



Music

At Grange Primary School, we believe that every child should have the opportunity to develop an appreciation and love of music that continues throughout their time at school and beyond. We endeavour for our children to be inspired by the music they hear and to be creative when they make their own music. Our aim is for our children to be critical about the music experiences they have with us; we want them to make links between what they hear and learn about during music sessions, performances and other times.

Throughout their time at our school, children will have many opportunities to learn, to observe and to perform a range of musical pieces. They will explore musical genres, styles and instruments, either during music sessions or alongside other learning opportunities such as in assemblies or in 'topic' lessons. Our curriculum is diverse and ambitious; it ensures learning which is progressive and inclusive. Every child at Grange has the opportunity to excel.

Music is taught progressively by school staff and specialist music tutors who provide consistently high-quality music lessons for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 pupils. They deliver a comprehensive music curriculum scheme of work through weekly lessons and singing assemblies.

EYFS

| Early Years | Autumn 1 – Birthdays and All About Me | Autumn 2 – Traditional Tales / Celebrations | Spring 1 - Space | Spring 2 – People Who Help Us | Summer 1 - Growing | Summer 2 – Above and Below Water |
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| Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. | <p>Actions to familiar and new songs.</p> <p>Name our feelings.</p> <p>Listening and responding to new</p> | <p>Christmas songs with actions/movements.</p> <p>Listen to music and talk about how a piece of music makes you feel.</p> | <p>Dance PE lessons.</p> <p>Listen to 'space' themed music and experiment with 'moon walking'</p> | <p>Create a soundscape for an 'emergency' scenario eg ambulance/ fire engines. What can you hear and what might you see in this situation? How do people move?</p> | <p>Listen to Summer/Spring themed music (Use Singup). Practise 'growing' and 'shrinking' eg curling up into a ball with appropriate stretching moves.</p> | <p>Perform a song to an audience using their own actions. Immersed in music e.g. creating art work whilst listening to a song e.g. angry music/ ripping paper and creating a picture painting to a piece of music (Reception art gallery link). Use 'watery' music eg</p> |



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| | music. How does it make us feel? | | | | | 'Aquarium' – Carnival of the Animals as a starting point |
| Responds imaginatively to art works and objects Listen to a piece of music and share whether they enjoyed the piece. | Children to play an instrument musically to express their ideas. | | | Listen and share how a piece of music makes them feel. Children to play an instrument musically to express their feelings and ideas. | | Listen, move and share how a piece of music makes them feel. Children to create their own gestures/actions to a piece of music. Children will be able to listen to a piece of music and show an appreciation for a piece of music by moving expressively. |
| Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes | Dance PE lessons with musical instruments, scarfs/ribbons/ stretchy materials/ feathers | | | | | |
| | Poems and rhymes – | | | | | |
| | Introduce pulse and children to demonstrate by playing or walking to the beat. Children will be taught names of instruments | Children to use thinking voice to mime parts of a song to develop a sense of pulse or rhythm. Children will move to different speeds of pulse including a much slower pulse Children will be able to clap to a beat or a rhythm in song. Children will begin to use the correct names for instruments | | Children will play an instrument to the same song in different pitches and speeds Children to use thinking voice to mime parts of a song with accuracy and control Children are able to choose an instrument by name to play in a song. | | |
| Stop and listen carefully to sounds and talk about sounds you can hear using words such as long, short, high and low. | Exploring instruments and the noises they make. | Children to explore making loud and quiet sounds with different instruments. | Children to explore making fast and slow sounds with different instruments. | | | Children to explore making long and short sounds with different instruments. |



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| | <p>Children to differentiate between percussion instruments by sound alone.</p> | <p>They will identify the louder and quieter parts of a piece of music.</p> | <p>They will identify the faster and slower parts of a piece of music.</p> <p>Recognise the rhythm of a song and play it back.</p> <p>Children will be able to listen to a piece of music and show an appreciation for a piece of music by moving expressively.</p> | |
| <p>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> | <p>Recap previous nursery rhymes and songs taught in nursery : Twinkle Twinkle, Jack and Jill, Incy Wincy Spider, The Wheels on the Bus, Baa Baa Black Sheep, Old MacDonal, 1,2,3,4,5, Once I Caught a Fish Alive, Days of the Week, January, February, March., The Alphabet Song, Rain Rain Go Away, Five Little Ducks, Heads, Shoulders, Knees and Toes, Hop Little Bunnies, Daddy Finger, Five Little Speckled Frogs, Five Little Monkeys Jumping on the Bed, Humpty Dumpty, Row Row Row Your Boat, If You're Happy and You Know It, Hickory Dickory Dock</p> <p>Songs with two / three notes :</p> <ul style="list-style-type: none"> • Have you brought? (Chant) • Chop, Chop, Choppity Chop (Chant) | <p>Revisit all previously learned songs and rhymes for consolidation.</p> <p>New learning :</p> <p>Songs with three/four notes :</p> <ul style="list-style-type: none"> • Hey there___ you're a real cool cat (chant) • Sally go round the sun • Hickity Pickity Bumble Bee • Chest, Chest, Knees, Toes (Introduce thinking voice) • One Finger One Thumb • My My, Me Oh My, How I Love My Apple Pie • Doggie, Doggie, Where's Your Bone? • Can You Tap This Rhythm For Me? | <p>Revisit all previously learned songs and rhymes for consolidation.</p> <p>New learning :</p> <p>Songs with three / four / five notes</p> <ul style="list-style-type: none"> • Here I Come (Where From) • Janey You See Nobody Pass Here? • High low chicka low • John Kanakanakah • I can take my tea (without sugar) • B-I-N-G-O | <p>Revisit all previously learned songs and rhymes for consolidation.</p> <p>New learning :</p> <p>Songs with three / four / five notes :</p> <ul style="list-style-type: none"> • Spinning Top • Once a man fell in a well • Bala Pata Zoom • Engine Engine Number Nine • Little Green Frog (Mmm mmh) • Down in the Jungle |



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| | <p>Simple songs with two/three notes only :</p> <ul style="list-style-type: none"> • Hello what's your name? • Clap, clap clap your hands • Jack in the box • Down the road • Five Little Monkeys Sitting in a Tree • Alice the camel <p>Hello my name is Jo</p> | | | |
| | <p><i>Children to move bodies to two pitches (high C, low C) Starting and Stopping to a piece of music Children to sing on two notes/pitches</i></p> | <p><i>Children to move bodies to three pitches (high C, low C, G) Children to sing on three notes/pitches</i></p> | <p><i>Children will sing to the same song in different pitches and speeds. Children to perform a song in small groups rhythmically and with a strong sense of pulse.</i></p> | |

GRANGE PRIMARY SCHOOL



| Year 1 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Singing – breathing, phrasing and vocal health, Rhythm with tuned / untuned instruments. Pitch and pulse – instrument differentiation.</p> | <p>Singing – breathing, phrasing and vocal health, Rhythm with tuned / untuned instruments Pitch and pulse.</p> | <p>Singing Rhythm with tuned / untuned instruments Pitch and pulse – long and short sounds.</p> | <p>Singing – breathing, phrasing and vocal health, Rhythm with tuned / untuned instruments Pitch and pulse.</p> | <p>Singing – breathing, phrasing and vocal health, Rhythm with tuned / untuned instruments Pitch and pulse – rhythm.</p> | <p>Singing – breathing, phrasing and vocal health, Rhythm with tuned / untuned instruments Adding pitch patterns, i.e. notes to songs.</p> |
| Overview | <p>In this unit, the children will develop the ability to identify different sounds (voice and instrument). Continuing from reception, the children will learn to tap the pulse and rhythm of known songs.</p> | <p>In this unit, the children continue and build upon hidden instrument learning, expanding to up to 6 instruments. They learn new songs, chosen specifically to tap and clap</p> | <p>In this unit, the children will learn to discriminate between long and short sounds. They will follow a plan to play a piece with a partner, using long and short sounds and perform it to the class. This will create an additional assessment</p> | <p>In this unit, now the children can confidently follow a plan, they will work in pairs to compose their own pattern of long and short sounds. This will be done over a series of lessons. The children will learn to accompany recognisable sounds following a simple structure (singing / clapping).</p> | <p>In this unit, the children will continue to build upon previous learning by playing rhythms of known songs to different speeds. They will also join in with rhythms of recorded music accurately through finger walking or dancing. The children will learn to copy back 4 and 8 rhythms using one of a variety of untuned instruments.</p> | <p>In this unit, the children will learn to play and sing a known song. E.g. One group plays a repeated pattern on the notes of E. D. C (chime bars), while the other group sings the whole song. They then swap. Skills are built over several lessons, using different songs. Children listen to a variety of music (styles, genres and musicians, e.g. Elvis Presley, Call of the Mountain King) to recognise the difference</p> |



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| | <p>The children will be introduced to one new pitch and move their arms from high / med high / med low / low (C,G,E,c). They will build upon previous learning by changing the way songs and instruments are performed (high / low / soft / loud / fast / slow).</p> <p>Autumn Term Listening: Children will listen to a variety of music from different genres and styles, e.g. reggae and Tchaikovsky.</p> | <p>pulse and rhythm. Children take a story such as, Peace at Last and create sound effects following narration.</p> | <p>opportunity for teachers.</p> <p>They will use their singing voices to copy long and sort vocal patterns.</p> <p>Spring Term Listening: Children will listen to music that demonstrates long flowing music or short sharp sounds.</p> | | <p>Summer Term Listening: Children will listen to music that demonstrates the difference between pulse and rhythm within an entire song.</p> | <p>between pulse and rhythm within an entire song.</p> |
| Assessment | Children will be able to: | Children will be able to: | Children will move with expression and | Children can compose in pairs a short pattern / | Children can confidently and accurately follow along with | Children to confidently recognise the difference |



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| <p>Criteria</p> | <p>Recognise up to 3 hidden instruments (e.g. rattle, wooden, metal and skin). can move accurately to changes of four pitches.</p> | <p>Recognise up to 6 hidden instruments. Move accurately to changes of four pitches and sing them in call and response. The children can create sound effects for a story – played and used voice in different ways in class piece. Children can distinguish pulse and rhythm in known songs.</p> | <p>accuracy to long and short sounds. The children will lay appropriate sounds following hand signs for short and long sounds. 16 quick beats or 4 long lasting beats. Children can play in pairs.</p> | <p>sequence based upon long and short sounds. Children can contribute to a class piece based upon a story.</p> | <p>and repeat back different rhythms.</p> | <p>between pulse and rhythm within a whole song. Children to perform a song in two parts (Ostinato). One plays the Ostinato and the other group sings the melody. Children to know the difference between the two.</p> |
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GRANGE PRIMARY SCHOOL



| Year 2 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Singing – breathing, phrasing and vocal health, Rhythm / percussion Soh Me / Tea Coffee – Two pitches and two rhythm notations.</p> | <p>Singing – breathing, phrasing and vocal health, Rhythm / percussion Soh Me / Tea Coffee – Two pitches and two rhythm notations.</p> | <p>Singing – breathing, phrasing and vocal health, Rhythm / percussion Soh, Me, Tea and Coffee.</p> | <p>Singing – breathing, phrasing and vocal health, Rhythm / percussion Soh, Me, La, Tea and Coffee.</p> | <p>Singing – breathing, phrasing and vocal health, Rhythm / percussion</p> | <p>Singing – breathing, phrasing and vocal health, Rhythm / percussion</p> |
| Overview | <p>In this unit, the children will learn to discriminate between high and low sounds.</p> <p>They will be introduced to Soh and Me, with hand signs and sing these two pitches following teacher instructions.</p> | <p>In this unit, the children consolidate learning of two pitches and two rhythm notations. They also look at the difference between high and low sounds using the high C and low c on instruments</p> | <p>In this unit, the children will learn to play different sounding instruments following symbols, i.e. Images to represent them. They will learn how to recognise western classical markings that symbolise volume (dynamics) and speed, using the appropriate terminology, i.e.</p> | <p>In this unit, the children will learn a third pitch, ‘La’.</p> <p>‘Soh, Me and La’</p> <p>They will follow hand signs to play these three pitches on instruments, e.g. chime bars and xylophones.</p> <p>They will then use instruments to make up sounds effect for a story, then write down symbols for recognition of sound effect.</p> | <p>In this unit, the children learn to develop an understanding of rhythmic phrases, <i>e.g. playing a 4-phrase rhythm using Tea and Coffee beats accurately on claves.</i></p> <p>Children embed previous learning from previous term, using symbols for soft and loud.</p> <p>Children will progress to play one phrase each sequentially in four different groups and switch up the order of these phrases.</p> | <p>In this unit, the children will repeat the structure of four phrase rhythms, but now adding tuned instruments (chime bars, glockenspiel or xylophone).</p> <p>Different parts use the four pitches previously taught in reception and year one as hand signs (E, C, G and high C) – chime bars.</p> <p>Children improvise and compose with changing notes. Children to accompany a known song (continuing from</p> |



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| | <p>They play musical games to start embedding the knowledge of these two pitches, i.e. Swampy Game and Doggy Doggy.</p> <p>The children take turns to improvise simple melodies using Soh and Me combinations on the chime bars.</p> <p>The children will now be introduced to rhythm notation, 'Tea Tea Coffee Tea'. Autumn – Listening: To explore high and low sounds with in music, including tuned</p> | <p>and play the appropriate note on the correct word of songs, e.g. 'We can sing high, we can sing low'.</p> | <p>crescendo and accelerando. During these activities, the children will also respond with exaggerated movement to these changes. The children build on their pitch and rhythm notation</p> | <p>Children to make symbols based upon previous learning. This specifically builds upon Year 1 learning.</p> | <p>Summer – Listening: music appreciation - the children will listen to various styles and genres of recorded music. They will discuss the mood and how it makes them feel, e.g. Louis Armstrong – It Don't Mean a Thing an Ali Hassan Kuban - 'Henna'.</p> <p>West Side story – listen to and discuss the mood (fight scene).</p> | <p>reception and year 1), using different instruments for different animals.</p> |
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| | percussions, e.g. African drum piece and Under stars, by Brian Eno. | | | | | |
| Assessment Criteria | Children can copy and sing back Soh and Me hand signs. They can play alone, short improvised melodies on Soh Me. They begin to follow simple unpitched rhythm notation. | Children can recognise and play accurately on two pitches, e.g. the high and low c. They can play the notes of Soh, Me, following the hand signs of another child. | Children will be able to follow hand signs to play different pitches. Children will identify and play along to standardised symbols for 'loud', 'quiet' etc. | Children will be able to independently explore different ways to play their instruments and develop their own symbols for others to follow. | Children can remain with strong steady pulse, whilst playing a four-part rhythmic piece in groups. The emphasis will be on their <i>ensemble skills</i> . They must remember their rhythm and come in accurately. | Children can play four beat rhythms on tuned instruments using Tea and Coffee (quavers and crotchets). |



Year 3

| Year 3 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Singing – breathing, phrasing and vocal health, Rhythm / percussion Improvisation / different rhythmic speeds | Singing – breathing, phrasing and vocal health, Rhythm / percussion Improvisation / different rhythmic speeds | Singing – breathing, phrasing and vocal health, Rhythm / percussion Improvisation / different rhythmic speeds | Singing – breathing, phrasing and vocal health, Rhythm / percussion Improvisation / different rhythmic speeds | Singing – breathing, phrasing and vocal health, Rhythm / percussion Improvisation / different rhythmic speeds | Singing – breathing, phrasing and vocal health, Rhythm / percussion Improvisation / different rhythmic speeds |
| Overview | <p>This term, children will : make descriptive body sounds (changing higher / lower, quieter/louder, faster / slower)</p> <p>Follow teacher’s hand signs to sing soh, me and lah phrases</p> <p>Improvise vocally using ms phrases</p> | <p>Consolidate last half term’s focus work. Also :</p> <p>Choose an animal and an untuned instrument to make its sound – compare and discuss which is more effective</p> <p>Use tuned instruments</p> | <p>Copy 4 and 8 beat rhythms clapping, stamping, arm moving.</p> <p>Sing 4 beat phrases using soh/me/la to Sol-fa notation (mainly crotchets, occasional quavers)</p> <p>Perform songs in 3 parts : one stamping pulse, one clapping line 1 rhythm, one tapping line 2 rhythm. Add</p> | <p>Consolidate last half term’s focus work. Also :</p> <p>Work in groups working out the rhythms of a group of things eg food, clothes. Using instruments make up an ostinato piece.</p> <p>Rehearse and perform to class.</p> | <p>Walk pulse at different speeds</p> <p>Follow teacher’s hand to sing drm phrases (doh, ray, me)</p> <p>Sing 4 beat phrases using drm to Sol-fa notation, mainly crotchets (tea beats) and occasional quavers (coffee beats)</p> <p>Read 4 beat rhythms using ½ beat, 1 beat and rest. Say to words tea, coffee and shh, and then tap together as a class.</p> | <p>Consolidate last half term’s focus work. Also :</p> <p>Find the melody of known songs with limited number of pitches (3-6) on xylophones or metallophones</p> <p>Explore different phrases of known songs and try using as an introduction or interludes between verses</p> <p>Play pulse of a song all together on claves. Try 4 different instruments on different beats; try playing on</p> |



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| | <p>Read 4 beat rhythms using quavers (1/2 beat), crotchets (1 beat) and crotchet rest. Say to words tea, coffee and shh, then tap together as a class.</p> <p>Listening focus : music about animals</p> | <p>to C,D,E,G,A to go with untuned animal sound, thus turning the sound from an effect to a piece of music.</p> <p>Add a narrator to tell the animal's story</p> | <p>movement for each rhythm.</p> <p>Listening focus : Listen to music with repeated rhythms eg 'Unsquare Dance', 'Alpha', 'Bolero', 'Tubular Bells' etc</p> | | | <p>the first beat of each 4 and then other combinations. Work out a pattern that enhances the song.</p> <p>Take word rhythms of the song and play on untuned instruments. Try playing several patterns at the same time. Explore different combinations of instruments.</p> <p>Experiment with parts of a song being sung solo or by a small group. Hum parts of the song and speak it in rhythm, going slower/faster, softer/louder. Discuss which effects work best for the song.</p> |
| <p>Assessment Criteria</p> | <p>Has created and performed a descriptive piece of music in a group</p> <p>Has sung soh/me/lah phrases following teacher's hand signs</p> | <p>Has held own part in a class ostinato building piece using instruments</p> <p>Has worked out and written in rhythm notation the rhythm of one line of a known song,</p> | <p>Has found the melody of known songs with limited number of pitches (3-6) on a xylophone or metallophone</p> <p>Has joined in discussions and performance of a class arrangement of a song</p> | | | |



| Year 4 | | | |
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| | Autumn | Spring | Summer |
| | <p>Looking at music notation with reference to metre and accent</p> <p>Building an extended performance piece from a poem</p> <p>Using canon and ostinati as accompaniments</p> <p>Using beatbox techniques to imitate the sound of a drum kit</p> <p>Performing a rap with a vocal beatbox accompaniment</p> <p>Performing a poem with rhythmic accuracy (choral speaking)</p> <p>Devising a rhythmic accompaniment based on repeated text fragments</p> <p>Balancing voices in a performance</p> <p>Learning about classifying instruments by the way sounds are produced</p> <p>Learning some simple beatboxing sounds</p> <p>Singing a song and adding beatboxing sounds</p> <p>Learning about aerophones</p> <p>Learning to sing partner songs</p> <p>Learning about classifying instruments by the way sounds are produced</p> <p>Exploring the combined expressive effects of different instrument groups</p> <p>Making instruments</p> | <p>Performing rondo form</p> <p>Learning about verse and chorus song structure</p> <p>Combining four body percussion ostinati as a song accompaniment</p> <p>Understanding texture</p> <p>Learning about layered structure in a rhythmic ostinato piece</p> <p>Creating rhythmic ostinati</p> <p>Accompanying a melody with a drone</p> <p>Describing the structure of a piece of orchestral music</p> <p>Reading a clock score to play a piece combining drone and melodic ostinati</p> <p>Using rondo structure to build a performance</p> <p>Exploring the pentatonic scale</p> <p>Playing leaps</p> <p>Reading graphic notation</p> <p>Developing listening skills</p> <p>Describing music using musical and non-musical terms</p> <p>Composing and notating pentatonic melodies</p> <p>Playing a pentatonic song with leaps</p> <p>Combining tuned percussion, untuned percussion, and singing</p> <p>Learning a verse and chorus song</p> <p>Understanding that melodies have phrases</p> <p>Exploring layers and layering</p> | <p>Learning a verse and chorus song</p> <p>Understanding that melodies have phrases</p> <p>Exploring layers and layering</p> <p>Comparing and contrasting structure</p> <p>Understanding layers in musical structure</p> <p>Identifying key features of minimalist structure</p> <p>Playing in groups</p> <p>Combining sections of music in a layered structure</p> <p>Rehearsing and preparing for a performance</p> <p>Singing in groups</p> <p>Creating descriptive music</p> <p>Singing in a minor key in groups</p> <p>Developing descriptive song accompaniments</p> <p>Singing in two parts with accompaniment</p> <p>Performing repeating rhythms</p> <p>Combining tuned percussion, untuned percussion, and singing</p> <p>Copying rhythms and a short melody</p> <p>Playing ostinati and layering them in a performance</p> <p>Using music to communicate a meaning</p> <p>Composing a rap</p> <p>Playing ostinati and layering them in a performance</p> <p>Identifying the metre of a new song</p> <p>Singing in three independent parts</p> |



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| | <p>Performing verse and chorus structure Interpreting notation Improvising Understanding ABA structure Performing repeating rhythms Chanting in three parts Exploring sounds</p> | <p>Comparing and contrasting structure Understanding layers in musical structure Identifying key features of minimalist structure Playing in groups Combining sections of music in a layered structure Rehearsing and preparing for a performance Singing in groups Creating descriptive music Singing in a minor key in groups Developing descriptive song accompaniments Singing in two parts with accompaniment Performing repeating rhythms Combining tuned percussion, untuned percussion, and singing Copying rhythms and a short melody Playing ostinati and layering them in a performance Using music to communicate a meaning Composing a rap Playing ostinati and layering them in a performance</p> | <p>Playing and singing repeated patterns (ostinati) from notation Identifying metre in a piece of music Understanding syncopation and using off-beat rhythms in improvisation Combining independent parts in more than one metre Identifying how a well-known story has been told in music Creating music which tells a story Learning to play a Renaissance dance from notations Composing a fanfare Understanding simple musical structures Learning a dance and playing music used for celebrations Learning a 1960s pop song Creating a performance Combining expressive use of the voice with physical movement Responding to sound with visual signals Performing sequences of sounds matched to visual sequences Singing a call and response chant Composing and playing sequences of word rhythms Understanding and performing rondo structure Learning a traditional West African call and response song Learning to sing a verse and chorus song Learning rhythmic and melodic accompaniments for a song and combining them in a performance</p> |
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| Assessment Criteria | Play a drone or ostinato part in a piece of music and maintain rhythm Contribute to a class introduction to a piece of music Singing and maintaining a part in a 'round' | Play a melodic ostinato Create a rhythmic section in a repeated musical pattern Successfully identify rhythms within a musical piece Successfully add atmospheric sounds to a pre-recorded musical piece | Successfully add atmospheric sounds to a pre-recorded musical piece Improvise new sections in a piece, eg a fanfare Play a melody from within the pentatonic scale |
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| Year 5 | | | |
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| | Autumn | Spring | Summer |
| | Learning to sing a song Understanding metre through singing and playing instruments Conducting a metre of four Conducting metres of two and three Writing lyrics Learning to sing a song from our musical heritage Developing accompaniments using ostinato and invented or improvised rhythms Rehearsing for a performance Developing a performance by adding other media Performing with awareness of audience Listening to music with focus and analysing using musical vocabulary Relating sound sequences to images | Singing in two and three parts Reading a melody in staff notation (Lesson Accompanying a song with tuned and untuned instruments Composing and performing together Combining vocal sounds in performance Creating a performance using voices and instruments in four parts Exploring extended vocal techniques Developing a structure to combine sounds Creating musical effects using contrasting pitch Learning about the music of an early opera Creating descriptive music Developing a performance with awareness of audience Exploring beat at different tempi Singing syncopated melodies | Understanding music narrative, and exploring and using narrative structure Interpreting notation Using a storyboard to structure sounds Learning about the use of sound effects in movies Composing sound effects to perform with a movie Identifying changes in tempo and their effects Exploring and understanding phrase structure of a song melody Creating and performing a sequence of melodic phrases with a movie Learning about the use of musical clichés in movie soundtracks Exploring the effect of music in movies Using the musical dimensions to create and perform music for a movie Learning about and exploring techniques used in movie soundtracks |



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| | <p>Interpreting images to create descriptive sound sequences</p> <p>Developing the use of dynamics in a song</p> <p>Listening to music, focusing on dynamics and texture</p> <p>Learning a melodic ostinato using staff notation</p> <p>Developing techniques of performing rap using texture and rhythm</p> <p>Learning a song with a complex texture</p> <p>Learning about the sound of the whole tone scale</p> <p>Listening to music and describing its effects and use of the musical dimensions</p> <p>Performing a song with expression and with attention to tone and phrasing</p> <p>Creating a musical background to accompany a poem</p> <p>Creating and presenting a performance of song, music, and poetry</p> | <p>Developing rhythm skills through singing, playing, and moving</p> <p>Singing and playing scales and chromatic melodies</p> <p>Using steady beat and syncopated rhythms</p> <p>Accompanying a song with sung and played drones</p> <p>Singing in unison and two parts</p> <p>Developing an arrangement of a two-part song</p> <p>Learning and creating accompaniments for a song</p> <p>Reading grid or staff notation to play a bassline</p> <p>Learning to perform a song with syncopated rhythms</p> <p>Arranging a complete performance of music and songs</p> <p>Using a score to notate and guide selected elements of a performance</p> | <p>Creating sounds for a movie, following a timesheet</p> <p>Working in groups to create descriptive movie music</p> <p>Evaluating and refining compositions</p> <p>Learning about using cue scores</p> <p>Singing a song in unison and three-part harmony</p> <p>Learning a melody and harmony part on instruments to accompany a song</p> <p>Performing ostinati and body percussion accompaniments to a song</p> <p>Exploring a song arrangement and its structure</p> <p>Performing a song with a complex structure in four parts</p> <p>Developing a song performance with awareness of audience</p> <p>Understanding and using a song structure</p> <p>Applying singing techniques to improve performance</p> <p>Developing accurate ensemble playing</p> <p>Controlling short, loud sounds on a variety of instruments</p> <p>Rehearsing and improving an ensemble performance</p> <p>Preparing a performance with awareness of audience</p> |
| <p>Assessment Criteria</p> | <p>Write appropriate lyrics that fit a rhythmic structure</p> <p>Conduct a rhythm pattern (using hand signals)</p> | <p>Successfully participate in a musical orrery</p> <p>Show sensitivity to musical content by instinctively altering performance style</p> | <p>Draw a representation of a musical improvisation</p> <p>Explore off-beat patterns by playing appropriate rhythms within a more complex piece</p> |



Year 6

| | Autumn | Spring | Summer |
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| | <ul style="list-style-type: none"> Exploring beat and syncopation through a song and body percussion Developing coordination and rhythm skills Performing a rhythmic sequence to a piece of music Developing the idea of pitch shape and relating it to movement Understanding pitch through movement and notation Creating rhythm patterns Arranging different musical sections to build a larger scale performance Exploring rhythm through dance Combining different rhythms Exploring ways of combining and structuring rhythms through dance | <ul style="list-style-type: none"> Feeling and moving to a three-beat pulse and revising rhythmic ostinato Performing and improvising rhythmic and melodic ostinati Singing in harmony Learning about chords Performing music and dance Revising, rehearsing, and developing music for performance Exploring extended vocal techniques Developing a structure to combine sounds Creating musical effects using contrasting pitch Understanding the process of a musical performance Singing a traditional Ghanaian song Devising rhythmic actions to music | <ul style="list-style-type: none"> Learning music for a special occasion Composing programme music from a visual stimulus Singing a verse and chorus song Writing new verses for a rap Developing a song performance Performing together Developing an extended performance Developing a song arrangement Rehearsing for a performance Performing together with an awareness of audience Singing a song with expression and sustained notes Singing in two-part and three-part harmony Performing complex song rhythms confidently |



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| | <p>Singing in three-part harmony</p> <p>Exploring expressive singing in a part-song with echoes</p> <p>Developing song cycles for performance</p> <p>Staging a performance with awareness of audience</p> <p>Singing a pop song with backing harmony</p> <p>Learning about a song's structure</p> <p>Learning to sing major and minor note patterns accurately</p> <p>Learning a pop song with understanding of its structure</p> <p>Developing a song cycle performance incorporating mixed media</p> <p>Developing planning, directing, and rehearsal skills</p> | <p>Developing a performance of a musical</p> <p>Improvising descriptive music</p> <p>Singing a traditional children's game song from Ghana</p> <p>Playing rhythm cycles</p> <p>Combining rhythm cycles in a percussion piece</p> <p>Singing call and response songs in two groups</p> <p>Devising rhythmic movement</p> <p>Developing a descriptive composition</p> <p>Planning and structuring pieces to make a final</p> <p>Combining songs with rhythmic cycles</p> <p>Developing and rehearsing for a performance</p> <p>Performing to an audience</p> | <p>Identifying the structure of a piece of music</p> <p>Learning to play a melody with chordal accompaniment</p> <p>Experiencing the effect of harmony changing</p> <p>Playing instrumental parts to accompany a song</p> <p>Performing a song with complex structure</p> <p>Listening to and understanding modulation in a musical bridge</p> <p>Preparing for a performance</p> |
| Assessment Criteria | <p>Continue to invent rhythmic patterns within more complex piece structures</p> <p>Explore harmony through singing opportunities</p> <p>Sustain more complex rhythm patterns within a sequence (performed simultaneously with another sequence)</p> <p>Improvise within a wider range of styles eg scat singing in jazz</p> | <p>Perform in multi-layered pieces that combine singing, musical accompaniment and dance</p> <p>Devise more complex elements in a longer performance piece (multi-element)</p> | <p>Perform in a piece with a more complex structure, involving several elements (harmony, chord accompaniment, improvised dance etc)</p> |