>?</li> <li>Can they identify the music from music hall, film and song during the war years ( performers, film music and songs)</li> <li>Can they generally identify music from different eras Medieval, Baroque, Classical, Romantic, Modern?</li> </ul>	<p>Gamalan :gama to hit or strike</p> <p>Saron: humung, benang, peking</p> <p>Gong Ageng, Kendang, cymbals,</p> <p>Cypher notation, cyclic</p>	<p>Listen and identify different instruments in <b>Gamalan</b>.</p> <p>Hear and recall cyclic patterns with increased aural memory.</p> <p>Listen and appraise music from Film, around the war, identifying the different elements of music and how they are used to <b>represent real life events</b>.</p> <p>Develop knowledge on musical <b>timeline</b>, dates, eras and composers.</p>
Year 5	Performing	<ul style="list-style-type: none"> <li>Can they sing and use their understanding of meaning to add expression?</li> <li>Can they maintain their part whilst others are performing their part?</li> <li>Can they improvise within a group using melodic and rhythmic phrases?</li> <li>Can they perform a piece of music which contains two (or more) distinct melodic (<b>harmony</b>) or rhythmic parts, knowing how the parts will fit together?</li> </ul>	<p>Texture :Harmony soprano alto</p> <p>Dynamics: crescendo diminuendo, ff f pp p</p> <p>Tempo: Adagio, andante, allegro</p>	<p>Sing in <b>rounds and partner</b> songs with increasing complexity.</p> <p>Sing in two or three part <b>harmony</b>.</p> <p>Perform a short composition in groups.</p>
	Composing	<ul style="list-style-type: none"> <li>Can they use their notations to record groups of pitches / melody and bass line? <b>Chrome Music Orchestra</b>?</li> <li>Can they use a music diary/ log to record aspects of the composition process? ( M.E. sketchbooks )</li> <li>Can they choose a time signature and create a grid for composition?</li> <li>Can they use rhythmic patterns or simple melodic phrases to explore contrasts and variations ? Developing a simple structure.</li> <li>Can they use <b>Gamalan</b> to explore cypher notation, structure of music from Indonesia, music for a purpose?</li> </ul>	<p>Loop Bar</p> <p>Time, signature beat, melody line, bass line,</p> <p>Theme, variations</p> <p>Saron: Humung, bonang and peking</p> <p>Gamalan, cypher notation</p> <p>Cyclic patterns, drone</p>	<p>Use Chrome music to develop a melody line, add and accompaniment Bass line.</p> <p>Explore musical processes and origin of composition using <b>sketch books</b> / Music Express.</p> <p>Use Gamalan and key composition ideas to compose a short cyclic pattern.</p>
	Appraising	<ul style="list-style-type: none"> <li>Can they describe, compare and evaluate music using musical vocabulary?</li> <li>Can they explain why they think their music is successful or unsuccessful?</li> <li>Can they contrast use of elements in the work of famous composers and show preferences?</li> <li>Can they identify where a gradual change in dynamics has helped to shape a phrase of music? <b>Planets Gustav, Holst</b>.</li> <li>Can they identify key elements of a piece of music?</li> <li>Can they follow a listening map (<b>Danse Macabre</b> )and understand how structure and musical ideas are represented?</li> </ul>	<p>Timbre- Orchestra: strings, ( Pizzicato ) woodwind, brass, PERCUSSION</p> <p>Crescendo Diminuendo</p> <p>Adagio, Andante, Allegro</p>	<p>Listen with attention to detail recognizing different timbre in the orchestra.</p> <p>Identify key ideas in a piece (<b>Danse Macabre</b>): zig a zig, skeletons, clock, death, cockerel</p> <p>Recognise the correlation between the Gods and their planet ( character / role/ etc).</p>

	Disciplinary Knowledge and Skills	Vocabulary	Inter-related dimensions
Year 4	Performing <ul style="list-style-type: none"> <li>Can they perform a simple part rhythmically by ear and from notation? <b>Samba</b></li> <li>Can they sustain notes with good control and awareness of phrasing?</li> <li>Can they sing songs from memory with good breath control and accurate pitch?</li> <li>Can they improvise using repeated patterns?</li> <li>Can they sing in rounds and parts with awareness of how parts fit together?</li> <li>Can they create and perform in a class arrangement? Can they play recorders in a festival with audience following a conductor?</li> <li><b>Recorder festival</b></li> </ul>	<p>Duration, sustained</p> <p>Polyrhythms, ostinato</p> <p>Samba, call and response</p> <p>Apito, reco-reco, ganza, tamborim, surdo, caiman (snare), agogo, clave, timbales ( tall drum)</p> <p>Improvise</p>	<p>Sing with accuracy, good posture and sustain with breath control.</p> <p><b>Samba Rhythms</b>, polyrhythms, ostinato performing together.</p> <p>Improvise rhythmically to a strong beat.</p> <p>Create and perform class arrangement.</p> <p><b>Rounds and partner songs.</b></p> <p>Play for an audience recorders and <b>BAGDE</b>.</p>
	Composing <ul style="list-style-type: none"> <li>Can they use notations to record a sequences of pitches melody line?</li> <li>Can they develop ideas within a structure? <b>ABACA RONDO</b></li> <li>Can they use graphic score / notations to record compositions in a small group or on their own?</li> <li>Can they select and manipulate sounds for a given purpose (spooky, bones and wild things!)</li> <li>Can they explore and use a pentatonic scale?</li> </ul>	<p>Pentatonic scale</p> <p>Rondo ( Binary, Ternary), manipulate, melody line</p>	<p>Develop ideas within a structure Rondo ABACADA</p> <p>Compose melody line demonstrating understand of pitch, scales ( standard and pentatonic)</p> <p>Use graphic score to represent sequence of ideas and sound <b>sources spooky</b></p> <p>Choose sounds and create a piece for intended purpose (Spooky)</p>
	Appraising <ul style="list-style-type: none"> <li>Can they explain the place of silence and say what effect it has? <b>Cats</b></li> <li>Can they evaluate a piece of music demonstrating an understanding of the elements?</li> <li>Can they <b>compare and contrast</b> two pieces of music?</li> <li>Can they discuss the relationship between sounds and how they reflect intention?</li> <li>Can they identify brass instruments?</li> <li>Can they relate music to a time line? <b>Nutcracker</b></li> </ul>	<p>Tempo, dynamics, pitch texture, timbre, duration, structure, compare, contrast</p> <p>Medieval, Baroque, Classical, Romantic, Modern</p>	<p>Listen to <b>Swan and The Elephant</b> comparing and contrasting the cello.</p> <p>Explore <b>Cats</b>, the Poems, the Musical, The songs and the music: How the elements create mood and effect.</p> <p>Theatre and song, how music creates intended ideas.</p>
Year 3	Performing <ul style="list-style-type: none"> <li>Can they sing in tune using <b>Kodaly Doh-soh?</b></li> <li>Can they used the combined musical elements (pitch, tempo, dynamics and texture) to add expression?</li> <li>Can they use correct finger, good tonguing and breathing when playing <b>recorder? BAGED</b></li> <li>Can they work with a partner to create a piece of music using more than one instrument?</li> <li>Can they play recorders following a conductor?</li> </ul>	<p>Tempo, allegro, adagio, andante,</p> <p>Pitch: do-soh; <b>BAGDE</b></p> <p>ostinato, drone, scale</p> <p>Texture :unison and solo,</p> <p>Dynamics: loud, forte, quiet</p> <p>Piano, timbre</p> <p>Accompaniment</p>	<p>Using Kodaly hands and doh-soh sing and understand pitch changes and scales.</p> <p>Play recorder correctly using <b>BAGDE</b> and standard notation.</p> <p>Sing with expression using combined elements, following a conductor and music directions.</p> <p>Perform an accompaniment with awareness of others.</p> <p>Perform recorders and follow a conductor.</p>
	Composing <ul style="list-style-type: none"> <li>Can they combine the elements of music in their composition?</li> <li>Can they compose repeated (ostinato) patterns using different <b>TIMBRE?</b></li> <li>Can they <b>compose rhythms using lyrics?</b></li> <li>Can they compose layers of different sound (timbre) and represent using a graphic score? <b>Ground Bass Clock</b></li> <li>Can they <b>combine</b> different sounds to create a specific mood or feeling?</li> </ul>	<p>Timbre, tempo, dynamics, structure, Can they play recorders in a festival with audience following a conductor, texture, Ternary Binary form</p>	<p>Using <b>Pond Life</b> explore texture and graphic scores to represent more than one idea.</p> <p>Use lyrics to find rhythm patterns and use as an accompaniment.</p> <p>Compose sequences of rhythms or musical ideas with an awareness of Binary and Ternary form.</p>
	Appraising <ul style="list-style-type: none"> <li>Can they recognise how different elements are combined and how they add mood and expression?</li> <li>Can they hear ascending and descending sounds and when pitch stays the same?</li> <li>Can they express musical preferences - what they like and dislike? How music made them feel?</li> <li>Can they recognise the work of at least one famous composer?</li> <li>Can they identify different timbre: <b>orchestra, strings, woodwind?</b></li> <li>Can they identify <b>repetition (ABA, AB)</b>, contrasts and themes and variations?</li> </ul>	<p>orchestra, <b>string family, woodwind</b>, brass, percussion,</p> <p><b>Ascending, descending,</b></p> <p>theme, variation, structure, score</p> <p>Medieval, Baroque Classical, , Romantic Modern</p>	<p><b>Train sounds</b>, train journeys and train music - soundscape.</p> <p>How timbre creates ideas, dynamic changes create suspense and calm, tempo represents changes in the journey.</p> <p>Exploring music composed for a purpose and how it achieved the desired effects.</p> <p>Identifying more than one idea at the same time ( selective listening ) Ground Bass, classical examples.</p>

	Skills	Vocabulary	Inter-related dimensions	
Year 2	Performing	<ul style="list-style-type: none"> <li>Can they warmup the voice?</li> <li>Can they sing and follow the melody (tune)?</li> <li>Can they perform simple patterns and accompaniments keeping a steady pulse?</li> <li>Can they sing/play rhythmic patterns in contrasting tempo; <b>keeping to the beat</b>?</li> <li>Can they sing/clap a pulse increasing or decreasing in tempo?</li> <li>Can they play a <b>recorder</b> with good tonguing and correct fingering?</li> </ul>	<p>pulse, beat, tempo, play, create, rhythm, response, pitch, pattern, sustain, Tempo changes</p> <p>Adagio, (tortoise)</p> <p>Andante (hen),</p> <p>Allegro (mouse)</p>	<p>Accompany a song with beat and repeated rhythm patterns.</p> <p>Sing a song in a round listening and finding entry points.</p> <p>Hold notes on following a conductor's sustain.</p> <p>Focus on adagio, andante and allegro and tempo changes.</p> <p>Play <b>BAG recorders</b>, left hand on top, tonguing.</p>
	Composing	<ul style="list-style-type: none"> <li>Can they order sounds to create a <b>sequence</b>: beginning, middle and end?</li> <li>Can they choose sounds which create an effect?</li> <li>Can they use <b>symbols to represent sounds</b> and create a soundscape? Rain, <b>rain</b></li> <li>Can they make connections between notations and musical sounds?</li> <li>Can they follow a <b>graphic score</b> showing pitch changes? <b>Steps, slides and jumps</b></li> </ul>	<p>Structure, tempo, dynamics, silence, pitch, Ostinato, soundscape, timbre</p>	<p>To create musical ideas to a topical song to add interest using different timbre</p> <p>Play rhythms from a score and to compose a simple rhythm patterns in notation (word rhythms)</p> <p>Explore descriptive sound and creating a sound picture using different timbre</p>
	Appraising	<ul style="list-style-type: none"> <li>Can they identify changes in <b>tempo, dynamics and pitch</b>?</li> <li>Can they distinguish between what they heard, what they imagined and how they felt when listening to a piece of music?</li> <li>Can they show awareness of musical time-line?</li> <li>Can they hear and <b>recall rhythmic patterns</b>?</li> </ul>	<p>Tempo, dynamics, entry point, beat, pulse, rhythm, patterns, Ostinato, string instruments, violin, viola, cello, double bass, piano orchestra</p>	<p>Listen to a range of music and develop understanding of tempo and dynamics.</p> <p>Listen and identify strings and piano, orchestra.</p> <p>Chant rhyme with awareness of a beat.</p> <p>To play rhythm patterns with an awareness of the beat.</p> <p>To recognise, remember and play rhythm patterns developing aural memory</p>
Year 1	Performing	<ul style="list-style-type: none"> <li>Can they use their <b>voice expressively</b> by singing, speaking and chanting?</li> <li>Can they use instruments to accompany and perform?</li> <li>Can they <b>copy and clap</b> short rhythmic patterns?</li> <li>Can they sing call and response?</li> <li>Can they rehearse and perform with others, starting and finishing together?</li> </ul>	<p>pulse, beat, steady beat, rhythm, repeat, pattern, pitch, high low voice, accompaniment, tempo: fast, slow, dynamics : loud, quiet, silence, conductor</p>	<p>Learn <b>songs from memory</b> and sing with confidence to an audience.</p> <p>Sing with expression.</p> <p>Play a simple accompaniment.</p> <p>Follow a conductor : start, stop, get louder, get quieter.</p>
	Composing	<ul style="list-style-type: none"> <li>Can they make different sounds with their <b>voice?...and body</b>?</li> <li>Can they explore, choose and organise sounds and musical ideas to create a <b>storyboard</b>?</li> <li>Can they follow <b>signs and symbols</b> representing musical ideas?</li> <li>Can they create <b>musical patterns</b>?</li> <li>Can they use musical elements of dynamics, tempo, and silence and use expressively within simple ideas (structure)?</li> <li>Can they choose sounds for a defined purpose?</li> </ul>	<p>Sequence, percussion: drum, tambourine, triangle, maracas, claves, guiro, castanet, structure</p>	<p>Listen carefully to music and make up your own.</p> <p>Listen and identify <b>6 instruments</b>.</p> <p>Create short musical ideas to describe a character.</p> <p>Add <b>sound effects or simple accompaniments</b> to a song.</p> <p>Create an interlude or introduction.</p>
	Appraising	<ul style="list-style-type: none"> <li>Can they respond to different moods in music?</li> <li>Can they express their feelings about a piece of music?</li> <li>Can they listen with concentration, internalising and recalling sounds with increasing aural memory?</li> <li>Can they identify hidden percussive sounds and name them? <b>Explore sound</b></li> <li>Can they distinguish between <b>high, low and middle</b>?</li> <li>Can they name a <b>composer and a piece of his music</b> with awareness of musical timeline?</li> <li>Can they listen with <b>attention to detail</b>?</li> <li>Can they describe the difference between a fast and slow <b>tempo</b> or quiet and loud changes?</li> </ul>	<p>Tempo, dynamics, silence structure, crescendo, pattern, accompaniment</p>	<p>Listen to music and develop understanding of musical ideas.</p> <p>Listen to character motif, songs and ideas.</p> <p>Respond to sequences and patterns with movement and gesture.</p>

Reception	Controlling sounds : Loud/ quiet; fast/ slow	Each week take an aspect of music : <b>DYNAMICS</b> Loud, Quiet, <b>TEMPO</b> Fast, Slow. Listen to a piece of music and draw the response ; Play instruments and control the sounds with clear stop and start; Sing using the voice with increasing control. Combine elements to add interest to chosen songs.
	Using sounds to tell a story with awareness of sequence	Use sequences to develop aural memory and control, turn taking and sharing. Sing songs that tell a story Jack and The Beanstalk. <b>INTRODUCTION</b> Map out the story and decide where we can add our music. <b>PERCUSSION</b> Choose sounds, <b>rhythm</b> patterns and ideas and slot into story board. Introduce songs for characters and sounds for action and effect. Decide how we can work together, in groups or alone. <b>CONDUCTOR, SOLO,</b>
	Instrumental sounds to express an idea in song or story	Traditional Tales: Three Pigs, Three Bears, Three Billy Goats and Gingerbread Man. Sort sounds ( <b>TAPPERS, SHAKERS, SCRAPERS, BEATERS,</b> ) to create an idea or effect in a story ( e.g. sticks, straw and bricks ), choose sounds to represent a character ( giant, three bears etc) identify and play <b>RHYTHM</b> patterns to bring out repetition ( fee fi fo, can't catch me, run run etc). <b>REPEATING</b>
	Counting beats and internalising beats, Rests and beats	<b>BEAT, RHYTHM AND PULSE</b> Hoola hoops and rhythms using 'ta' and 'rest'. <b>REST CROTCHET</b> Counting beats in sets of 4 and putting sounds or rest on the right number. Reading, playing and composing short <b>rhythm patterns</b> . Finding the rhythms of the words and using animals to create rhythm patterns e.g. Spider spider fly  <b>THINKING VOICE</b> Passing the beat, thinking the beat, Big ship Sails, Ants go Marching.
	Christmas performance	<b>PERFORM CONDUCTOR AUDIENCE</b> Singing songs from memory with actions or simple dances. Performing to an audience using good posture and a strong, confident voice. Playing instruments to add sound effects and a strong beat.
	All about me Actions and body rhythms Harvest	Action songs and simple <b>body rhythms</b> . Develop awareness that I am an instrument! Use body percussion to accompany songs with a strong beat. Follow simple graphics to direct sounds and play short <b>PATTERNS</b> e.g. stamp clap stamp ( foot, hand, foot) Heads Shoulders, Slap the Sillies, Hands upon your Head. Make patterns of body sounds and silent actions -Clap Your Hands and Wiggle.
Nursery	Loud and quiet Controlling sound	Use animals to represent Loud and quiet. Listen to Carnival of the Animals excerpts - Loud Elephants, Lions...Quiet Swan, Aquarium, Cuckoo . Singing with loud and quiet voices, playing with loud and quiet sounds. Use creep and pounce as responses, copy me and the sounds I make, sound patterns using clap and wiggle, Bobby Bingo putting loud on each letter every verse and whisper the others.
	Music and stories Sequencing sounds in a song	Add sounds to Nursey Rhymes: Hickory Dickory, Humpty Dumpty, Grand Old Duke of York, London's Burning, I hear thunder etc. Choose the sounds from classroom percussion, sequence into the songs or rhymes and draw pictures to represent the sounds.
	Descriptive songs. Sounds in the right place	Explore classroom percussion in context of story. Choose sounds for characters, actions and sound effects. A Very Noisy Night, Noah...Three Tapping Teddies resource.
	Number songs Stopping and starting	Use Red for Stop, Green for Go Conduct stopping and starting together. Develop internalising by internalising the song when red shows and coming in when green shows. Counting songs and rhymes, - 12345, 5 little duck, frogs, monkeys etc; counting beats and playing counts, Dr Knickerbocker, Fabby door, Following a conductor, being a conductor.
	Christmas performance	Learn Christmas songs with simple actions. Singing for an audience keeping together with others. Listening for introduction and starting in the right place. Use simple dances or actions and body percussion to accompany songs.
	All about me Body percussion Harvest	Singing songs and rhymes building a repertoire of my favourite songs. Sing about the body with actions, I can Clap My Hands etc. Use the body as percussion with claps, slaps and stamps - Fabby Dabby Dee. Sing songs to encourage responses - Hello Sammy, Give opportunity to sing alone or with a friend. Nursery Rhymes and songs.