



West Drayton Academy

Believe • Empower • Achieve



MUSIC CURRICULUM



SUBJECT INTENT

At West Drayton Academy, it is our intent to make music an enjoyable learning experience for every child. We aim to provide a variety of musical opportunities and encourage children to participate in these, building on their confidence and skill set.



SKIP: AN INTRODUCTION

Our Music curriculum aligns with our **SKIP** curriculum.

Skills: Music skills from Early Years to Year 6 are developed. For example, composition skills are introduced in early years where children can explore and create sounds with their bodies and instruments. This leads to selecting specific sounds to create moods in Year 3 which is further developed into creating further rhythmic and melodic ideas and improvisation in Year 5 and 6.

Knowledge: Music knowledge needs to be revisited and built on during their school journey. For example, the knowledge for listening that they need in Early years is to know that different instruments make different sounds. In Year 3, children should have the knowledge that the orchestra is made up of different sections and families of instruments.

Inclusion: All children should have access to our music curriculum. We provide nurture, diversity and differentiated learning outcomes. In Music, children

Personal Development: Children will become more responsible and respectful children who are prepared for modern Britain. The Get Set 4 Music scheme focuses on the holistic approach to personal development by highlighting 3 key areas that are a focus in every lesson: Social, Emotional and Thinking skills. (SET skills). These form the 'Whole Child' objectives. Social skills could include collaboration, leadership and respect. Emotional skills could include confidence, independence and honesty. Thinking skills could include problem solving, creativity and reflection.

Our teaching focuses on developing the children's ability to follow the pulse and rhythms, as well as gaining a deeper understanding of the inter-related dimensions of music, namely: pitch, tempo, duration, dynamics, structure, texture and timbre. Through listening, appraising and singing songs, children learn about the structure and organisation of music and develop their appreciation of music from different genres, places across the world and times in history. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions, and narratives. We want children to develop their staff notation skills by the end of Key Stage 2 as well as other forms of music notation such as graphic score and letter notation. Children are given opportunities to improvise and compose pieces at every stage of their learning, gaining an increasing level of understanding and ability as their skills progress. By the end of their primary education, we want every child to feel confident and passionate about their music skills and knowledge so that they can further develop their lifelong learning of music in their secondary education and beyond.

LONG TERM OVERVIEW



**West Drayton
Academy**

Believe • Empower • Achieve

2023/2024						
	TERM 1		TERM 2		TERM 3	
Nursery	Around the World: Unit 1	Nursery Rhymes: Unit 1	All About Me: Unit 1	Everyday Life: Unit 1	Walking in the Jungle: Unit 1	Traditional Tales: Unit 1
Reception	Journeys: Unit 2	Whatever the Weather: Unit 2	Deep Blue Sea: Unit 2	Space: Unit 2	Minibeasts: Unit 2	Circus: Unit 2
Year 1	Senses	Superheroes	Dinosaurs	Carnival of the Animals	Fantasy and Adventure	At the Seaside
Year 2	Great Fire of London	Four Seasons	Folksongs	Toys	Jupiter	Oceans
Year 3	Stone Age	Castles	Volcanoes	In the Garden	Greek Myths	Mayans
Year 4	Jazz	Rivers	Samba	Words, Words, Words	Ancient China	Minimalism
Year 5	Africa	Vikings	Planets	Rock and Roll	Melodies of Divinity	Animal Kingdom
Year 6	Electricity	Arctic	Garageband	WW2	Celebrations	Reggae

SKILLS: SKILLS PROGRESSION

The skills and knowledge covered in the Get Set 4 music planning follows a spiral progression. This means that skills and knowledge are revisited. Here is an example of the coverage of skills per unit and per year and how they are developed.

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.

Listening Progression Ladder

Skills

Knowledge

- **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.

Year
6

- **Identify musical conventions and inter-related dimensions:** know 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.

- **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.

Year
5

- **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.

- **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.

Year
4

- **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.

- **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.

Year
3

- **Identify musical conventions and inter-related dimensions:** know that composers use the inter-related dimension to help to tell the message of the piece.
- **Recognise sound & instruments:** know that the orchestra is made up of different sections and families of instruments.

- **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.

Year
2

- **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 timbres.

- **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.

Year
1

- **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.

- **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 talking or moving.
- **Recognise sound & instruments:** begin to recognise classroom instruments. Listen to sound effects.

EYFS



Skills

Performing Progression Ladder

Knowledge

- **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. Produce a consistent tone. Confidently demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble.
- **Notation:** select and perform with greater accuracy from both graphic and western notation scores.
- **Ensemble awareness:** physically and aurally lead others in performance controlling the tempo and pulse within an ensemble.
- **Communication & audience:** confidently perform considering style or message of the music.

Year
6

- **Technical control:** know that the use of inter-related dimensions when playing and singing helps to tell the message of the piece.
- **Notation:** understand the differences between semibreves, minims, crotchets, quavers and their equivalent rests.
- **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.

- **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 different time signatures.
- **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 confidence when performing, showing an awareness that a performance is an occasion.

Year
5

- **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, minims, crotchets and crotchet rests and paired quavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- **Ensemble awareness:** know that eye contact during the 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.

- **Technical control:** sing with greater control of breath and awareness of dynamics. Pitch with increasing accuracy over a larger range. Perform a repetitive rhythmic pattern maintaining own part independently with a secure sense of pulse.
- **Notation:** confidently recognise and perform from simple western notation symbols and rhythm grids.
- **Ensemble awareness:** maintain own part within an ensemble performing rhythmically and singing with increased accuracy.
- **Communication & audience:** show increased confidence and commitment when performing to an audience.

Year
4

- **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 grids can be performed in different ways to change the sound.
- **Ensemble awareness:** understand the importance of knowing how to start and finish a piece.
- **Communication & audience:** know that different styles of music should be performed in different ways.

- **Technical control:** sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Play a simple rhythmic accompaniment or drone maintaining a steady pulse.
- **Notation:** begin to recognise and perform from simple western notation symbols.
- **Ensemble awareness:** begin to perform independently and in small groups.
- **Communication & audience:** develop confidence to perform as an individual and within a group.

Year
3

- **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 minim and understand that where they are placed on the staff shows the pitch.
- **Ensemble awareness:** demonstrate an understanding of my own role within the ensemble and 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.

- **Technical control:** sing with developing control of pitch and demonstrate an ability to follow pitch direction with hands. Find and perform the pulse with increasing success. Accompany singing with actions and body sounds in time with a steady pulse.
- **Notation:** begin to relate simple graphic images to changes in sound.
- **Ensemble awareness:** demonstrate increased confidence when following musical directions given both aurally and through physical inflection.
- **Communication & audience:** begin to control sounds with intention.

Year
2

- **Technical control:** know that listening to the starting pitch will help me to start and stay in tune.
- **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.

- **Technical control:** sing simple songs in different styles with an awareness of pitch and clarity in diction. Play to a steady pulse. Accompany singing with actions and body sounds to a steady pulse.
- **Notation:** begin to relate images to sounds.
- **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.

Year
1

- **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.
- **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 how to play or sing.
- **Communication & audience:** know to make eye contact with my group and the audience when performing.

- **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 written symbols.
- **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.

EYFS



- **Technical control:** know that when singing I can move my voice higher and lower.
- **Notation:** know that 'ta' is one sound and 'tit' is two sounds.
- **Ensemble awareness:** know to watch and listen to others to start and stop together.
- **Communication & audience:** know how to play different instruments e.g. shake, scrape, hit, blow.

- **Technique & musicality:** improvise and refine rhythms and melodic ideas, demonstrating a sense of musical phrase.
- **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.

- **Technique & musicality:** develop rhythmic and melodic ideas of greater length and musical shape.
- **Notation:** demonstrate increased confidence and accuracy using various forms of notation to record musical ideas.
- **Creative process:** improvise, explore and combine sounds with growing confidence, taking simple ideas to develop further in composition.

- **Technique & musicality:** link rhythmic and melodic patterns into structured responses.
- **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.

- **Technique & musicality:** demonstrate application of the inter-related dimensions of music. Begin to experiment with given notes to create simple patterns and melodic ideas in response to a stimulus or theme.
- **Notation:** begin to record ideas using sign and symbols including graphic score, pitch and rhythm notation.
- **Creative process:** contribute ideas individually and in group work with consideration of the structure and theme of the music.

- **Technique & musicality:** select sounds to demonstrate mood or message and explore and use changes in pitch dynamics, duration and tempo.
- **Notation:** use images to structure pieces using graphic score. Select symbols for rhythm and pitch.
- **Creative process:** share ideas to create pieces with simple structure.

- **Technique & musicality:** explore timbre, pitch, duration, dynamics and tempo and explore sound in relation to mood or message.
- **Notation:** begin to explore how images can be used to create graphic scores and explore symbols for rhythm and pitch.
- **Creative process:** express opinions when selecting and describing sounds to create music.

- **Technique & musicality:** explore and create sounds using voice, body percussion, instruments and found sounds and explore how sounds can be changed from loud to quiet, fast to slow and high to low.
- **Notation:** introduced to symbols and images to convey sound.
- **Creative process:** create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus.

Year
6

- **Technique & musicality:** know that intentionally combining the inter-related dimensions of music will create effect.
- **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.

Year
5

- **Technique & musicality:** know that repeating a musical idea helps to develop the sound of the overall piece.
- **Notation:** know that certain pitches compliment each other when accompanying a melody.
- **Creative process:** know that composition involves using a variety of instruments, different pitches, repeated and contrasting rhythms, and the inter-related dimensions.

Year
4

- **Technique & musicality:** know that applying the inter-related dimensions of music can create effects in response to a stimulus.
- **Notation:** understand that a pentatonic scale uses five notes.
- **Creative process:** know that structuring my work will help with the overall effectiveness of a piece.

Year
3

- **Technique & musicality:** know that combining rhythm and pitch gives us a melody.
- **Notation:** understand that I can combine rhythm with pitch to create rising and falling phrases.
- **Creative process:** know that having a clear beginning and end will help with the overall sound of the piece.

Year
2

- **Technique & musicality:** know that different sounds can be used to represent different characters, emotions and moods.
- **Notation:** know that changing the size of an image or how often it appears can show changes in dynamics and tempo.
- **Creative process:** know that ideas can be represented through movement, singing and playing.

Year
1

- **Technique & musicality:** know that playing an instrument with less force or effort will make it sound quieter.
- **Notation:** know that I can use images and symbols to create a score showing when to play and when to stop.
- **Creative process:** know to explore different ideas before deciding what to do.

EYFS



- **Technique & musicality:** know that different instruments make different sounds.
- **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.

KNOWLEDGE

Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education and the opportunities it can bring. We are using the Get Set 4 Music scheme when delivering music lessons. The scheme offers a holistic approach to teaching music which includes a focus on social, emotional and thinking skills. There is a clear progression of skills and knowledge that builds year on year. Lessons are engaging and encompass a range of topics and musical genres. Key Stage 1 lessons focus explicitly on the inter-related dimensions of music whereas these are increasingly embedded in Key Stage 2. Curriculum maps and unit overviews show how the scheme aligns with the National Curriculum programme of study for Music, as well as showing the breadth of coverage that is highlighted in the Model Music Curriculum. Music lessons including glockenspiels and ukuleles engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity, and sense of achievement. As pupils progress, they develop a critical engagement with music, allowing them to compose, listen to and critique pieces of music.

REVISITS

Music knowledge is revisited at different stages on the learning journey. There are opportunities to revisit prior learning at the beginning of each lesson. This is undertaken by using the visual representations on the screen of prior musical concepts (specifically the inter-related dimensions) and is also further explored in the introduction activity of each lesson. The skills and knowledge here is directly linked to the new learning for that lesson. Unit by unit, children have the opportunity to revisit their skills. For example, in Year 2, dot notation skills are revisited in various units throughout the year. Musical knowledge is also revisited year on year where children can recap their prior learning from previous years. For example, Year 6 used their prior knowledge about ukulele chords from Year 4 to play off-beat rhythms in Year 6.

EYFS	Overview	Key Skills	
Around the World: Unit 1 Nursery/Reception	In this unit, children are introduced to a diverse selection of music from around the world. The focus in this unit is mostly on listening to a wide variety of music from different cultures and traditions in which children identify instruments and talk about their preferences. Children are also often given opportunities to sing, dance and play music relevant to the place of focus. There is potential for combining work in other areas of the curriculum or turning a lesson into a mini project on a particular country or place.	Listening	Describe instruments, describe dynamics and tempo, different genres, match sounds, respond with movement
		Composing	Use changes in tempo, body percussion, percussion instruments, working with a partner
		Performing	Copying rhythms, dynamics, tempo, playing percussion, singing call and response, adding actions to singing
		Social	Communication, listening, sharing
		Emotional	Confidence
Nursery Rhymes: Unit 1 Nursery/Reception	Using familiar nursery rhymes and some new songs, this unit allows exploration of musical concepts such as dynamics, tempo, pulse, rhythm and pitch. Using musical games and simple songs, children will perform, create and respond to music using their voices, movement and percussion instruments. They will learn to identify classroom percussion instruments by sight and sound and select instruments to create sound effects. Through repetition of musical games, children will embed a sense of pulse and the ability to match pitch while developing confidence in group and solo performances.	Listening	Responding with movement, matching sound and movement to instruments, recognising changes in pitch
		Composing	Creating new verses and actions, adding sound effect
		Performing	Copying rhythms, matching words to rhythms, dynamics and tempo, explore pitch, chant
		Social	Co-operation, leadership, communication
		Emotional	Independence, confidence
All About Me: Unit 1 Nursery/Reception	This unit focuses on celebrating 'me'. Pupils explore feelings and emotions and how these can be represented through music. Pupils have an opportunity to sing, listen to, copy and compose their own music. They explore moving to music, creating and adapting new verses to songs, rhythm and pitch as well as the different sounds of instruments and how to play them.	Thinking	Creativity, decision making, comprehension
		Composing	Create verses and actions, create rhythms, music based on a theme
		Performing	Respond with movement, play percussion, copy rhythms, sing and chant
		Social	Listening, taking turns, communication, work safely
		Emotional	Talk about feelings, self-control, work independently
Everyday Life: Unit 1 Nursery/Reception	In this unit we focus on everyday life and the routines and adventures we might have at home and out and about. The children will sing a range of songs exploring pitch, dynamics and tempo. They will create new verses to songs, add actions moving to a steady beat and add sounds effects considering the sound of an instrument. Children will expand on their understanding of pulse and rhythm using voice, body percussion and instruments.	Thinking	Apply knowledge, copy, create, explore
		Composing	Creating rhythms, create new verses and actions
		Performing	Copy and repeat rhythms, respond with movement, play percussion, explore pitch, dynamics, tempo, sound effects
		Social	Listening to others, sharing, taking turns, collaboration
		Emotional	Confidence, independence, self-control
Walking in the Jungle: Unit 1 Nursery/Reception	In this unit children will explore the differences between singing and speaking through a range of songs. They will create new verses to songs, add actions moving to a steady beat and add sounds effects considering the sound of an instrument. Children will expand on their understanding of pulse and rhythm using voice, body percussion and instruments. Children will listen to a variety of music, making comparisons and expressing opinions on likes and dislikes. Pupils will have opportunities to work independently and in groups, performing and being part of an audience.	Thinking	Copy, create, provide feedback
		Listening	Compare, identify instruments, describe timbre
		Composing	Create verses and actions, create rhythms, music based on a theme
		Performing	Respond with movement, play percussion, copy rhythms, sing, chant, create vocal sound effects
		Social	Kindness, work safely, take turns, share ideas
Traditional Tales: Unit 1 Nursery/Reception	This unit uses three traditional tales: The Three Little Pigs; Jack and the Beanstalk and Goldilocks and the Three Bears as inspiration. The children will experience a range of music skills covering performing, exploring and composing and singing. Children will learn traditional songs exploring pitch, dynamics and tempo when singing and playing an instrument. Children will develop their knowledge and understanding of rhythm through call and response. Children will have the opportunity to work independently, with a partner and in a group.	Emotional	Self-control, confidence, independence
		Thinking	Comprehension, discuss preferences, remember and recall, explore
		Composing	Creating new verses, creating rhythms, adding sound effects
		Performing	Copy and repeat rhythms, respond with movement, play percussion, so and mi, adding actions, explore dynamics and tempo
		Social	Take turns, work with others, work safely, respect
Emotional	Self-control, confidence, independence		
Thinking	Creativity, copying, comprehension		

EYFS	Overview	Key Skills	
Journeys: Unit 2 Nursery/Reception	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
Whatever the Weather: Unit 2 Nursery/Reception	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
Deep Blue Sea: Unit 2 Nursery/Reception	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
Space: Unit 2 Nursery/Reception	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
		Emotional	Independence, self control, persevere
		Thinking	Comprehension, creativity, copy and repeat
Minibeasts: Unit 2 Nursery/Reception	In this unit we explore a range of activities covering performing, composing, listening and singing. Children have the opportunity to listen to a famous piece 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
Circus: Unit 2 Nursery/Reception	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		

Y1	Overview	Key Skills	
Senses Year 1	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 Year 1	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 Year 1	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 Year 1	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 Year 1	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

Y1	Overview	Key Skills	
At the Seaside Year 1	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

Y2	Overview	Key Skills	
Folksongs Year 2	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 Year 2	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 Year 2	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
Four Seasons Year 2	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

Y2	Overview	Key Skills	
Great Fire of London Year 2	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 groups and as a whole class ensemble and begin to develop knowledge and understanding of baroque music.	Listening	Features of Baroque, identify instruments, texture, use of voice, word painting
		Composing	Explore vocal sounds, found sounds, instruments, record rhythms: notation
		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
Oceans Year 2	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

Y3	Overview	Key Skills	
Greek Myths Year 3	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
Stone Age Year 3	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
Castles Year 3	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

Y3	Overview	Key Skills	
In the Garden Year 3	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
Volcanoes Year 3	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. 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.	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
		Social	Sharing, collaboration, inclusion, respect, leadership, support
		Emotional	Confidence, independence
		Thinking	Feedback, explore, select & apply, creativity
Mayans Year 3	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

Y4	Overview	Key Skills	
Ancient China Year 4	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 Year 4	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.

Y4	Overview	Key Skills	
<p>Samba Year 4</p>	<p>This unit explores the musical style of samba. In this unit, focusing on rhythm and pulse, the pupils will have the opportunity to perform samba music as a whole class and in small groups. They will explore the instruments of the samba and create their own samba band.</p>	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
<p>Words, Words, Words Year 4</p>	<p>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.</p>	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 inter-related dimensions
		Social	Respect, support, communication, kindness, co-operation
		Emotional	Confidence, independence, perseverance, integrity
		Thinking	Creativity, provide feedback, reflection, select & apply, comprehension
<p>Minimalism Year 4</p>	<p>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.</p>	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
<p>Rivers Year 4</p>	<p>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.</p> <p>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.</p>	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

Y5	Overview	Key Skills	
Africa Year 5	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.	Listening	Identify features, identify instruments
		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 Year 5	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.	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
Planets Year 5	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 inter-related 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
Rock and Roll Year 5	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.	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 Year 5	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 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.	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
		Social	Respect, collaboration, leadership, co-operation
		Emotional	Confidence, independence, perseverance, determination
		Thinking	Provide feedback, reflection, select & apply, comprehension
Animal Kingdom Year 5	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

Y6	Overview	Key Skills	
Electricity Year 6	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
Arctic Year 6	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 Year 6	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 Year 6	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, and learn how to accompany that melody. Throughout the unit pupils will listen to and appraise their own and other's performances.	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
Celebrations Year 6	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	Reflection, provide feedback, select & apply
Reggae Year 6	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
		Create	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

INCLUSION

SEN PROVISION

All children are entitled to a quality first music education. This is part of our commitment to equality and inclusion. Music can give an opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. These are suitably adapted to cater for individual learning needs. For example: the use of visual representations for vocabulary and learning concepts can support learners; some learners may wish to wear ear defenders for certain parts of the lesson where a lot of noise is being produced; children may need a now/next list of what the lesson format will be and rhythms can be simplified. Children with fine and gross motor skills may need adaptations to instruments e.g. grips for beaters or support with playing strings. Children that have delayed processing with understanding may need support with revisiting concepts and building on their prior learning so quick recaps and lots of repetition will help. Discussions with other professionals that are well known to the children will also help to achieve best practice. This approach will motivate and support children's learning at all levels including the Greater Depth, EAL and children identified with a Special Educational Need and Disability (SEND). Music can be seen as an integral tool which enables communication for children at all learning levels.

The vocabulary of the inter-related dimensions of music is integral for all children to understand and as such, children will have posters and help sheets available for their lessons.

Duration

Duration tells us how long or short a note is.

semibreve 4 beats

minim 2 beats

quaver 1/2 beat

crotchet 1 beat

semiquaver 1/4 beat

Geo Set 4 Education

Dynamics

They show us the loudness or quietness of the sound.

Symbols and Italian words are used to describe how a piece of music should be performed.

ff fortissimo - very loud

f forte - loud

mf mezzo forte - moderately loud

mp mezzo piano - moderately quiet

p piano - quiet

pp pianissimo - very quiet

crescendo gradually getting louder

decrescendo gradually getting quieter

Geo Set 4 Education

Pitch

Pitch tells us how high or low a sound is.

Think of the staff as a ladder with high notes at the top and low notes at the bottom.

do re mi fa so la ti do

Place **FACE** in the space and **Elephants Get Big Dirty Feet** on the lines.

Geo Set 4 Education

Structure

Structure is how the music is organised.

Structure is how the music is organised.

binary form: Two different sections.

ternary form: Three sections where the first and third are the same.

rondo form: Has a main theme (A) that keeps returning after contrasting sections.

Tempo

The tempo describes the pace of the music. It is measured in BPM, beats per minute.

We use Italian words to describe the tempo.

moderato
moderate tempo

adagio
slow

lento
slowly

allegro
fast

presto
very fast

rallentando
gradually getting slower

accelerando
gradually getting faster

Texture

Textures describe how rhythms, melodies and harmonies are layered in a piece of music.

The music could be **thin** with only a few layers playing at once.

monophonic
One melody with no harmonies, although there may be a rhythmic accompaniment.

Or it could be **thick** with lots of different layers all playing at the same time.

polyphonic
Two or more melodies playing at the same time.

homophonic
Two or more harmonising parts moving at the same time.

Timbre

Timbre describes the unique sound of an instrument.

Timbre is the difference between a piano and a guitar playing the same note.

smooth
bright
gruff
soft

HARSH

squeak

GREATER DEPTH

Children working at greater depth will have a wider understanding of musical skills and knowledge and are able to make links between their learning. Children can further develop their learning in music lessons in different ways for example: create more complex rhythms; make links to other points of their music learning; singing or composing further parts like harmony lines and using a wider range of musical vocabulary. This should be appropriate to the age and stage of the child.

DIGITAL STRATEGY

It is integral for children to understand how technology can be used as a tool to create and record music. Children will have opportunities to use their chrome books to record and manipulate sounds. In Year 6, children learn how to loop and remix sounds to create a track. This prepares children for how the majority of music is recorded in the music industry. By recording music on a device, children have an opportunity to self and peer assess.

PERSONAL DEVELOPMENT

OPPORTUNITIES FOR ENRICHMENT AND GROWING OUR CULTURAL CAPITAL

- All children in Year 1 have the opportunity to perform in a Christmas show.
- Children in KS1 and KS2 have a chance to take part in the yearly event WDA's Got Talent.
- Peripatetic guitar and keyboard lessons are available to children.
- We provide music and singing opportunities for events in the culture club calendar, for example, Saint David's day, or Holi.
- We have various after school music clubs such as Choir and African drumming.
- Children throughout the school have the opportunity to go on theatre trips where live music is part of the experience.
- Children can take part in the yearly Park Federation competition Young Musician of the Year.
- Children and parents can take part in musical activities during the Community Celebration Picnic in the summer.

IMPACT

ASSESSMENT

Music can be assessed at every opportunity during the children's learning journey. Assessment for learning can be done throughout the lesson by the teacher where teaching should then be adapted in this ongoing process. Assessment of skills can be seen at the end of each lesson as well as the progression of skills that can be assessed at the end of each half term where compositions and performances can be recorded by the teacher. These can either be recordings of individuals, groups or the whole class. These recordings can also be beneficial for children to self assess their learning as and when appropriate.

- Assessment records are kept online via the Get Set Assessment grids for Music. This records all of the learning objectives for each unit.
- Children's written compositions and ideas can be assessed by the teacher during and after the lesson. Children can then make improvements to their work where necessary.
- Children peer assess live performances and appraise each other's work.
- Class, group and individual performances are recorded and assessed by the teacher.
- Children self assess their live and recorded performances by making suggestions about ways to improve as well as discussing what went well.