

## Springvale Primary School



### Curriculum Medium Term Planning/Progression of skills, knowledge and key vocabulary

#### Music

**VISION:** At Springvale Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability understand and use rhythm, pulse, pitch, to perform on their own and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate a wide range different genres of music within music lessons and also within daily assemblies. Also, we teach the children how to work with others to compose music and perform for an audience. Children with a special interest in learning an instrument have opportunities for peripatetic teaching, also in year 3 the whole class are taught an instrument together both of these groups have a chance to perform what they have learnt to an audience. There are many occasions for the children to sing as part of whole school celebrations throughout the year. There are opportunities to experience live music both in school and at other venues. We use Charanga music scheme for our music curriculum and to support teachers in delivering an exciting and dynamic program.

#### 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.

## EYFS Early Learning Goals

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

**EYFS**

### INTENT

Substantive Content Knowledge (I know therefore...) Component Knowledge	Disciplinary Knowledge Skills (...I can) Composite tasks
I know some nursery rhymes off by heart. I know that music can touch your feelings.	I can sing along with a track I can enjoy moving to music by dancing, marching, being animals
I know that we can move with the pulse of the music. I know that the words of songs can tell stories and paint pictures.	I can find the pulse by copying a character in a nursery rhyme. I can copy basic rhythm patterns of single words, building to short phrases from songs. I can explore high and low using voices and sounds of characters in songs. I can invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.
I know a performance is sharing music.	I can perform any of the nursery rhymes by singing and adding actions or dance. I can perform any nursery rhymes or songs adding a simple instrumental part. I can record the performance to talk about.

Vocab: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.

## NATIONAL CURRICULUM

### 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 untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year 1

### INTENT

Substantive Content Knowledge (I know therefore...) Component Knowledge	Disciplinary Knowledge Skills (...I can) Composite tasks
<p>Musicianship: understanding music</p> <p>I know about different kinds of music.</p>	<p>I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>I can decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>I can talk about what the song means and why it was chosen to share.</p> <p>I can talk about the difference between rehearsing a song and performing it.</p>
<p>Listening: respond/analyse</p> <p>I know what music elements I am listening to.</p>	<p>I can move and dance with the music.</p> <p>I can find the steady beat.</p> <p>I can talk about feelings created by the music.</p> <p>I can recognise some band and orchestral instruments.</p> <p>I can describe tempo as fast or slow.</p> <p>I can describe dynamics as loud and quiet.</p> <p>I can join in sections of the song, eg chorus.</p> <p>I begin to understand where the music fits in the world.</p> <p>I begin to understand about different styles of music.</p>
<p>Singing</p> <p>I know how to be a good singer.</p>	<p>I can sing, rap, rhyme, chant and use spoken word.</p>

	<p>I can demonstrate good singing posture.</p> <p>I can sing songs from memory.</p> <p>I can copy back intervals of an octave and fifth (high, low).</p> <p>I can sing in unison.</p>
<p>Notation</p> <p>I know how to represent music with symbols.</p>	<p>I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of different sets of notes.</p>
<p>Playing instruments</p> <p>I am beginning to know how to play tuned percussion.</p>	<p>I can rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</p>
<p>Creating: improvising</p> <p>I know how to improvise.</p>	<p>I can explore improvisation within a major and minor scale using a range of notes.</p> <p>I can improvise simple vocal patterns using 'Question and Answer' phrases.</p> <p>I understand the difference between creating a rhythm pattern and a pitch pattern</p>
<p>Creating: composing</p> <p>I know what makes a good composition.</p>	<p>I can explore and create graphic scores.</p> <p>I can create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>I can create a story, choosing and playing classroom instruments and/or soundmakers.</p> <p>I can recognise how graphic notation can represent created sounds.</p> <p>I can explore and invent your own symbols.</p> <p>I can use music technology, if available, to capture, change and combine sounds.</p> <p>I can use simple notation if appropriate: Create a simple melody using crotchets and minims.</p>
<p>Performing:</p> <p>I know what makes a good performance</p>	<p>I can enjoy and have fun performing.</p> <p>I can choose a song/songs to perform to a well-known audience.</p> <p>I can prepare a song to perform.</p> <p>I can communicate the meaning of the song.</p>

	<p>I can add actions to the song.</p> <p>I can play some simple instrumental parts.</p>
--	---

Pulse, rhythm, pitch, rap, improvise, compose, melody, major, minor, notation, crotchet, quaver, minim, rehearse, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, pulse, rhythm, pitch, tempo, dynamics, groove, audience, imagination.

**Music genres: Hip hop, jazz, pop, gospel, classical, reggae, 20<sup>th</sup> and 21<sup>st</sup> century orchestral, waltz, funk, lullaby, marching band, country**

Helpful resources and web links:

<https://www.bbc.co.uk/teach/ten-pieces>

<https://musiclab.chromeexperiments.com/>  
[www.charanga.com](http://www.charanga.com)

Pupils Not Meeting Target

Actions to address...

Year 2

INTENT

Substantive Content Knowledge (I know therefore...) Component Knowledge	Disciplinary Knowledge Skills (...I can) Composite tasks
<p>Musicianship: understanding music I know about different elements of music.</p>	<p>I can use body percussion, instruments and voices. In the key centres of: C major, G major and A minor.            I can find and keep a steady beat.            I can copy back simple rhythmic patterns using long and short.            I can copy back simple melodic patterns using high and low.            I can complete vocal warm-ups with a copy back option to use Solfa.            I can sing short phrases independently.</p>
<p>Listening: respond/analyse I know how to describe and respond to music that I listen to.</p>	<p>I can mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.            I can walk in time to the beat of a piece of music.            I can identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.            I can move and dance with the music confidently.            I can talk about how the music makes me feel.            I can find different steady beats.</p>

	<p>I can describe tempo as fast or slow. Describe dynamics as loud or quiet.</p> <p>I can join in sections of the song, eg call and response.</p> <p>I can start to talk about the style of a piece of music.</p> <p>I can recognise some band and orchestral instruments.</p> <p>I start to talk about where music might fit into the world.</p>
<p>Singing</p> <p>I know how to sing</p>	<p>I can sing as part of a choir.</p> <p>I can demonstrate good singing posture.</p> <p>I can sing songs from memory and/or from notation.</p> <p>I can sing to communicate the meaning of the words.</p> <p>I can sing in unison and sometimes in parts, and with more pitching accuracy.</p> <p>I can understand and follow the leader or conductor.</p> <p>I can add actions to a song. Move confidently to a steady beat.</p> <p>I can talk about feelings created by the music/song.</p> <p>I can recognise some band and orchestral instruments.</p> <p>I can describe tempo as fast or slow. Join in sections of the song, eg chorus.</p> <p>I can begin to understand where the music fits in the world.</p> <p>I can begin to talk about and understand the style of the music.</p> <p>I know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</p>
<p>Notation</p> <p>I know how to represent music with symbols.</p> <p>I know some musical notation.</p>	<p>I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>I can explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of different sets of notes.</p> <p>I can identify hand signals as notation, and recognise music notation on a stave of five lines</p>
<p>Playing musical instruments</p> <p>I am beginning to know how to play tuned percussion.</p>	<p>I can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p>
<p>Creating: improvising</p> <p>I know how to improvise</p>	<p>I can explore improvisation within a major scale using a range of notes.</p> <p>I can work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>
<p>Creating: composing.</p> <p>I know some different ways to compose.</p>	<p>I can explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p>

	<p>I can use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>I can create a story, choosing and playing classroom instruments.</p> <p>I can create and perform my own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>I can use music technology, if available, to capture, change and combine sounds.</p> <p>I can use notation if appropriate: Create a simple melody using crotchets and minims and a range of different notes.</p>	
<p>Performing</p> <p>I know how to perform and how to improve a performance.</p>	<p>I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>I can decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>I can talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it</p>	
<p>VOCAB: Keyboard, drums, bass, electric guitar, saxophone, trumpet, percussion, pulse, rhythm, pitch, tempo, dynamics, notation, stave, crotchet, quaver, minim, semibreve, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, glockenspiel.</p>		
<p><b>Musical Genres: Gospel, 20<sup>th</sup> Century Orchestral, pop, jazz, rock, kwela, marching band, film music, calypso, funk, reggae</b></p>		
<p>Helpful resources and web links:</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces">https://www.bbc.co.uk/teach/ten-pieces</a></p> <p><a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a></p> <p><a href="http://www.charanga.com">www.charanga.com</a></p>	<p><b>Pupils Not Meeting Target</b></p>	<p><b>Actions to address...</b></p>

<p><b>Key Stage 2</b></p>
<p><b>NATIONAL CURRICULUM</b></p> <p><b>Key stage 2</b></p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>

- 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

INTENT

Substantive Content Knowledge (I know therefore...) Component Knowledge	Disciplinary Knowledge Skills (...I can) Composite tasks
Musicianship: understanding music I know about the different elements of music.	<p>I can use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>I can find and keep a steady beat.</p> <p>I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>I can copy back and improvise simple melodic patterns using the notes:</p>
Listening: respond/analyse I know how to describe and analyse music.	<p>I can share my thoughts and feelings about the music together.</p> <p>I can find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>I can invent different actions to move in time with the music.</p> <p>I can talk about what the song or piece of music means.</p> <p>I can identify some instruments I can hear playing. Identify if it's a male or female voice singing the song.</p> <p>I can talk about the style of the music.</p>
Singing I know how to sing and improve my singing	<p>I can sing as part of a choir.</p> <p>I can sing a widening range of unison songs, of varying styles and structures.</p> <p>I can demonstrate good singing posture.</p> <p>I can perform actions confidently and in time to a range of action songs.</p> <p>I can sing songs from memory and/or from notation.</p> <p>I can sing with awareness of following the beat.</p> <p>I can sing with attention to clear diction.</p> <p>I can sing expressively, with attention to the meaning of the words.</p> <p>I can sing in unison. Understand and follow the leader or conductor. Copy back simple melodic phrases using the voice.</p>



<p>Notation</p> <p>I know how to identify some musical notation</p>	<p>I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>I can explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of notes.</p> <p>I can read and respond to semibreves, minims, crotchets and paired quavers.</p> <p>I can identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave.</p> <p>I can identify and understand the differences between crotchets and paired quavers.</p> <p>I can apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>
<p>Playing instruments</p> <p>I know how to play a tuned instrument.</p>	<p>I can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</p> <p>I can develop playing tuned percussion or a melodic instrument.</p>
<p>Creating: improvising</p> <p>I know how to improvise</p>	<p>I can explore improvisation within a major scale using different notes.</p> <p>I can become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p>
<p>Creating: composition</p> <p>I know how to compose music in different ways.</p>	<p>I can create music and/or sound effects in response to music and video stimulus.</p> <p>I use music technology, if available, to capture, change and combine sounds.</p> <p>I can compose over a simple chord progression. Compose over a simple groove. Compose over a drone.</p> <p>I can start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>I can use simple dynamics.</p> <p>I can compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>I can create a simple melody using crotchets, minims and perhaps paired quavers.</p>
<p>Performing</p> <p>I know how to perform well.</p> <p>I know how to evaluate and improve a performance.</p>	<p>I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>I can play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>I can include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>I can talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p>
<p>Vocab: Structure, intro/introduction, verse, chorus, improvise, major, minor, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, percussion, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, pentatonic scale, imagination, crotchet, quaver, minim, stave, treble clef, time signature,</p> <p>Musical Genres: Country, baroque, pop, disco, jazz, film music, folk, soul, rock gospel, musicals, 20<sup>th</sup> century orchestral, hip hop</p>	

<p>Helpful resources and web links:  <a href="https://www.bbc.co.uk/teach/ten-pieces">https://www.bbc.co.uk/teach/ten-pieces</a>  <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a>  <a href="http://www.charanga.com">www.charanga.com</a></p>	<p>Pupils Not Meeting Target</p>	<p>Actions to address...</p>
<p>Year 4</p>		
<p><b>INTENT</b></p>		
<p><b>Substantive Content Knowledge (I know therefore...) Component Knowledge</b></p>	<p><b>Disciplinary Knowledge Skills (...I can) Composite tasks</b></p>	
<p>Musicianship: understanding music  I know different elements of music</p>	<p>I can create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.  I can perhaps perform in smaller groups, as well as the whole class.  I can perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.  I can perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.  I can explain why the song was chosen, including its composer and the historical and cultural context of the song. A student leads part of the rehearsal and part of the performance.  I can record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.  I can discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different</p>	
<p>Listening:  I know how a song is constructed. I know about different styles and themes of music.</p>	<p>I can talk about the words of a song and think about why the song or piece of music was written.  I can find and demonstrate the steady beat.  I can identify 2/4, 3/4, and 4/4 metre.  I can identify the tempo as fast, slow or steady.  I can recognise the style of music I am listening to.  I can discuss the structures of songs.  I can identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music  I can explain what a main theme is and identify when it is repeated.  I understand what a musical introduction is and its purpose.</p>	

	<p>I can recall by ear memorable phrases heard in the music.</p> <p>I can identify major and minor tonality.</p> <p>I can recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>I can describe legato and staccato.</p> <p>I recognise a range of styles and any important musical features that distinguish the style. (see genres below)</p>
<p>Singing</p> <p>I know how to improve my singing</p>	<p>I can rehearse and learn songs from memory and/or with notation.</p> <p>I can sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>I can sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>I can demonstrate good singing posture.</p> <p>I can demonstrate vowel sounds, blended sounds and consonants.</p> <p>I can sing 'on pitch' and 'in time'.</p> <p>I can sing expressively, with attention to breathing and phrasing.</p> <p>I can sing expressively, with attention to staccato and legato.</p> <p>I can talk about the different styles of singing used for different styles of song.</p> <p>I can talk about how the songs and their styles connect to the world.</p>
<p>Notation</p> <p>I know how to represent notes in different ways.</p>	<p>I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>I can explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of different sets of notes.</p> <p>I can read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>I can identify: • Stave • Treble clef • Time signature</p> <p>I can identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>I can read and perform pitch notation within a range.</p> <p>I can follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>
<p>Playing instruments</p> <p>I know how to play a melodic instrument.</p>	<p>I can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</p>
<p>Creating: improvising</p> <p>I know how to improvise</p>	<p>I can explore improvisation within a major scale using a range of notes.</p> <p>I can improvise on a limited range of pitches on the instrument I am learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression. Improvise over a groove.</p>

<p>Creating: composing I know different elements of composition.</p>	<p>I can combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. I can compose over a simple chord progression. I can compose over a groove. I can create music in response to music and video stimulus. I use music technology, if available, to capture, change and combine sounds. I start to use simple structures within compositions, eg introduction, verse, chorus or AB form. I use simple dynamics. I can compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. I can create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale.</p>	
<p>Performing I know how to perform well and how to evaluate and improve a performance.</p>	<p>I can rehearse and enjoy the opportunity to share what has been learned in the lessons. I can perform, with confidence, a song from memory or using notation. I can play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. I can explain why the song was chosen, including its composer and the historical and cultural context of the song. I can communicate the meaning of the words and articulate them clearly. I can use the structure of the song to communicate its mood and meaning in the performance. I can talk about what the rehearsal and performance has taught me. I understand how the individual fits within the larger group ensemble. I can reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different</p>	
<p>VOCAB &amp; Musical genres: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>		
<p>Musical genres: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>		
<p><b>Helpful resources and web links:</b> <a href="https://www.bbc.co.uk/teach/ten-pieces">https://www.bbc.co.uk/teach/ten-pieces</a> <a href="https://musiclab.chromeexperiments.com">https://musiclab.chromeexperiments.com</a> <a href="http://www.charanga.com">www.charanga.com</a></p>	<p><b>Pupils Not Meeting Target</b></p>	<p><b>Actions to address...</b></p>

Year 5

INTENT

Substantive Content Knowledge (I know therefore...) Component Knowledge	Disciplinary Knowledge Skills (...I can) Composite tasks
<p>Musicianship: Understanding music I know how to use body percussion, instruments and voices. I know a range of musical terms to describe what is happening in the music.</p>	<p>I can use a range of major and minor keys. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. I can find and keep a steady beat. I can listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. I can copy back melodic patterns using a range of sets of notes.</p>
<p>Listening: response and analysis I know how music can make you feel.  I know how different musical elements can change the way it sound, the style and the mood.</p>	<p>I can talk about feelings created by the music. I can justify a personal opinion with reference to Musical Elements. I can find and demonstrate the steady beat. I can identify 2/4, 3/4, 6/8 and 5/4 metre. I can identify the musical style of a song or piece of music. I can identify instruments by ear and through a range of media. I can discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. I can recall by ear memorable phrases heard in the music. I can identify major and minor tonality. I can recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. I can explain the role of a main theme in musical structure. I can understand what a musical introduction is and its purpose. I can explain rapping. I can recognise the certain styles and any key musical features that distinguish the style. (see music genres below)</p>
<p>Singing I know different elements of singing and how to improve my singing.</p>	<p>I can rehearse and learn songs from memory and/or with notation. I can sing in 2/4, 3/4, 4/4 and 6/8 time. I can sing in unison and parts, and as part of a smaller group. I can sing 'on pitch' and 'in time'. I can sing a second part in a song. I can self-correct if lost or out of time.</p>

	<p>I can sing expressively, with attention to breathing and phrasing.</p> <p>I can sing expressively, with attention to dynamics and articulation.</p> <p>I can develop confidence as a soloist.</p> <p>I can talk about the different styles of singing used for different styles of song.</p> <p>I can talk confidently about how connected I feel to the music and how it connects in the world.</p> <p>I can respond to a leader or conductor.</p>
<p>Notation</p> <p>I know the names of different notes and what they represent.</p>	<p>I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>I can explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of different sets of notes.</p> <p>I can identify: • Stave • Treble clef • Time signature</p> <p>I can read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>I can recognise how notes are grouped when notated.</p> <p>I can identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p> <p>I can further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>I can understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>I can read and perform pitch notation within an octave (eg C–C'/do–do).</p>
<p>Playing instruments</p> <p>I know how to play an instrument</p>	<p>I can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in in different major and minor keys.</p> <p>I can play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</p>
<p>Creating: improvising</p> <p>I know different ways to improvise.</p>	<p>I can explore improvisation within a major scale, using a range of notes.</p> <p>I can improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>I can experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>
<p>Creating: composing</p> <p>I know about the different musical elements in composition.</p>	<p>I can create music in response to music and video stimulus.</p> <p>I can use music technology, if available, to capture, change and combine sounds.</p> <p>I can start to use structures within compositions, eg introduction, multiple verse and chorus sections.</p> <p>I can start to use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>I can use simple dynamics.</p> <p>I can use rhythmic variety.</p>

	<p>I can compose song accompaniments, perhaps using basic chords.</p> <p>I can use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>I can use full scales in different keys.</p> <p>I can start to understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.</p> <p>I can create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>I can use a pentatonic and a full scale.</p> <p>I can use major and minor tonality with a range of notes.</p>	
<p>Performance</p> <p>I know what is required for a good performance.</p> <p>I know how to evaluate and improve a performance.</p>	<p>I can create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</p> <p>I can perhaps perform in smaller groups, as well as the whole class.</p> <p>I can perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</p> <p>I can perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>I can explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>I can lead part of the rehearsal and part of the performance.</p> <p>I can record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>I can discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different.</p>	
<p><b>VOCAB:</b> style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p> <p>Musical genres: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>		
<p>Helpful resources and web links:</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces">https://www.bbc.co.uk/teach/ten-pieces</a></p> <p><a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a></p> <p><a href="http://www.charanga.com">www.charanga.com</a></p>	<p>Pupils Not Meeting Targets</p>	<p>Actions to be address.</p>
<p>Year 6</p>		
<p>INTENT</p>		
<p>Substantive Content Knowledge (I know therefore...)</p>	<p>Disciplinary Knowledge Skills (...I can)</p> <p>Composite tasks</p>	

Component Knowledge	
<p><b>Musicianship: Understanding Music</b>            I know how to use body percussion, instruments and my voice.            I know there are different keys in songs.            I know there are different time signatures and how they sound.            I know different rhythmic patterns and how they are constructed.</p>	<p>I can use body percussion, instruments and voices.            I can recognise the difference between a major and minor key.            I can recognise time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.            I can find and keep a steady beat.            I can listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.            I can copy back melodic patterns using different sets of notes.</p>
<p><b>Listening: Respond/Analyse</b>            I know music can create different moods and feelings.             I know how different musical elements change the way music can sound.</p>	<p>I can talk about feelings created by the music.            I can justify a personal opinion with reference to Musical Elements.            I can identify 2/4, 4/4, 3/4, 6/8 and 5/4.            I can identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.            I can identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.            I can discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.            I can recall by ear memorable phrases heard in the music.            I can identify major and minor tonality, and some chords.            I can explain the role of a main theme in musical structure.            Know and understand what a musical introduction and outro is, and its purpose.            I can identify different music genres listed in the vocab section.            I can recognise a range of musical styles and any key musical features that distinguish the style.</p>
<p><b>Singing</b>            I know how to sing a variety of songs from memory or with notation.</p>	<p>I can rehearse and learn songs from memory and/or with notation.            I can sing a broad range of songs as part of a choir, including syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.            I can sing in parts where appropriate. I can sing in 2/4, 4/4, 3/4, 5/4 and 6/8.            I can sing with and without an accompaniment.            I can sing syncopated melodic patterns.            I can demonstrate and maintain good posture and breath control whilst singing.            I can sing expressively, with attention to breathing and phrasing, with attention to dynamics and articulation.            I can talk about the different styles of singing used for the different styles of songs sung in this year.            I can discuss with others how connected I am to the music and songs, and how the songs and styles are connected to the world.</p>



<p><b>Notation</b> I know how different notes are represented in music.</p>	<p>I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>I can explore standard notation, using dotted semibreves, dotted minims, minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of different notes.</p> <p>I can identify: • Stave • Treble clef • Time signature</p> <p>I can read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>I can recognise how notes are grouped when notated. I can identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p>
<p><b>Playing Instruments</b> I know how to play tuned percussion using different musical elements.</p>	<p>I can rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of different major and minor keys.</p> <p>I can play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>
<p><b>Creating: improvising</b> I know how to improvise using different musical elements.</p>	<p>I can explore improvisation within a major scale, using the notes: a range of different notes.</p> <p>I can improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p>
<p><b>Creating: composing</b> I know how to use a range of musical elements to compose a short melodic phrase.</p> <p>I am starting to explore how to compose elements of a whole song.</p>	<p>I can plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. I can play this melody on available tuned percussion and/or orchestral instruments.</p> <p>I can notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.</p> <p>I can start to create a simple chord progression.</p> <p>I can use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>I can create music in response to music and video stimulus.</p> <p>I can use music technology, if available, to capture, change and combine sounds.</p> <p>I can start to use structures within compositions, eg introduction, multiple verse and chorus sections.</p> <p>I can use simple dynamics and rhythmic variety.</p> <p>I can compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>I can use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: starting and ending on the same note.</p>
<p><b>Performing</b> I know what is involved in a good performance.</p>	<p>I can create, rehearse and present a holistic performance for a specific event, for an unknown audience. I can perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>I can create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical</p>

	<p>contexts.</p> <p>I can perform from memory or with notation.</p> <p>I can understand the value of choreographing any aspect of a performance. I can understand the importance of the performing space and how to use it.</p> <p>I can record the performance and compare it to a previous performance.</p> <p>I can collect feedback from the audience and reflect how the audience believed in the performance.</p> <p>I can discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>	
<p><b>VOCAB:</b> style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, groove, hook, riff, solo, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, civil rights, gender equality, unison, harmony.</p>		
<p><b>Musical genres:</b> Gospel, Rock band, symphony orchestra and A Cappella groups, 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz, blues Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>		
<p><b>Helpful resources and web links:</b></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces">https://www.bbc.co.uk/teach/ten-pieces</a></p> <p><a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a></p> <p><a href="http://www.charanga.com">www.charanga.com</a></p>	<p><b>Pupils Not Meeting Target</b></p>	<p><b>Actions to address...</b></p>