

# National Curriculum: Progression in Music

Music						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview	<p><b>Aut 1: <u>Hey You!</u></b> Old-School Hip Hop. Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p> <p><b>Aut 2: <u>Rhythm in the way we walk and Banana</u></b> Rap Reggae, Hip Hop. Action songs that link to the foundations of music.</p> <p><b>Spr 1: <u>In the Groove</u></b> Blues, Latin, Folk, Funk, Baroque, Bhangra. Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical</p>	<p><b>Aut 1: <u>Hands, Feet, Heart</u></b> South African styles. South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> <p><b>Aut 2:</b> <b><u>Ho, Ho, Ho</u></b> Christmas, Big Band, Motown, Elvis, Freedom Songs. Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p> <p><b>Spr 1:</b> <b><u>I Wanna Play In A Band</u></b> Rock. Teamwork, working together. The Beatles. Historical context of musical styles.</p> <p><b>Spr 2:</b> <b><u>Zootime</u></b> Reggae. Animals, poetry and the historical context of musical styles.</p> <p><b>Summ 1:</b> <b><u>Friendship Song</u></b></p>	<p><b>Aut 1:</b> <b><u>Let Your Spirit Fly</u></b> R&amp;B, Western Classical, Musicals, Motown, Soul. Historical context of musical styles.</p> <p><b>Aut 2:</b> <b><u>Glockenspiel Stage 1</u></b> Learning basic instrumental skills by playing tunes in varying styles. Introduction to the language of music, theory and composition.</p> <p><b>Spr 1:</b> <b><u>Three Little Birds</u></b> Reggae. Animals, Jamaica, poetry and the historical context of musical styles</p> <p><b>Spr 2:</b> <b><u>The Dragon Song</u></b> A little bit funky and music from around the world. Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p> <p><b>Summ 1:</b> <b><u>Bringing Us Together</u></b></p>	<p><b>Details to be confirmed by MK Co- Op</b></p> <p><b>Aut 1:</b> Introduction to Percussion instruments <b>Aut 2:</b> Introduction to recorders <b>Spr 1:</b> Introduction to clarinets <b>Spr 2:</b> Continuation with the clarinet. <b>Summ 1:</b> Clarinet <b>Summ 2:</b> Clarinet</p> <p>Pupils should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology</p>	<p><b>Aut 1: <u>Livin On A Prayer</u></b> Rock Music How Rock music developed from the Beatles onwards. Analysing performance.</p> <p><b>Aut 2: <u>Classroom Jazz 1</u></b> Jazz Music History of music - Jazz in its historical context.</p> <p><b>Spr 1:</b> <b><u>Make You Feel My Love</u></b> Pop Ballads Historical context for ballads.</p> <p><b>Spr 2:</b> <b><u>The Fresh Prince Of Bel-Air</u></b> Hip hop Music Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles.</p> <p><b>Summ 1:</b> <b><u>Dancing In The Street</u></b> Motown Music The history of Motown and its importance in the development of Popular music. Civil rights.</p>	<p><b>Aut 1:</b> <b><u>Happy</u></b> Pop, Motown What makes us happy? Video/project with musical examples.</p> <p><b>Aut 2:</b> <b><u>Classroom Jazz 2</u></b> Jazz, Latin, Blues History of music - Jazz in its historical context.</p> <p><b>Spr 1:</b> <b><u>A New Year Carol</u></b> Benjamin Britten (Western Classical Music), Gospel, Bhangra. Literacy and history, <a href="http://www.fridayafternoonsmusic.co.uk">www.fridayafternoonsmusic.co.uk</a>. The historical context of Gospel music and Bhangra. Celebrating the role of woman in the music industry.</p> <p><b>Spr 2:</b> <b><u>You've Got A Friend</u></b> The song has a strong theme of friendship having no boundaries, and always being there for one another.</p> <p><b>Summ 1:</b></p>

	<p>context of musical styles.</p> <p><b>Spr 2: <u>Round and Round</u></b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion. Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p> <p><b>Summ 1: <u>Your Imagination</u></b> Your imagination. This is a song about using your imagination. Supercalifragilisticexp ... Mary Poppins, Daydream believer, Pure imagination from Willy Wonka and the ch...The muppet movie and A whole new world from Aladdin.</p> <p><b>Summ 2: <u>Reflect, Rewind and Replay</u></b> Western Classical Music and your choice from Year 1. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Pupils are expected to know, apply and understand the matters, skills and</p>	<p>What friends are for sung by Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John</p> <p><b>Summ 2: <u>Reflect, Rewind and Replay</u></b> Western Classical Music and your choice from Year 2</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Improvising and playing classroom instruments with increasing accuracy.</p> <p>Evaluate: <i>Choose sounds and instruments carefully and</i></p>	<p>Disco. Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.</p> <p><b>Summ 2: <u>Reflect, Rewind and Replay</u></b> Western Classical Music and your choice from Year 3.</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of reproducing sounds from aural memory.</p> <p>Learn to sing and to use their voices, to create and compose music. Have the opportunity to learn a musical instrument. Have the opportunity to progress to the next level of musical excellence.</p>	<p>appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>- Whole year music by MK Co-Op - World percussion</p> <p>To revise prior learning To work on the Arts Award booklet. Consolidate rhythm reading (walk, jogging, stride, sh)</p> <p>Work on blowing</p> <p>Establish pair work - a helpful friend. Extend rhythm reading to whole songs using crotchet notes and rests (walk and sh). Refine stave and the note B ..... Main three focus areas: Blowing, note reading &amp; helpful friend -Hand positions and correct holding of the instrument</p>	<p><b>Summ 2: <u>Reflect, Rewind and Replay</u></b> Western Classical music and your choice from Year 5</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in Consolidate the foundations of the language of music. their correct time and space.</p> <p>Pupils should be taught to develop their understanding and application of music skills in listening and discussing improvements to music.</p> <p>Evaluate: <i>Recognise how music can reflect different intentions.</i></p>	<p><b><u>Music and Me</u></b> The Music of Carole King. Her importance as a female composer in the world of popular music.</p> <p><b>Summ 2: <u>Reflect, Rewind and Replay</u></b> Western Classical Music and your choice from Year 6</p> <p>Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in Consolidate the foundations of the language of music. their correct time and space.</p> <p>Pupils should be taught to recognise their contribution to creating and improving music around them through listening, singing, and playing to a higher standard.</p> <p>Evaluate: <i>Improve their work through analysis, evaluation and comparison.</i></p>
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	<p>processes specified in the relevant programme of study.</p> <p>Improvising leading to playing classroom instruments.</p> <p>Evaluate: <i>Choose sounds and instruments and becoming familiar with the sound of the instruments.</i></p>	<p><i>make improvements to their own and others' work.</i></p>	<p>Evaluate: <i>Understand and explore how music is created, produced and communicated.</i></p>	<ul style="list-style-type: none"> <li>• How to blow to make the appropriate sound</li> <li>• Reading rhythms (crotchet notes and rests, quavers and minims)</li> </ul> <p>Add new note A - fingering and on the stave</p> <ul style="list-style-type: none"> <li>• Reading the notes B and A</li> </ul> <p>Consolidate all of the following: Add new note G - fingering and on the stave</p>		
<p><b>Vocal</b></p>	<p>Use their voices expressively and creatively by speaking chants, rhymes and songs.</p> <p>Use their voices expressively and creatively by singing songs tunefully.</p>	<p><i>-Use their voices expressively and creatively by singing songs tunefully that move by step, skip or leap.</i></p> <p><i>-Sing an ostinato</i></p> <p><i>-Find their singing voices and use their voices confidently.</i></p> <p><i>-Sing a melody accurately at their own pitch.</i></p> <p><i>-Sing with a sense of awareness of pulse and control of rhythm.</i></p> <p><i>-Recognise phrase lengths and know when to breathe.</i></p> <p><i>-Sing songs expressively.</i></p> <p><i>-Follow pitch movements with their hands and use high, low and middle voices.</i></p> <p><i>-Begin to sing with control of pitch (e.g. following the shape of the melody).</i></p> <p><i>-Sing with an awareness of other performers.</i></p>	<p><i>-Copy sung phrases</i></p> <p><i>-Sing partner songs and rounds in two or three parts</i></p> <p><i>-Track the shape of sung phrases in the air</i></p> <p><i>-Use their voices to play and perform solo with increasing accuracy, fluency, control and expression and sing with awareness and control the expressive elements.</i> <i>E.g. timbre, tempo, dynamics</i></p> <p><i>-Play and perform ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</i></p> <p><i>-Sing with confidence using a wider vocal range.</i></p> <p><i>- Sing in tune.</i></p> <p><i>- Sing with awareness of pulse and control of rhythm.</i></p> <p><i>- Sing songs and create</i></p>	<p><i>-Sing songs in two or three parts with an increasing awareness of the tone of their voice</i></p> <p><i>-Play and perform in solo contexts, using their voice with increasing accuracy, fluency, control and expression.</i></p> <p><i>-Play and perform in ensemble contexts, using their voice with increasing accuracy, fluency, control and expression</i></p>	<p>Play and perform in solo using their voices with increasing accuracy, fluency, control and expression.</p> <p>-Play and perform ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p> <p><i>-Sing songs with increasing control of breathing, posture and sound projection.</i></p> <p><i>- Sing songs in tune and with an awareness of other parts.</i></p> <p><i>- Identify phrases through breathing in appropriate places.</i></p> <p><i>- Sing with expression and begin to rehearse with others.</i></p> <p><i>- Sing a round in two parts and identify the melodic phrases and how they fit together.</i></p>	<p>Recap and further develop play and perform in solo using their voices with increasing accuracy, fluency, control and expression.</p> <p>-Use thinking voice to internalise rhythmic or melodic phrases, reproduce and add improvised rhythm.</p> <p><i>-Recap sing songs with increasing control of breathing, posture and sound projection.</i></p> <p><i>- Sing legato songs in unison with good intonation from memory, with attention to phrasing.</i></p> <p><i>- Sing a wide variety of songs in two or three parts confidently, and identify the melodic phrases and how they fit together.</i></p> <p><i>- Sing confidently as a class, in small groups and alone, and have an awareness of</i></p>

			<p><i>different vocal effects.</i></p> <ul style="list-style-type: none"> <li>- Understand how mouth shapes can affect voice sounds.</li> <li>- Internalise sounds by singing parts of a song 'in their heads.'</li> </ul>			<p><i>improvisation with the voice.</i></p>
<p><b>Tuned instruments</b></p>	<p>Play tuned instruments musically.</p> <p><i>Recall and remember short songs and sequences and patterns of sounds.</i></p> <ul style="list-style-type: none"> <li>- Identify different sound sources.</li> <li>- Identify well-defined musical features.</li> </ul>	<p>Play tuned instruments musically.</p> <p><i>Recall and remember short songs and sequences and patterns of sounds.</i></p> <ul style="list-style-type: none"> <li>- Respond physically when composing and appraising music.</li> <li>- Identify different sound sources.</li> <li>- Identify well-defined musical features.</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about the instruments used and how they are used (Glockenspiels)</li> <li>-Play and perform in solo contexts, using musical instruments with increasing accuracy, fluency, control and expression.</li> <li>-Play and perform in ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression.</li> <li>-Identify melodic phrases and play them by ear.</li> <li>- Identify phrases that could be used as an introduction, interlude and ending.</li> </ul>	<ul style="list-style-type: none"> <li>-Recorder</li> <li>-Clarinet</li> <li>-Talk about instruments and how they are used</li> <li>-Play and perform in solo contexts, using their instruments with increasing accuracy, fluency, control and expression.</li> <li>-Play and perform in ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression.</li> <li>- Create sequences of movements in response to sounds</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about pulse and ensemble when performing solo or as part of a group</li> <li>-Play and perform in solo or ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression.</li> <li>-Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>- Create dances that reflect musical features.</li> <li>- Identify different moods and textures.</li> <li>- Identify how a mood is created by music and lyrics.</li> <li>- Listen to longer pieces of music and identify features.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the instruments used.</li> <li>- Identify instruments exposed to throughout the year.</li> <li>-Practise and perform improvising.</li> <li>-Practise and perform compositions.</li> <li>-Contribute by playing an instrumental part, improvising or performing their composition.</li> <li>-Play instrumental parts accurately and in time as part of the performance and use notation.</li> <li>- Use leadership skills to demonstrate and lead others in a group</li> </ul>
<p><b>Untuned instruments</b></p>	<p>Play untuned instruments musically.</p> <p><i>Recall and remember short songs and sequences and patterns of sounds.</i></p> <ul style="list-style-type: none"> <li>- Identify different sound sources.</li> <li>-Play instruments in different ways and create sound effects.</li> <li>- Handle and play instruments with control.</li> <li>- Identify different groups of instruments</li> </ul>	<p>Play untuned instruments musically.</p> <p><i>Recall and remember short songs and sequences and patterns of sounds.</i></p> <ul style="list-style-type: none"> <li>- Respond physically when appraising music.</li> <li>- Identify different sound sources.</li> <li>- Identify well-defined musical features.</li> <li>- Play instruments in different ways and create sound effects.</li> <li>- Handle and play instruments with control.</li> <li>- Identify different groups of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>-Clap rhythmic patterns</li> <li>-Create rhythmic patterns</li> <li>-Talk about the instruments used and how they are used (percussion)</li> <li>-Play and perform in solo and ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression.</li> <li>-Identify melodic phrases and play them by ear.</li> <li>- Identify phrases that could be used as an introduction, interlude and ending.</li> <li>- Choose instruments on the basis of</li> </ul>	<ul style="list-style-type: none"> <li>-Percussion</li> <li>-Talk about instruments and how they are used</li> <li>-Play and perform in solo contexts, using their instruments with increasing accuracy, fluency, control and expression.</li> <li>-Play and perform in ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>-Play and perform in solo contexts, using musical instruments with increasing accuracy, fluency, control and expression.</li> <li>-Play and perform in ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression.</li> <li>-Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>-Identify and control different ways percussion instruments make sounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the instruments used/ they can hear</li> <li>- Identify instruments exposed to throughout the year.</li> <li>-Practise and perform improvising.</li> <li>-Practise and perform compositions.</li> <li>-Contribute by playing an instrumental part, improvising or performing their composition.</li> <li>-Play instrumental parts accurately and in time as part of the performance and use notation.</li> <li>- Play accompaniments with control and accuracy.</li> </ul>

			<i>internalised sounds.</i>			
<b>Auditory</b>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><i>To explore different sound sources.</i></p> <ul style="list-style-type: none"> <li>- Identify and name classroom instruments.</li> <li>- Identify how sounds can be changed.</li> </ul>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><i>To explore different sound sources.</i></p> <ul style="list-style-type: none"> <li>- Make sounds and recognise how they can give a message.</li> <li>- Identify and name classroom instruments.</li> <li>- Create and choose sounds in response to a given stimulus.</li> <li>- Identify how sounds can be changed.</li> <li>- Change sounds to reflect different stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>-Use thinking voice to internalise rhythmic or melodic patterns</li> <li>-Identify instruments, which they have been exposed to throughout the year based on this year's learning.</li> <li>-Recognise and maintain a clapping/playing part in a small group (pulse, rhythm or ostinato)</li> <li>-Recognise devices such as a drone /ostinato</li> <li>-Use musical vocabulary to describe what is heard including, pulse, rhythm and ostinato</li> <li>-Talk about the character and mood of music and its effectiveness.</li> <li>-Listen with attention to detail and recall sounds with increasing aural memory.</li> <li><i>Identify melodic phrases and play them by ear.</i></li> <li>-Identify and recall rhythmic and melodic patterns.</li> <li>- Identify repeated patterns used in a variety of music. (<i>Ostinato</i>).</li> <li>- Identify phrases that could be used as an introduction, interlude and ending.</li> </ul>	<ul style="list-style-type: none"> <li>-Use musical vocabulary to describe what is heard, including pulse, rhythm, pitch, ostinato</li> <li>-Use thinking voice to internalise rhythmic or melodic phrases and reproduce</li> <li>-Discuss the character and mood of music</li> <li>-Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>-Discuss the effectiveness of work and how they might improve it</li> <li>-Identify whether a song has a verse/ chorus or call and response structure.</li> <li>-To memorise movements and work in unison.</li> <li>-Identify ways sounds are used to accompany a song.</li> <li>- Analyse and comment on how sounds are used to create different moods.</li> <li>- Explore and perform different types of accompaniment.</li> <li>- Explore and select different melodic patterns.</li> <li>- Recognise and explore different combinations of pitch sounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about pulse and ensemble when performing solo or as part of a group</li> <li>-Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>-Identify instruments, which they have been exposed to throughout the year based on this year's learning.</li> <li>-Use thinking voice to internalise rhythmic or melodic phrases, reproduce and add improvised rhythm</li> <li>-Use musical vocabulary to describe what is heard, including pulse, rhythm, pitch, ostinato, tempo, texture</li> <li>- Create dances that reflect musical features.</li> <li>- Identify different moods and textures.</li> <li>- Identify how a mood is created by music and lyrics.</li> <li>- Listen to longer pieces of music and identify features.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the instruments/voices they can hear</li> <li>-Identify instruments, which they have been exposed to throughout the year based on this year's learning.</li> <li>-Use thinking voice to internalise rhythmic or melodic phrases, reproduce and add improvised rhythm</li> <li>-Use musical vocabulary to describe what is heard, including dynamics, structure, tempo and timbre, melody, cover, hook, riff, unison, harmony</li> <li>-Describe the style indicators of the song/music</li> <li>-Describe the structure of the song</li> <li>-Talk about the musical dimensions used in the song</li> <li>-Play instrumental parts accurately and in time as part of the performance.</li> <li>Arrange ideas cumulatively in layers or in a sequence and add lyrics.</li> <li>Begin to arrange music in groups, using musical elements and devices: Use repetition, drones, ostinato, combining musical phrases and effects.</li> </ul>
<b>Creating / Design / Compose</b>	Experiment with, create, select and combine sounds using	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Experiment with, create, select and combine sounds using	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Improvise and compose music for a range of purposes using the

	<p>the inter-related dimensions of music.</p> <p>Identify the pulse in different pieces of music.</p> <ul style="list-style-type: none"> <li>- Identify the pulse and join in getting faster and slower together.</li> <li>- Identify long and short sounds in music.</li> <li>- Perform a rhythm to a given pulse.</li> <li>- Begin to internalise and create rhythmic patterns.</li> <li>- Accompany a chant or song by clapping or playing the pulse or rhythm.</li> <li>- Contribute to the creation of a class composition.</li> </ul>	<p>Identify some of the musical elements that are heard within a piece i.e. pulse, rhythm, pitch, long/short, high/low, fast/slow.</p> <p>Improvise when hearing changes in dynamics, pace and character.</p> <ul style="list-style-type: none"> <li>- Select sounds carefully.</li> <li>- Improvise and organise ideas into a beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>- Create and clap rhythmic patterns</li> <li>- Work with notes of The pentatonic scale to compose phrases</li> <li>- Create textures by combining sounds in different ways.</li> <li>- Create music that describes contrasting moods/emotions.</li> <li>- Improvise simple tunes based on the pentatonic scale.</li> <li>- Compose music in pairs and make improvements to their own work.</li> <li>- Create an accompaniment to a known song.</li> <li>- Create sequences of movements in response to sounds.</li> <li>- Create long and short sounds on instruments.</li> </ul>	<p>the inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>- Create rhythmic and notate phrases using walk, jogging, stride and rests</li> <li>- Create descriptive music in pairs or small groups.</li> <li>- Use thinking voice to internalise rhythmic or melodic phrases and reproduce</li> <li>- Compose using notes of the pentatonic scale C, D, E, G, A</li> <li>- Experiment with devices such as a drone /ostinato in composing</li> <li>- Arrange ideas cumulatively in layers</li> <li>- To create a body percussion performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Compose using notes of the pentatonic scale C, D, E, G, A</li> <li>- Arrange ideas cumulatively in layers or in a sequence.</li> <li>- Improvise rhythm patterns.</li> <li>- Create rhythmic and notation phrases using walk, jogging, stride and rests</li> <li>- Improve a composition by using a drone or ostinato</li> <li>- Subdivide the pulse while keeping to a steady beat.</li> <li>- Identify different starting points or composing music.</li> <li>- Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>- Write lyrics to a known song.</li> <li>- Compose a short song to own lyrics based on everyday phrases.</li> <li>- Compose music individually or in pairs using a range of stimuli and developing musical ideas into a completed composition.</li> <li>- Create different effects using combinations of pitched sounds.</li> <li>- Use ICT to change and manipulate sounds.</li> </ul>	<p>inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>- Compose using notes of the pentatonic scale C, D, E, G, A</li> <li>- Recap creating rhythmic and notate phrases using walk, jogging, stride and rests</li> <li>- Begin to arrange music in groups, using musical elements and devices: Use repetition, drones, ostinato, combining musical phrases and effects.</li> <li>- Improvise to and read from a reduced or a graphic score of four or five lines</li> <li>- Practise and perform improvising.</li> <li>- Practise and perform compositions.</li> <li>- Arrange ideas cumulatively in layers or in a sequence and add lyrics</li> <li>- Take on a musical leadership role, creating musical ideas for the group to copy or respond to</li> <li>- Contribute by singing, playing an instrumental part, improvising or by performing their composition.</li> <li>- Create different effects using combinations of pitched sounds.</li> <li>- Use ICT to change and manipulate sounds.</li> </ul>
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Performance			<ul style="list-style-type: none"> <li>-Copy sung phrases</li> <li>-Sing partner songs and rounds in two or three parts</li> <li>-Maintain a clapping/playing part in a small group (pulse, rhythm or ostinato)</li> <li>-Play and perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</li> <li>-Play and perform in ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression.</li> <li>- Perform a repeated pattern to a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>-Clap or play in two or three groups</li> <li>-Talk about pulse and ensemble when performing solo or as part of a group</li> <li>-Use thinking voice to internalise rhythmic or melodic phrases and reproduce</li> <li>-Sing songs in two or three parts with an increasing awareness of the tone of their voice</li> <li>-Sing legato songs in unison with good intonation, and reflecting the mood of the song</li> <li>-Play and perform in solo and ensemble contexts, using their voices and instruments with increasing accuracy, fluency, control and expression.</li> <li>-Perform in different ways, exploring the way the performers are a musical resource.</li> <li>- Perform with awareness of different parts</li> </ul>	<ul style="list-style-type: none"> <li>-Clap or play in two or three groups</li> <li>-Talk about pulse and ensemble when performing solo or as part of a group</li> <li>-Use thinking voice to internalise rhythmic or melodic phrases, reproduce and add improvised rhythm</li> <li>-Sing songs in a wide variety of styles in two or three parts, showing accuracy and expression</li> <li>-Play and perform</li> <li>-Sing legato songs in unison with good intonation, showing awareness of phrasing and shape of the melody</li> <li>Play and perform in solo and ensemble contexts, using their voices and using musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>-Year 6 performance</li> <li>-Present performances effectively with awareness of audience, venue and occasion.</li> <li>-Begin to arrange music in groups, using musical elements and devices: Use repetition, drones, ostinato, combining musical phrase and effects.</li> <li>-Use and understand staff and other musical notations.</li> <li>-Perform using notation as a support.</li> <li>- Sing songs with staff notation as support.</li> <li>- Talk about pulse, pitch, rhythm and their part in the ensemble when performing as part of a group</li> <li>-Sing a wide variety of songs in two or three parts confidently.</li> <li>-Sing, play and perform legato songs in unison with good intonation from memory with attention to phrasing and shape of the melody.</li> </ul>
Reading Music		<p>Listen and Respond Explore and Create - Using classroom instruments.</p> <ul style="list-style-type: none"> <li>- Share Child-led movement but start to teach the children to follow and copy instructions.</li> </ul> <p>-General Information about Pulse, Rhythm and Pitch</p>	<ul style="list-style-type: none"> <li>-Read from a graphic score of three or four lines</li> <li>-Use and understand staff and other musical notations.</li> <li>-Perform long and short sounds in response to symbols.</li> <li>- Play and sing phrase from dot notation.</li> <li>- Record their own ideas.</li> <li>- Make their own symbols as part of a class score.</li> </ul>	<ul style="list-style-type: none"> <li>-Read from a graphic score of four or five lines</li> <li>- To perform long and short sounds in response to notes learned.</li> <li>-To develop listening skills (call and response)</li> <li>-To recognise crotchets, quavers and crotchet rests + minims.</li> </ul>	<ul style="list-style-type: none"> <li>-Read from a reduced or a graphic score of four or five lines</li> <li>-Arrange ideas cumulatively in layers</li> <li>-To revise prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvise to and read from a reduced or a graphic score of four or five lines</li> <li>- Play instrumental parts accurately and in time as part of the performance using notation. lines.</li> </ul>

Composers and musicians	Composers as suggested by Charanga program in weekly "Viewer" page.  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 as suggested by the Charanga scheme.	Composers as suggested by Charanga program in weekly "Viewer" page.  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 as suggested by the Charanga scheme.	Composers as suggested by Charanga program in weekly "Viewer" page.  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 as suggested by the Charanga scheme.	<b><u>Composers suggested by the MK Music Service</u></b>  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 as suggested by MK Music Service.	Composers as suggested by Charanga program in weekly "Viewer" page.  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 as suggested by the Charanga scheme.	Composers as suggested by Charanga program in weekly "Viewer" page.  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 as suggested by the Charanga scheme.
	Use sing up for age appropriate, class-based songs and Assemblies. Use whole year programme of music in Music Folder for class-based songs of the month. All year groups to use Charanga music and Year 4 to use MK Music Co-Op. Charanga Classics for kids <a href="https://www.classicsforkids.com/shows/shows.php?id=244">https://www.classicsforkids.com/shows/shows.php?id=244</a>					
<p>Foundation Stage:</p> <p>Refer to DFE Statutory Framework for early years foundation stage: (published March 2021/effective September 2021) <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf</a></p>						

Music programmes of study:

Key stages 1 and 2 National Curriculum in England.

Purpose of study - Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims: The national curriculum for music aims to ensure that all pupils: ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the

opportunity to progress to the next level of musical excellence ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Music - Key stages 1 and 2, Subject content:

Key stage 1

Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and un-tuned 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.

Key stage 2 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.

Pupils should be taught to: ♣ 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.