

<b>Subject: Music</b>						
<b>Reception</b>	Nursery Rhymes, learning songs for Christmas Nativity Introduce claves and other instruments for children to explore. Follow the beat using an instrument.  Charanga- Me, My Stories	Using drums as part of Chinese New Year Celebrations Using instruments as part of Charanga.  Charanga- Everyone, Our World	Choosing different instruments to represent different habitats. Move in time to music when singing. Using instruments as part of charanga.  Charanga- Big Bear Funk, Reflect, rewind and replay			
<b>Strand (NC) (KS1)</b>	<b>COMPOSING</b> <i>Experiment with, create select and combine sounds using the inter-related dimensions of music.</i>	<b>PERFORMING</b> <i>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</i> <i>Play tuned and untuned instruments musically.</i>	<b>LISTENING</b> <i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i>			
<b>Y1</b>	Pitch- <b>High/Low</b> . Duration- <b>Long/ short</b> Keeping a steady beat. Dynamics- <b>Loud/quiet</b> . Tempo- <b>Fast/ slow</b> Timbre- <b>exploring</b> . Texture- <b>one sound/ several sounds</b> . Structure- Beginnings/ endings.					
<b>Skills (Focus Ed)</b>	Use the body to make sounds: use my voice to do humming, whispers, whistles. Make patterns with sounds. Make sounds to represent different things Use short given patterns in my compositions. Use given symbols to record long and short sounds. Say what they like and do not like about others' performances.	Use high voice, middle voice, low voice. Use my voice to speak, sing and chant. Use instruments to perform Clap short rhythmic patterns Make different sounds with my voice and with instruments. Copy short, rhythmic and melodic patterns. Make a sequence of sounds. I follow instructions about when to play and sing.	Say whether I like or dislike a piece of music Identify a beat and join in. Respond to different moods in music. Explain to another which of two sounds is higher or lower.			
<b>Skills (Mrs Fard)</b>	Compose using short patterns. Musical syllables Learning to improvise. *Use his/her body to make sounds: Making patterns with sounds long/short loud/ quiet fast/slow Use short given patterns in composition- slidey and jumpy patterns.	Hum sing clap using cards and rhymes Sing in unison and in time with beat and rhythm. This old man he played one with cards and drums I follow instructions about when to play and sing Identify a beat and join in. I can use a high voice, middle voice, low voice (Banana Rap) Find the high notes/ Find the low notes Use given symbols on sound cards to play long, short and quiet, loud. Make and change a sound using tuned instruments. <b>Perform sliding and jumping patterns</b> I make a sequence of sounds. I repeat short, rhythmic and melodic phrases. Perform to an audience and improve my performance by practising. Make different sounds using voice and with instruments.	I listen to music of varying genre. Identify the mood of a piece of music. (Fast/slow calm/loud exciting/ sad etc) Say what they do / do not like about another's performance(What can they hear?) Listen to high/low voices so and do- Explain difference with 2 notes- higher or lower. Respond to different moods in music Move to the music.	An introduction to playing: xylophones glockenspiels percussion instruments e.g wood block claves triangle drum jingle stick electronic keyboard piano rain-stick		
<b>Diversity</b>						
<b>Y2</b>	Pitch- <b>High/Low</b> . Duration- <b>Rhythmic patterns</b> Dynamics- <b>graduation</b> Tempo- <b>graduation</b> Timbre- <b>wood, metal, strings</b> . Texture- <b>Layers</b> . Structure- <b>Simple repeated patterns</b> .					
<b>Skills (Focus Ed)</b>	Order sounds to create a beginning, a middle and an end. Create music in response to different starting points. Choose sounds which create an effect Use symbols to represent sounds Make connections between notation and musical sounds.	Sing and follow a melody. Perform simple patterns and accompaniments keeping a steady pulse. Play simple rhythmic patterns on an instrument. Identify a beat and join in. Perform with an awareness of the audience. Sing or clap increasing or decreasing the tempo accordingly.	Listen out for particular things when listening to a piece of music Take advice on how to improve my own work.			
<b>Skills (Mrs Fard)</b>	Improvise on an instrument	Sing in unison with others. Sing a variety of songs and rhymes for younger children. Play the glockenspiel in time with a backing track and rest for silence when necessary. Hold a beater correctly. Control my instrument. Can play simple melodies on the glockenspiel Improve by practising.	Listen and appraise music from different cultures. (Africa and Japan) Identify the mood of a piece of music.-(Rock) Can say what they do and do not like about another's performance			
<b>Diversity</b>			Multicultural/ Globalisation			

Strand (NC) (KS2)	<b>COMPOSING</b> <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i>	<b>PERFORMING</b> <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>	<b>LISTENING</b> <i>Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i>	<b>READING NOTATION</b> <i>Use and understand staff and other musical notations.</i>	<b>HISTORY OF MUSIC</b> <i>Develop an understanding of the history of music.</i>	
NC	Key Stage 2. Pupils should be taught to 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.					
Y3	Pitch- Steps/ leaps. Duration- Rhythmic patterns Dynamics- strong beats/ weak beats. Tempo- graduation Timbre- wood, metal, strings. Texture- Melody/ accompaniment. Structure- Question/ answer.					
Skills (Focus Ed)	Use different elements in my composition. Create patterns using different instruments. Compose melodies and songs. Create accompaniments for tunes. Combine sounds to create a mood or feeling. Use musical words to describe my composition. Improve my work saying how it has been improved.	Sing in tune with expression. Play clear notes on instruments.	Recognise the work of at least one famous composer. Use musical words to describe a piece of music. Use musical words to describe what I like and do not like about a piece of music.		Recognise the work of at least one famous composer.	
Skills (Mrs Fard)	Compose three note patterns. Improvise repeated patterns (ostinato) Create own symbols to represent different sounds and instruments in compositions. Improvise along to a backing track, playing in time with the beat.	Use voice and copy a given scale Sing in unison Perform a song in a group for others. Sing confidently in a group/alone Learn a new song and sing in tune. Take part in rounds.- (eg. Lots of Little light Bulls). Know how to improve singing. Perform simple rhythmic accompaniments. Perform as part of a group and individually to an audience Begin to identify how many beats are in a bar.- clap along -feel the pulse Play melodic patterns on an instrument. Perform given compositions/songs from memory. Begin to evaluate others' work with regard to pitch, rhythm and tempo and learn from others. Know what a percussion instrument is and control an instrument.	Compare pieces, thinking about pitch, mood, rhythm and tempo. Explain what they think a piece of music's purpose could be. Identify the mood of a piece of music. Express my opinions about music from the past. Carnival of Animals. Prokofiev- Peter and the Wolf.	Follow a melodic line going up and down in steps. Read rhythmic notation- ie crotchet and rest. Write musical notation- ie crotchet and rest. Read a rhythm pattern and play it using percussion.	Listen To Saint Saens Carnival of Animals. Prokofiev- Peter and the Wolf. Multi-cultural songs and beats. The Djembe	<b>Wider opportunities -violin</b> Perform as part of a group and individually to an audience. Compare pieces with regard to pitch, rhythm and tempo. Begin to evaluate others' work with regard to pitch, rhythm and tempo and learn from others. Use correct stance when playing the violin and play using a long bowing action. Hold the violin correctly. Remember the names of strings. Know how to change the pitch using fingers on the violin string. Join in with the ensemble playing 2 pieces of music on the violin. Play a tune confidently on the violin  How not to play! <a href="https://www.youtube.com/watch?v=TxrLUFtE_bM&amp;list=RDLUS-YrcXpZk&amp;index=10">https://www.youtube.com/watch?v=TxrLUFtE_bM&amp;list=RDLUS-YrcXpZk&amp;index=10</a>
Diversity					Globalisation Race Multicultural	
Y4	Pitch- pentatonic patterns. Duration- metre, crotchets, quavers. Dynamics- strong contrasts. Tempo- comparing tempi. Timbre- orchestral family timbres. Texture- Melody/ accompaniment. Structure- Ostinato					
Skills (Focus Ed)	I improvise using repeated patterns.	Perform a simple part rhythmically. Sing songs from memory and in tune.	Explain why silence is needed in music and explain what effect it has. Identify the character in a piece of music. Identify and describe the different purposes of music. Begin to identify the style of work of great composers.	Use notation to record and interpret sequences of pitches.	Begin to identify the style of work of famous composers such as Beethoven, Mozart and Elgar.	
Skills (Mrs Fard)	Layer sounds to create effects. Improvise repeated rhythmic patterns (ostinato) Improvise repeated melodic patterns (ostinato) Compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather) Compose melodic and rhythmic phrases. Reflect on my compositions dynamics, tempo and timbre. Create simple rhythm patterns Compose five note patterns. Compare pieces thinking about pitch, mood, rhythm and tempo. Create own symbols to represent different sounds and instruments in compositions. Composing Rhythms and Timbres - Beat Box Experiment with sounds on the mic Create a Beat Box rhythm pattern	Sing expressively in time to the beat and rhythm. Perform given compositions/songs from memory Take part in two-part songs eg. Frere Jacques, London's Burning and other songs as a round. Take part in two-part harmonies. Understand when to use varying volumes, pitch and expression in my voice to portray an idea or mood. Perform simple rhythmic and melodic patterns on an instrument to accompany a song. Perform as part of a group and individually to an audience Use voice and copy a given scale. Sing in time to the beat. Learn a new song and sing in unison with the class. Sing known songs in tune and with confidence. Sing in tune with some expression Learn a tune on the glockenspiel/ keyboard. Play it from memory. Improve on the keyboard/glockenspiel by practising. Play tunes on the keyboard using CDEF and G Perform as part of a group and individually to an audience. Perform in a Beat Box group for my peers.  I know how to find CDEF and G on the keyboard.	Learn the difference between 3 and 4 time. (Waltz beat) The music of Johann Strauss Begin to identify how many beats are in a bar when listening to pieces of music. Compare pieces, thinking about pitch, mood, rhythm and tempo. Watch Beat Box <a href="https://www.youtube.com/watch?v=gHgXmMXvAg">https://www.youtube.com/watch?v=gHgXmMXvAg</a> Watch previous Year 4 Beat Box film	Starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats etc Read and write musical notation ie crotchet, rest, quavers, and minim. Use notation to record my own rhythmic compositions. Use notation to record my own melodic compositions.	Evaluate others work, thinking about pitch, mood, rhythm and tempo. Find similarities and differences in the work of a great composer/musician from history Express opinions about music from the past. The waltzes and music of Johann Strauss 11. The film music of John Williams.  I know that a waltz is in 3 time. I know how to find CDEF and G on the keyboard. I can write CDEFG in notation  I know what a 'Round' is and I can sing when others are singing something different.	
Diversity			Globalisation			Globalisation/ Exploration Gender

<b>Y5</b>	Pitch- <b>pentatonic patterns</b> . Duration- <b>2,3,4</b> . Dynamics- <b>strong contrasts</b> . Tempo- <b>comparing tempi</b> . Timbre- <b>orchestral family timbres</b> . Texture- <b>weaving parts</b> . Structure- <b>Rounds</b>				
<b>Skills (Focus Ed)</b>	<p>Improvise within a group using melodic and rhythmic phrases. Change sounds or organise them differently to change the effect. Suggest improvement to my own work and that of others. Choose the most tempo for a piece of music. Record aspects of my composition process. Compose music which meets specific criteria. Explain why I think music is successful or unsuccessful</p>	<p>Breathe in the correct place when singing. Maintain my part whilst others are performing their part.</p>	<p>Describe, compare and evaluate music using musical vocabulary. Explain why I think music is successful or unsuccessful. Contrast the work of a famous composer with another, and explain my preferences.</p>	<p>Use notation to record groups of pitches-chords.</p>	<p>Contrast the work of a famous composer with another, and explain my preferences.</p>
<b>Skills (Mrs Fard)</b>	<p>Compose melodic and rhythmic phrases Perform own compositions Improvise using appropriate melodic phrases. Reflect on my compositions dynamics, tempo and timbre I suggest improvements to my work/performance and that of others</p>	<p>Sing expressively combining dynamics, tempo and pitch. Understand when to use varying volumes, pitch and expression in the voice to portray an idea or mood. Perform own compositions. Take part in rounds. Take part in three part harmonies and descants Perform rhythmic and melodic patterns on an instrument. Perform melodies from memory and notation Lead a group in performance. Understand and play chords Sing a song involving 3 part harmony Play a tune from Tudor era on the keyboard Play chords in the style of Mozart (broken) Play the C scale on a recorder. I use musical language I perform confidently to an audience.</p>	<p>Pick out details and recall them from memory. Identify time signatures. Identify musical styles and periods. Evaluate pieces on Charanga Jazz thinking about texture, timbre and dynamics Describe, compare and evaluate using musical vocabulary. Begin to notice syncopated rhythms Understand about Unison and Harmony. Interpret musical language throughout all music lessons. (interrelated dimensions of music). Listen to interweaving parts of Bach's toccata and fugue in d minor</p>	<p>Read notation Scale of C Know what a sharp does Use notation to record pitch and chords Interpret musical notation. e.g. crochet = 1 beat, minim = 2 beats, dotted minim = 3 beats, semibreve = 4 beats</p> <p><b>Musical knowledge</b> I know what a sharp does I can find CDEFGABC on the keyboard I know how to read all notes of a C scale I can describe Unison and Harmony</p>	<p>Compare pieces thinking about texture, structure, timbre and dynamics. Evaluate the work of others thinking about texture, structure, timbre and dynamics. Find similarities and differences between different Historical composers and musicians. Explain how the music of the past reflected the society of the time. Explain how music has changed over time (Stone age to Mozart) Investigate a music timeline.</p> <p>History Stone Age 36,000 years ago... I know that bones which were made into musical instruments, were found in caves. I know that paintings showing drawings of people playing instruments were discovered. (in France's Chauvet Caves). Bronze age 2,000+ years ago I know that in the Bronze Age, instruments were made of metal. I know what a Lur looks like. I know that Lurs were played over 2,000 years ago. Tudor Era 500+ years ago I know Henry V111 was a Tudor King I know that Henry V111 was musical because he wrote music and played instruments. 350+ years ago I know that Vivaldi was a composer who used fancy patterns in his music. I know that during this era people wore flamboyant clothes and wigs. I know the buildings at this time were also fancy (ornate). I know that Mozart was a child prodigy and he composed music.</p>
<b>Diversity</b>		Race/ Disability discrimination	Discrimination Religion Culture		Gender/ race/ Globalisation
<b>Y6</b>	Pitch- <b>major/ minor</b> Duration- <b>6/8 syncopated and dotted rhythms</b> . Dynamics- <b>accent and articulation</b> Tempo- <b>comparing tempo for mood effects</b> . Timbre- <b>electronic sounds</b> Texture- <b>chords</b> Structure- <b>Ternary forms</b>				
<b>Skills (Focus Ed)</b>	<p>Use a variety of different musical devices in my composition (including melody, rhythms and chords.</p>	<p>Sing in harmony confidently and accurately. Perform parts from memory. Take a lead in performance.</p>	<p>Evaluate how the venue, occasion and purpose affect the way a piece of music is created. Analyse features within different pieces of music.</p>		<p>Compare and contrast the impact that different composers from different times have had on people of that time.</p>

<p><b>Skills</b> <b>(Mrs Fard)</b></p>	<p>Improvise appropriately using syncopated rhythms Compose and perform melodic and rhythmic phrases on an instrument . Create syncopated rhythms. Reflect on my compositions with relation to dynamics, duration, tempo, timbre, structure, pitch, texture (silence)</p>	<p>Perform own compositions on an instrument for an audience. Sing and play from memory. Perform in a group. Take part in rounds. Perform solo for others Sing expressively combining dynamics, tempo and pitch. Understand when to use varying volumes, pitch and expression in the voice to portray an idea or mood. Take part in three part harmonies and descants Lead a group in performance. Sing new songs in tune and using expression. Play your own part and keep it going while others play a different part. Play the keyboard-reading musical notation</p> <p>I can identify any note on the keyboard including Flats and Sharps</p>	<p>Comparing various genres using the same piece of music; Evaluate how the venue, occasion and purpose affects the way a piece of music is created. (eg. Sailor's Hornpipe <b>orchestral/ Mike Oldfield</b> version.) Understand the meaning of <i>all</i> the interrelated dimensions of music and listen for them in different pieces of music. Understand and detect MAJOR/ MINOR Evaluate others' work thinking about texture, structure, timbre and dynamics ABRSM Aural Tests..... Pick out details and recall them from memory. Identify time signatures. Identifying musical styles and period. Listen to music from different periods and compare. Explore reasons for composers' choices in various pieces. Listen for weaving parts eg (Bach) <a href="https://www.youtube.com/watch?v=qMxsE8wawYA">https://www.youtube.com/watch?v=qMxsE8wawYA</a> at 31:29 Beatles (considering texture) Is there music in nature? 4' 33"</p>	<p>Interpret musical notation. e.g. crochet, minim etc., dotted notes, triplets, ties, all rests, semi quavers. 6/8 metre Understand texture in music and relate to different genres. eg orchestra/pop band/ choir.. 4 chord trick. Understanding harmony. Write a syncopated rhythm. Read musical stave notation. Understand transposition (exceeding) Interpret musical language. To analyse features within different pieces of music from a score To understand the interrelated dimensions of music. Understand structure and form e.g AABA</p> <p>I know what a chord is I can play a chord on the keyboard I know what a tie does</p>	<p>Begin to explore reasons for composers' choices. Investigate a music timeline. Rehearse a hand clap skit for performance. Find similarities and differences between different Historical composers and musicians. (Beethoven to Pop) How music reflects society at the time- (Victorians, Jazz to Pop) Explain how music has changed over time. Who invented the first recording. Explain how the music of the past reflected the society of the time. Beatles Can a person who is blind play the piano? (e.g. Stevie Wonder)</p> <p>History I know Beethoven was a German composer. I know that Beethoven went deaf, but continued to write music.</p>	<p>Spiritual <a href="https://www.youtube.com/watch?v=UxzvGVVZqE&amp;t=25955">https://www.youtube.com/watch?v=UxzvGVVZqE&amp;t=25955</a></p>
<p><b>Diversity</b></p>	<p>race</p>	<p>Disability discrimination</p>	<p>gender</p>		<p>gender/ economic status/class race/globalisation and exploration/ability</p>	