

Subject Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b> <i>Listen and Appraise</i>  <i>Explore and create</i>  <i>Sing and play</i>  <i>Share and perform</i>	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
	Me!  Learn to sing nursery rhymes and action songs  Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers	My stories  Learn to sing nursery rhymes and action songs  I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Everyone!  Learn to sing nursery rhymes and action songs  Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes	Our World  Learn to sing nursery rhymes and action songs  Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk- a transition Unit that prepares children for their musical learning in Year 1.	Reflect, rewind and replay  Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place
	Skills <ul style="list-style-type: none"> <li>• Listen and respond to different styles of music</li> <li>• Listen to, learn to sing or sing along with nursery rhymes and action songs</li> <li>• Play classroom instruments</li> <li>• Share and perform the learning that has taken place.</li> </ul>					

	<div>Primary School</div>					
<div>Key Stage 1</div>	<div>National Curriculum    Subject content Key stage 1</div> <div>Pupils should be taught to:</div> <div><div>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</div><div>♣ play tuned and untuned instruments musically</div><div>♣ listen with concentration and understanding to a range of high-quality live and recorded music</div><div>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</div></div>					
<div>Year 1</div> <div>Listen and Appraise</div> <div>Musical Activities</div> <div>Performance</div> <div>Extension Activities</div> <div>Ongoing Focus-</div> <div>Learning new musical skills/concepts and revisiting them over time and with increasing depth</div>	<div>Charanga</div> <div>Hey You!</div> <div>Unit-specific Focus</div> <div>How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.</div>	<div>Charanga</div> <div>Rhythm In The Way We Walk/ The Banana Rap</div> <div>Unit-specific Focus</div> <div>How pulse, rhythm and pitch work together. Singing and rapping. Mixed styles</div>	<div>Charanga</div> <div>In The Groove</div> <div>Unit-specific Focus</div> <div>Playing/singing in different styles and learning about those styles.</div>	<div>Charanga</div> <div>Round and Round</div> <div>Unit-specific Focus</div> <div>Latin and Mixed Styles</div>	<div>Charanga</div> <div>Your imagination</div> <div>Unit-specific Focus</div> <div>Create your own lyrics. Mixed styles and listening to songs/music about using your imagination</div>	<div>Charanga</div> <div>Reflect, rewind and replay</div> <div>Unit-specific Focus</div> <div>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</div>

## **Skills for Year 1**

### **Listen and appraise**

1. Start to recognise/identify very simple style indicators and different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. 3. Start using basic musical language to describe the music you are listening to and your feelings towards it. 4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.

### **Musical activities: Games**

1. Begin to find and internalise the pulse on their own or with support. 2. Try to or demonstrate more confidently how they find/feel the pulse. 3. Begin to demonstrate how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time. 4. Clap the rhythm of your name, favourite food, favourite colour etc. 5. Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.

### **Musical activities: Singing**

1. Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone. 2. Begin to understand the importance of warming up their voices and to establish a good singing position. 3. Start to consider that words mean something and how they work together with the music. 4. Sing with a good sense of the pulse internally and try to sing together with the group. 5. Stop and start as appropriate, begin to follow a leader/conductor.

### **Musical activities: Playing instruments**

1. Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. 2. Move between differentiated parts as required using a sound-before-symbol approach. 3. Learn to stop/start and respond to basic musical cues from the leader/conductor. 4. Learn how to treat your instrument with respect and how to play it correctly. 5. Play as part of your ensemble/group with a sound-before-symbol (by ear) approach.

### **Musical activities: Improvisation**

1. Explore and create simple musical sounds with voices and instruments within the context of the song being learnt. 2. Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. 3. Improvise using very simple patterns on your instrument and/or voice. 4. Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.

### **Musical activities: Composition**

1. Create your own very simple melodies (usually in a group) within the context of the song that is being learnt. 2. Create compositions using one or two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). 5. Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it

### **Perform/ Share**

1. Start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. 2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. 3. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

## Whole School Music Overview 2019-2020

<b>Year 2</b> <i>Listen and Appraise</i> <i>Musical Activities</i> <i>Performance</i> <i>Extension Activities</i> <b>Ongoing Focus-</b> Learning new musical skills/concepts and revisiting them over time and with increasing depth	Charanga  Hands, feet , heart  <i>Unit-specific Focus</i> Music from South Africa, Freedom songs	Charanga  Ho, Ho, HO  <i>Unit-specific Focus</i> Winter time, festivals and Christmas time. Creating a performance using music and dance. Mixed styles	Charanga  I wanna play in a band  <i>Unit-specific Focus</i> Rock music and movement	Charanga  Zoo time  <i>Unit-specific Focus</i> Song structure	Charanga  Friendship song  <i>Unit-specific Focus</i> Mixed styles	Charanga  Reflect, rewind and replay  <i>Unit-specific Focus</i> Revision and deciding what to perform. Listen to Western Classical Music. The language of music. Peter and the Wolf- Prokofiev

## **Skills for Year 2**

### **Listen and Appraise**

1. Try to recognise/identify very simple style indicators and different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. 3. Start using basic musical language to describe the music you are listening to and your feelings towards it. 4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.

### **Musical Activities: Games**

1. Continue to learn to find and internalise the pulse on their own or with support. 2. Demonstrate more confidently how they find/feel the pulse. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time. 4. Clap the rhythm of their name, favourite food, favourite colour etc confidently and create their own rhythm when asked. 5. Show a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.

### **Musical Activities: Singing**

1. Continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone. 2. Continue to understand the importance of warming up their voices and to establish a good singing position. 3. Consider that words mean something and how they work together with the music. 4. Sing with a good sense of the pulse internally and try to sing together and in time with the group. 5. Stop and start as appropriate, begin to follow a leader/conductor.

### **Musical Activities: Playing Instruments**

1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. 2. Move between differentiated parts as required using a sound-before-symbol approach. 3. Continue to respond to basic musical cues from the leader/conductor. 4. Continue to treat your instrument with respect and how to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach.

### **Musical Activities: Improvisation**

1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. 3. Continue to improvise using very simple patterns on your instrument and/or voice. 4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using one or two notes.

### **Musical Activities: Composition**

1. Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt. 2. Move beyond composing using one or two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.

### **Perform/ Share**

1. Continue to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. 2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. 3. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others
- 2.

## Whole School Music Overview 2019-2020

### National Curriculum Subject content Key Stage 2

#### 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.

### Year 3

*Listen and Appraise*  
*Musical Activities*  
*Performance*

*Extension Activities*

**Ongoing Focus-**

Learning new musical skills/concepts and revisiting them over time and with increasing depth

Charanga  
 Let your spirit fly

*Unit-specific Focus*  
 RnB. Singing in two parts.

Charanga  
 Glockenspiel Stage 1

*Unit-specific Focus*  
 Playing the glockenspiel.  
 The language of music.

Charanga  
 Three Little Birds

*Unit-specific Focus*  
 Reggae and Bob Marley. Reggae music

Charanga  
 The Dragon Song

*Unit-specific Focus*  
 Singing in two parts.  
 Music from around the world

Charanga  
 Bringing Us Together

*Unit-specific Focus*  
 Disco music

Charanga  
 Reflect, rewind and replay

*Unit-specific Focus*  
 Revision and deciding what to perform.  
 Listen to Western Classical Music. The language of music.

### Skills for Year 3

#### **Listen and appraise**

1. Identify basic musical styles through learning about their style indicators and the instruments played. 2. Find the pulse, the steady beat to the music they are listening to and understand what that means. 3. More consistently use accurate musical language to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.

#### **Musical Activities: Games**

1. Find and internalise the pulse on your own or with support but more confidently. 2. Demonstrate how you find/feel the pulse, with ease. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. 4. Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.

#### **Musical Activities: Singing**

1. Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone. 2. Continue to understand the importance of warming up their voices and to establish a good singing position. 3. Consider that words mean something and project the meaning of the song. 4. Sing with a good sense of the pulse internally and sing together and in time with the group. 5. Follow a leader/conductor.

#### **Musical Activities: Playing instruments**

1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 3. Continue to respond to basic musical cues from the leader/conductor. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble/group with a soundbefore-symbol (by ear) approach or, with notation if appropriate.

#### **Musical Activities: Improvisation**

1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. 3. Continue to improvise using very simple patterns on your instrument and/or voice. 4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.

#### **Musical Activities: Composition**

1. Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt. 2. Move beyond composing using two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.

#### **Perform/ Share**

1. Continue to work together as part of an ensemble/band. Follow the conductor/band leader. 2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. 3. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.





## Skills for Year 4

### **Listen and appraise**

1. Identify basic musical styles through learning about their style indicators and the instruments played.
2. Find the pulse, the steady beat to the music they are listening to and understand what that means.
3. More consistently use accurate musical language to describe and talk about music.
4. Listen to other ideas about music, respect those ideas and feelings.
5. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too

### **Musical Activities: Games**

1. Find and internalise the pulse on your own and stay in time.
2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.
3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.
4. Clap/play simple rhythms/copy one-two note pitches confidently and create their own rhythm when asked. Lead others if asked.
5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.

### **Musical Activities: Singing**

Sing in tune within a limited pitch range and continue to understand:

1. How to work together as part of a group and with their friends, developing the confidence to sing alone.
2. The importance of warming up their voices and to establish a good singing position.
3. How to perform a song stylistically and as musically as you can.
4. How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps sing in two parts.
5. How to follow a leader/conductor with confidence.

### **Musical Activities: Playing instruments**

1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence and ease.
2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.
3. Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently.
4. Continue to treat your instrument with respect and care and to play it correctly.
5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.

### **Musical Activities: Improvisation**

1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.
2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.
3. Continue to improvise using very simple patterns on your instrument and/or voice.
4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.
5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.

### **Musical Activities: Composition**

Compose a section of music that can be added to a performance of a song.

1. Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt.
2. Move beyond composing using two notes, increasing to three notes if appropriate.
3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.
4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).
5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.

### **Perform/ Share**

1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.
2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.
3. Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.
4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.
5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

## Whole School Music Overview 2019-2020

<p><b>Year 5</b></p> <p><i>Listen and Appraise</i></p> <p><i>Musical Activities</i></p> <p><i>Performance Extension Activities</i></p> <p><b>Ongoing Focus</b> Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p>	<p>Charanga Livin' On A Prayer</p> <p><i>Unit-specific Focus</i> Rock anthems</p>	<p>Charanga Classroom Jazz 1</p> <p><i>Unit-specific Focus</i> Jazz and improvisation.</p>	<p>Charanga Make You Feel My Love</p> <p><i>Unit-specific Focus</i> Pop ballads</p>	<p>Charanga The Fresh Prince Of Belair</p> <p><i>Unit-specific Focus</i> Old School Hip Hop</p>	<p>Charanga Dancing In The Street</p> <p><i>Unit-specific Focus</i> Motown</p>	<p>Charanga Reflect, rewind and replay</p> <p><i>Unit-specific Focus</i> Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>

## Skills for Year 5

### **Listen and appraise**

1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. 2. Find the pulse confidently and innately, of the music they are listening to and understand what that means. 3. Use accurate musical language to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together.

Include tempo, dynamics, timbre, texture and structure if possible.

### **Musical Activities: Games**

1. Find and internalise the pulse on your own and stay in time. 2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. 4. Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.

### **Musical Activities: Singing**

1. Understand how to work together as part of a group and in an ensemble or, as a soloist. 2. Continue to understand the importance of warming up your voice and to establish a good singing position. 3. Perform and interpret a song stylistically and as musically as you can. 4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. 5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?

### **Musical Activities: Playing instruments**

1. Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.

### **Musical Activities: Improvisation**

1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. 3. Continue to improvise using simple patterns on your instrument and/or voice. 4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.

### **Musical Activities: Composition**

- Compose a section of music that can be added to a performance of a song. 1. Create your own more complex melodies within the context of the song that is being learnt. 2. Move beyond composing using two notes, increasing to three notes then five if appropriate. 3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.

### **Perform/ Share**

1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. 2. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. 3. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

## Whole School Music Overview 2019-2020

	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
	Happy	Classroom Jazz 2	A New Year Carol	New Unit (Preview)	You've Got a Friend	Reflect, rewind and replay
	<i>Unit-specific Focus</i> Music that makes you happy!	<i>Unit-specific Focus</i> Jazz and improvisation.	<i>Unit-specific Focus</i> Benjamin Britten's music.		<i>Unit-specific Focus</i> Carole King's music - her life as a composer. Friendship	<i>Unit-specific Focus</i> Revision and deciding what to perform. Listen to Western Classical Music. The language of music.
<b>Year 6</b>						
<i>Listen and Appraise</i>						
<i>Musical Activities</i>						
<i>Performance</i>						
<i>Extension Activities</i>						
<b>Ongoing Focus</b>						
Learning new musical skills/concepts and revisiting them over time and with increasing depth.						

## Skills for Year 6

### **Listen and appraise**

1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. 2. Find the pulse confidently and innately, of the music they are listening to and understand what that means. 3. Use accurate musical language confidently and with understanding to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.

### **Musical Activities: Games**

1. Find and internalise the pulse on your own and with ease. 2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. 3. Understand and demonstrate confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. 4. Clap/play rhythms/copy one to two note pitches confidently and create their own rhythm when asked. Lead others if asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music

### **Musical Activities: Singing**

1. Understand how to work together as part of a group and in an ensemble or, as a soloist. 2. Continue to understand the importance of warming up your voice and to establish a good singing position. 3. Perform and interpret a song stylistically and as musically as you can. 4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. 5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?

### **Musical Activities: Playing instruments**

1. Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.

### **Musical Activities: Improvisation**

1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. 3. Continue to improvise using simple patterns on your instrument and/or voice. 4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three or more notes with greater confidence.

### **Musical Activities: Composition**

Compose a section of music that can be added to a performance of a song. 1. Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. 2. Move beyond composing using two notes, increasing to three notes then five if appropriate. 3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.

### **Perform/ Share**

n greater depth: Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. 1. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. 2. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 3. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. 4. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.