

Music Intent, Implementation and Impact

Vision: Our community is inspired by our Christian Values to enable all to flourish in mind, body, heart and spirit.

Intent

All areas of our curriculum are underpinned by our Gospel values, and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills progress as you move through the school. Knowledge is communicated to ensure coverage of the National curriculum and it is through this knowledge that children apply their skills.

Children at St Giles' and St George's leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set of Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences which will have raised their aspirations and given them a thirst for wisdom and knowledge. Music is a powerful tool that can bring children together and develop their self-esteem and confidence. The intention of the St Giles' and St George's Music learning journey is to nurture this tool, so that children feel that they are musical and develop a life-long love of music.

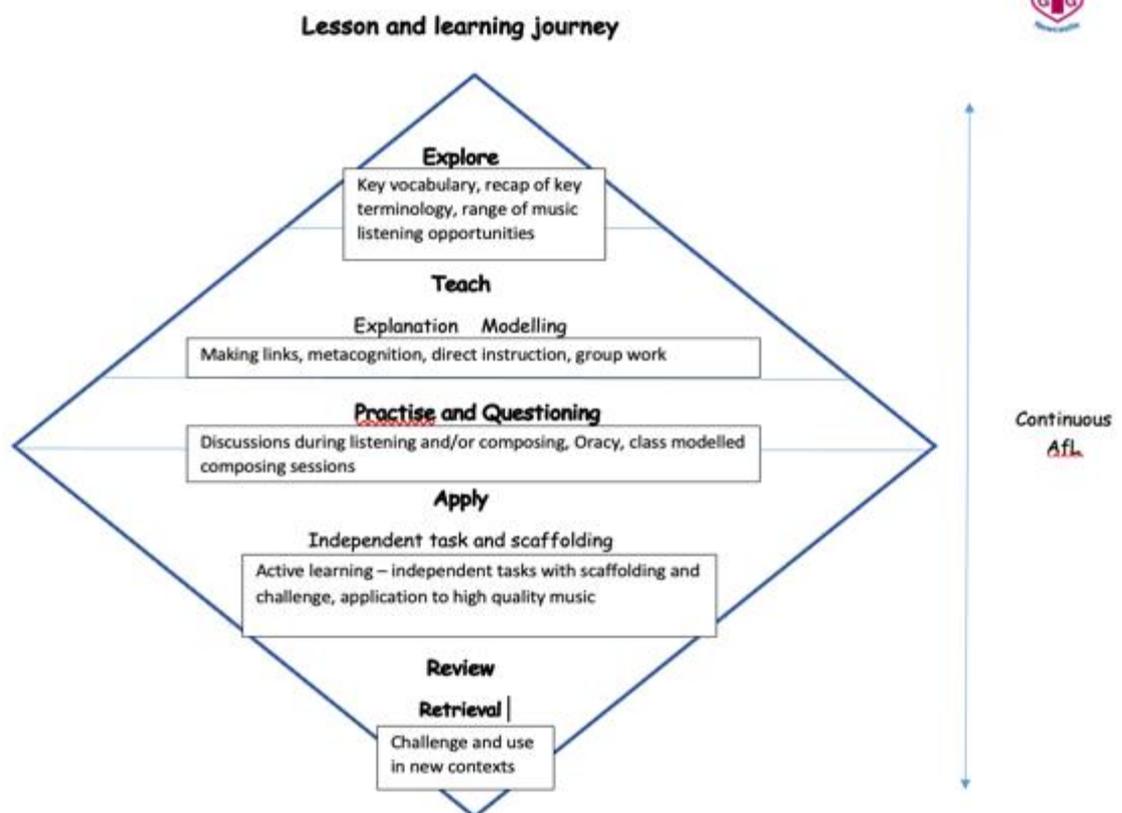
We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers and listeners. Our learning journey introduces children to real life musical experiences from around the world and across the generations.



Implementation

St Giles' and St George's Music Learning Journey takes an holistic approach to music, the individual strands below are woven together to create an engaging and enriching learning experience.

- Listening and Evaluating
 - Creating sounds
 - Notation
- Improvising and composing
- Performing – Singing and Playing



Over the course of the journey children will be taught to sing fluently and expressively, play tuned and untuned instruments accurately and with control. They will learn to recognise and name pitch, duration, tempo, timbre, structure, texture and dynamics whilst using them in their own improvisations and compositions. A spiral curriculum model is followed where previous skills and knowledge are revisited and built upon.

Music is taught for 45 mins each week or 1hr 30 mins every two weeks depending on the unit and year group being taught. Each new unit of learning is introduced through a knowledge catcher which summarises previous knowledge and skills shared by the children. Children are then introduced to the key knowledge which will be shared during the unit in the form of a knowledge organiser. The knowledge organiser will be shared at the start and end of each lesson with key knowledge for each lesson highlighted. During the lesson activities are scaffolded where appropriate and assessment and feedback will focus on misconceptions and next steps for learning. At the end of each unit of learning children will complete an end of unit assessment which will feed into future planning.

In music, work is recorded and saved onto the Music TEAMS channel in year group folders for monitoring and sharing purposes. We also use floor books to allow for musical expression and pupil voice.

Following the *Model Music Curriculum guidance (DfE 2021)* St Giles' and St George's Music learning journey has an instrumental scheme of work which is taught in Year 4, this allows whole-class instrumental teaching and supports staff to deliver this using tuned percussion.

The school also raises the profile of music across the school through opportunities to join the school choir, school recorder group and peripatetic music lessons. All children in KS2 are offered the opportunity to learn a musical instrument with funding made available for all Pupil Premium and LAC. The school regularly takes part in Staffordshire Choir and Recorder festivals as well as local worship, fundraising and joint school music activities.

EYFS

Music is taught as part of the Expressive Art and Design area of the EYFS learning and development. Children in EYFS have a Music lesson once per week, following the units on the yearly overview. Where appropriate, lessons and unit will take the same form as the rest of the school: explore, teach, practise, apply and review. Children will also have the opportunity to practise and develop their music skills in the enhanced and child-initiated continuous provision. Evidence of Music lessons and other supporting evidence can be found on Evidence Me linked to the appropriate statements and ELG.



Reception Theme Subject Journey



Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

Practise

Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none">• 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.
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Impact

In addition to the outcomes shown on our curriculum tree the specific musical impact of the St Giles' and St George's Music Learning Journey is that children will:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- ✓ Understand the ways in which music can be written down to support performing and composing activities.
- ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- ✓ Meet the end of key stage expectations outlined in the National curriculum for Music.

Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. Summative assessment is completed for each child at the end of each unit of teaching using the assessment framework at the end of this documents. A best fit approach to statements achieved results in an end of year summative grade.

Our music Curriculum is based on a spiral curriculum and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Monitoring with our subject music link governor.
- Annual reporting and tracking of standards across the curriculum.
- Photo and video evidence of the pupils practical learning (saved onto Teams).
- Floor books
- Use of the assessment tools provided within the Kapow scheme.
- Dedicated music leader time.

The impact of our music curriculum is also measured in the uptake of our music after school clubs and uptake of additional music 1:1 teaching.

Adaptive Teaching Strategies

In our Music Lessons we cater for our SEN children using the

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> • Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks/phonic maps • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Allow extra time 	<ul style="list-style-type: none"> • Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time) 	<ul style="list-style-type: none"> • Brain and movement breaks • Calmbrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies 	<ul style="list-style-type: none"> • Own learning space (workstation) • Brain breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc) • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards

Our Gospel Values

EYFS

Loving and Compassionate

What do we love about our world?

Grateful and Generous

Who are the people who help us?

Curious and Active

How can everyday people be a superhero?

Faith- filled and Hopeful

Which wonderful places in the world do you hope to visit?

KS1

Loving and Compassionate

What are some of our favourite things that we love?

Curious and Active

How do the dynamics of a piece change its meaning?

Intentional and Prophetic

How is music used in religious celebrations to share the message?

Learned and Wise

What makes me special?

Faith- filled and Hopeful

When have you experienced moments of wonder?

LKS2

Learned and Wise

What is the purpose of the Earth?

Intentional and Prophetic

How can music be used to share God's message?

Curious and Active

How does adapting motifs change the meaning of the music?

Faith- filled and Hopeful

How can singing make the world a better place?

Loving and Compassionate

How can we share feedback in a compassionate way?

Attentive and Discerning

What is the difference between hearing and listening?

UKS2

Faith-filled and hopeful

What do you hope for your future beyond primary school?

Curious and Active

Why do you like certain types of music?

Learned and Wise

What would it be like without seasons?

Loving and Compassionate – How can we share emotions through music?

Attentive and Discerning

What is the point of being creative?

Intentional and Prophetic

Would you break the law to save a loved one?

Music Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Continuous provision based around firm foundations phonics	Exploring Sound	Celebration Music (Diwali, Christmas, Hanukah)	Music and movement (Scarves)	Musical stories/ Traditional stories	Big Band <i>What makes you afraid?</i> 
KS1 A	Keeping the Pulse (My favourite things) <i>Who am I?</i> 	Tempo: Snail & Mouse	Pitch (Musical Me)	Instruments (Musical story telling)	Singing: On this Island	Pitch and Tempo (Superheroes)
KS1 B	Dynamics (seaside)	Musical Symbols (Under the sea)	Call and response (Animals) <i>Why do we care for animals?</i> 	Contrasting Dynamics (Space) <i>When have you experienced moments of wonder?</i> 	Sound Patterns (Fairy Tales) <i>Is there such thing as an angel?</i> 	Structure (Myths and Legends) <i>Is it ok to sometimes to give up?</i>  Pitch (Musical Me)
LKS2 A	<i>Recorders</i> South Africa <i>What is the purpose of the Earth?</i> 	<i>Recorders</i> Developing Singing Technique (Vikings)	Pentatonic Melodies and composition (Chinese New Year)	Haiku, music and performance (Hanami festival)	Jazz <i>What is the difference between hearing and listening?</i> 	Adapting and transposing motifs (Ancient Egypt)

LKS2 B	Creating a composition in response to an animation (mountains)	Rock and Roll	Ballads	Body and Tuned percussion (Rainforests)	Changes in pitch, tempo and dynamics (Rivers)	Samba and Carnival sounds and instruments (South America)
UKS2 A	Ukuleles Film Music	Ukuleles Composition Notation (Theme: Ancient Egypt)	Musical Theatre What would it be like without seasons? 	Theme and Variations (Pop Art) Why do you like certain types of music? 	South and West Africa	Composing and performing a Leavers song (Pop Music)
UKS2 B	Ukuleles Songs of WW2 Would you break the law to save a loved one? 	Ukuleles Blues	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Composition to represent the festival of colour (Holi Festival)	Looping and Remixing What is the point of being creative? 	Composing and performing a Leavers song (Pop Music)

Purple indicates the whole class instrumental programme as recommended by the DfE Model music



National Curriculum Links

	Listening and evaluating	Elements of music	Notation	Improvising and Composing	Performing
KS1	<p>Listen with concentration and understanding to a range of high-quality live and recorded Music.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Create their own songs or improvise a song around one they know.</p>	<p>Play tuned and untuned instruments musically.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>
KS2	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		<p>Develop an understanding of the history of music.</p> <p>Use and understand staff and other musical notations</p>	<p>Improvise and compose music for a range of purposes. using the inter-related dimensions of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>

Listening and Evaluation

	KS1	LKS2	UKS2
Listening and responding to music	Describe music and sounds in simple terms using basic musical vocabulary.	Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.	Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence)
Analysing	To identify some common instruments when listening to music.	To identify common features of musical genres.	To discuss musical eras, identifying how they have influenced each other.
Evaluating	To state what they enjoyed about a peers' performance.	To use musical vocabulary when discussing improvements to their own and other's work.	To use musical vocabulary correctly when describing and evaluating the features of a piece of music.
Cultural and historical awareness of music	To listen to music from a wide variety of cultures and periods of time.	To understand that music from different times, and parts of the world, has different features.	To confidently discuss the stylistic features of different genres, styles and traditions of music.

Elements of Music

	KS1	LKS2	UKS2
Interrelated Dimensions of music	Dynamics, rhythm, pitch, tempo	Dynamics, rhythm, pitch, tempo, timbre, structure	Dynamics, pitch, tempo, timbre, structure, texture, duration
Genre/Style	Musical storytelling Folk songs Fairytale Space Myths and Legends	Ballads Jazz Samba and Carnival Chinese New Year	Blues Musical Theatre Film War songs

Notation

	KS1	LKS2	UKS2
Understanding notation	<p>To recognise pitch patterns using dots and pictures.</p> <p>To know that notation is read from left to right.</p>	<p>To understand how notes are represented in graphic notation.</p>	<p>To understand how notes are represented in 'staff' notation.</p>
Representing pitch and rhythm	<p>To know that pictorial representations can show higher and lower sounds.</p> <p>To develop an awareness of how of how marks can show single beats and rests.</p>	<p>To use a graphic notation to record music.</p> <p>To perform from basic staff notation.</p>	<p>To use staff notation to record music.</p> <p>To perform with accuracy and fluency from staff notation including sharps and flats.</p>

Improvising and Composing

	KS1	LKS2	UKS2
Stimulus and purpose	To create a sound response to a variety of stimuli (nature, artwork, story).	To compose a piece of music, in a given style, with voices, bodies and instruments.	To compose a piece of music in a chosen style, with voices, bodies and instruments.
Improvising	To improvise simple question and answer phrases, using body percussion and voices.	To improvise in a given style using voices and untuned percussion.	To improvise in a chosen style using a range of instruments.
Creating and selecting sounds	To create short sequences of sounds, with voice or an instrument. To adapt rhythmic patterns by changing dynamics, tempo or instrument.	To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.	To develop melodies, for a range of purposes using all the interrelated dimensions of music.
Sequencing	To play and combine sounds under the direction of a leader (the teacher). To work collaboratively to combine sounds either playing together or taking turns.	To compose a piece with a simple structure (binary and ternary verse/ chorus).	To compose a piece with a more complex structure (introduction/ outro, twelve bar blues).

Performing

	KS1	LKS2	UKS2
Awareness of music	<p>To sing songs in unison.</p> <p>To begin to play a basic melody on tuned percussion.</p> <p>To clap and perform simple rhythms on untuned percussion.</p> <p>To use dynamics within performances.</p>	<p>To sing songs with more than one part (e.g. round).</p> <p>To play a melody on an instrument that they have been taught.</p> <p>To manage changes of tempo in a performance.</p>	<p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To play a simple chord progression.</p> <p>To perform using all of the inter-related dimensions of music they have been taught.</p>
Awareness of self and others	<p>To keep instruments still until their part in a performance.</p> <p>To follow a leader to start and end a piece appropriately.</p>	<p>To perform actively as part of a group whilst keeping time.</p> <p>To follow a leader's gestures for dynamics.</p>	<p>To maintain their part when playing as part of a group.</p> <p>To follow a leader's gestures for changes in dynamics and tempo.</p>

Topic Overviews for Planning and Assessment

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle A Keeping the Pulse - My Favourite Things  Who am I?		
<p>To sing a range of well-known nursery rhymes and songs.</p> <p>To perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music.</p>	<p>To clap and perform simple rhythms on untuned percussion.</p> <p>To adapt rhythmic patterns by changing dynamics, tempo or instrument.</p> <p>To sing songs in unison.</p> <p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To develop an awareness of how of how marks can show single beats and rests.</p>	<p>To sing songs with more than one part (e.g. round).</p> <p>To play a melody on an instrument that they have been taught.</p> <p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p>
Key Vocabulary		
Singing voice	Pulse, fast, slow, speaking voice, thinking voice	Round, harmony
Instruments		
Claves, woodblocks, triangles, drums, tambourines		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle A Tempo - Snail and Mouse		
To sing a range of well-known nursery rhymes and songs.	<p>To clap and perform simple rhythms on untuned percussion.</p> <p>To adapt rhythmic patterns by changing dynamics, tempo or instrument.</p> <p>To sing songs in unison.</p> <p>To develop an awareness of how of how marks can show single beats and rests.</p> <p>To follow a leader to start and end a piece appropriately.</p>	<p>To sing songs with more than one part (e.g. round).</p> <p>To play a melody on an instrument that they have been taught.</p> <p>To follow a leader's gestures for changes in dynamics and tempo.</p>
Key Vocabulary		
Singing voice, slow	Beat, tempo, pattern, warm up, unison, single beat, rest	Round, harmony, melody
Instruments		
Voice and body percussion, shakers & claves		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle A Pitch - Musical Me		
<p>Sing a range of well-known nursery rhymes and songs.</p> <p>To perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music.</p>	<p>To recognise pitch patterns using dots and pictures.</p> <p>To know that notation is read from left to right.</p> <p>To know that pictorial representations can show higher and lower sounds.</p> <p>To sing songs in unison.</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To adapt rhythmic patterns by changing dynamics, tempo or instrument.</p>	<p>To use a graphic notation to record music.</p> <p>To sing songs with more than one part (e.g. round).</p> <p>To play a melody on an instrument that they have been taught.</p> <p>To follow a leader's gestures for changes in dynamics and tempo.</p>
Key Vocabulary		
<p>Low, high</p>	<p>Dot, musical sentence, notation, phrase, pitch, pitch pattern, stave</p>	<p>Graphic notation</p>
Instruments		
<p><i>Glockenspiels</i></p>		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle A Instruments - Musical Storytelling		
To perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music.	<p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To adapt rhythmic patterns by changing dynamics, tempo or instrument.</p> <p>To play and combine sounds under the direction of a leader (the teacher).</p> <p>To work collaboratively to combine sounds either playing together or taking turns.</p>	<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p>
Key Vocabulary		
Stories	Loud, quiet, dynamics, encore, instrumental sound, sound effect, tempo, orchestra	Binary, ternary, verse, chorus,
Instruments		
Claves, woodblock, triangle, drum, castanets		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle A Singing - On this Island		
<p>To sing a range of well-known nursery rhymes and songs.</p> <p>To perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music.</p>	<p>To sing songs in unison.</p> <p>To know that notation is read from left to right.</p> <p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To work collaboratively to combine sounds either playing together or taking turns.</p> <p>To keep instruments still until their part in a performance.</p> <p>To create short sequences of sounds, with voice or an instrument.</p>	<p>To sing songs with more than one part (e.g. round).</p> <p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p>
Key Vocabulary		
Loud, quiet	Composer, composition, dynamics, inspiration, pitch	Structure, binary, ternary
Instruments		
Voice		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle A Pitch and Tempo - Superheroes		
<p>To sing a range of well-known nursery rhymes and songs.</p>	<p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To play and combine sounds under the direction of a leader (the teacher).</p> <p>To recognise pitch patterns using dots and pictures.</p> <p>To follow a leader to start and end a piece appropriately.</p>	<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p> <p>To understand how notes are represented in graphic notation.</p> <p>To follow a leader's gestures for dynamics.</p>
Key Vocabulary		
<p>High, low</p>	<p>Pitch pattern, soundscape, performance, pitch, tempo</p>	<p>Graphic notation</p>
Instruments		
<p>Glockenspiel</p>		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle B Dynamics - seaside		
<p>Sing a range of well-known nursery rhymes and songs.</p>	<p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To play and combine sounds under the direction of a leader (the teacher).</p> <p>To know that notation is read from left to right.</p> <p>To follow a leader to start and end a piece appropriately.</p>	<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p> <p>To understand how notes are represented in graphic notation.</p> <p>To follow a leader's gestures for dynamics.</p>
Key Vocabulary		
<p>Singing voice, loud, quiet</p>	<p>Instrument, dynamics, seaside, soundscape, symbol, volume</p>	<p>Structure, graphic notation, melodies, binary</p>
Instruments		
<p>Body, voice and range of percussion</p>		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle B Musical Symbols - Under the sea		
To perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music.	<p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To play and combine sounds under the direction of a leader (the teacher).</p> <p>To recognise pitch patterns using dots and pictures.</p> <p>To follow a leader to start and end a piece appropriately.</p>	<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p> <p>To understand how notes are represented in graphic notation.</p> <p>To follow a leader's gestures for dynamics.</p>
Key Vocabulary		
	Pitch, dynamics, rest, sound pattern, tempo	Graphic notation, gesture
Instruments		
Glockenspiels, chime bars, triangles		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
<p>KS1 Cycle B</p>  <p>Call and Response - Animals</p> <p>Why do we care for animals?</p>		
<p>To perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music.</p>	<p>To improvise simple question and answer phrases, using body percussion and voices.</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To clap and perform simple rhythms on untuned percussion.</p> <p>To adapt rhythmic patterns by changing dynamics, tempo or instrument.</p> <p>To work collaboratively to combine sounds either playing together or taking turns.</p>	<p>To improvise in a given style using voices and untuned percussion.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p>
Key Vocabulary		
	Call and response, sound pattern, dynamics	Structure
Instruments		
Glockenspiels, chime bars, triangles		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
<p>KS1 Cycle B</p> <p>Contrasting Dynamics - Space</p> <p> When have you experienced moments of wonder?</p>		
<p>To perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music.</p>	<p>To use dynamics within performances.</p> <p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To play and combine sounds under the direction of a leader (the teacher).</p> <p>To recognise pitch patterns using dots and pictures.</p> <p>To follow a leader to start and end a piece appropriately.</p>	<p>To manage changes of tempo in a performance.</p> <p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p> <p>To understand how notes are represented in graphic notation.</p> <p>To follow a leader's gestures for dynamics.</p>
Key Vocabulary		
Fast, slow	Composer, dynamics, pitch pattern, planet, representation, soundscape, tempo	Crescendo, diminuendo, graphic notation
Instruments		
Glockenspiels, chime bars, triangles		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
 <p>KS1 Cycle B Sound Patterns - Fairy Tales <i>Is there such a thing as an angel?</i></p>		
<p>To sing a range of well-known nursery rhymes and songs.</p> <p>To perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music.</p>	<p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To play and combine sounds under the direction of a leader (the teacher).</p> <p>To keep instruments still until their part in a performance.</p> <p>To follow a leader to start and end a piece appropriately.</p>	<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To perform actively as part of a group whilst keeping time.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To follow a leader's gestures for dynamics.</p>
Key Vocabulary		
Voice	Character, sound pattern	Crescendo, diminuendo
Instruments		
Woodblocks, claves, drums, rainmakers, castanets, boomwhackers		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
<p>KS1 Cycle B</p>  <p>Structure - Myths and Legends</p> <p>Is it ok to sometimes to give up?</p>		
<p>To sing a range of well-known nursery rhymes and songs.</p> <p>To perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music.</p>	<p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To begin to play a basic melody on tuned percussion.</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To work collaboratively to combine sounds either playing together or taking turns.</p> <p>To keep instruments still until their part in a performance.</p> <p>To follow a leader to start and end a piece appropriately.</p>	<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To play a melody on an instrument that they have been taught.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p> <p>To perform actively as part of a group whilst keeping time.</p> <p>To follow a leader's gestures for dynamics.</p>
Key Vocabulary		
	<p>Legend, myth, composition, notation, rest, rhythm, structure, tempo, two half beats, one beat, pulse, rest</p>	<p>Binary, ternary</p>
Instruments		
<p>Woodblocks, claves, drums, rainmakers, castanets, boomwhackers</p>		

LKS2 Cycle A

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
<p>LKS2 Cycle A</p> <p> Recorders/ South Africa</p> <p>What is the purpose of Earth?</p>		
<p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To adapt rhythmic patterns by changing dynamics, tempo or instrument.</p>	<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To sing songs with more than one part (e.g. round).</p> <p>To perform from basic staff notation.</p> <p>To improvise in a given style using voices and untuned percussion.</p>	<p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To develop melodies, for a range of purposes using all the interrelated dimensions of music.</p> <p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To perform with accuracy and fluency from staff notation including sharps and flats.</p> <p>To improvise in a chosen style using a range of instruments.</p>
Key Vocabulary		
Tuned percussion, rhythm, rests, dynamics, compose	Crotchet, clef, staff notation, stave, ostinato, gumboot, minim, semibreve	Staff notation, key
Instruments		
Recorders		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle A Recorders / Developing Singing Technique - Vikings		
<p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To sing songs in unison.</p> <p>To know that notation is read from left to right.</p> <p>To work collaboratively to combine sounds either playing together or taking turns.</p>	<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To sing songs with more than one part (e.g. round).</p> <p>To perform from basic staff notation.</p> <p>To improvise in a given style using voices and untuned percussion.</p>	<p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To develop melodies, for a range of purposes using all the interrelated dimensions of music.</p> <p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To perform with accuracy and fluency from staff notation including sharps and flats.</p> <p>To improvise in a chosen style using a range of instruments.</p>
Key Vocabulary		
Beat, call and response, melody, rhythm, sound effects, composition, dynamics, pulse, tempo	Layer, minim, notation, quaver, body percussion, crotchet, duration, major key, minor key, stave, tune	Key change, staff notation, harmony
Instruments		
Recorders		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle A Pentatonic Melodies and Composition - Chinese New Year		
<p>To develop an awareness of how of how marks can show single beats and rests.</p> <p>To begin to play a basic melody on tuned percussion.</p> <p>To work collaboratively to combine sounds either playing together or taking turns.</p> <p>To keep instruments still until their part in a performance.</p>	<p>To perform from basic staff notation.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p> <p>To play a melody on an instrument that they have been taught.</p> <p>To perform actively as part of a group whilst keeping time.</p>	<p>To perform with accuracy and fluency from staff notation including sharps and flats.</p> <p>To compose a piece with a more complex structure.</p> <p>To maintain their part when playing as part of a group.</p>
Key Vocabulary		
Tempo, dynamics	Crescendo, timbre, duration, pentatonic scale, notation, graphic score, fluency, accuracy, control, expression	Major key, minor key, key signature, sharp, flats
Instruments		
Glockenspiels, chime bars, range of tuned & untuned percussion		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle A		
Haiku, music and performance - Hanami Festival		
<p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To adapt rhythmic patterns by changing dynamics, tempo or instrument.</p> <p>To play and combine sounds under the direction of a leader (the teacher).</p> <p>To begin to play a basic melody on tuned percussion.</p> <p>To keep instruments still until their part in a performance.</p>	<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To improvise in a given style using voices and untuned percussion.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p> <p>To play a melody on an instrument that they have been taught.</p> <p>To perform actively as part of a group whilst keeping time.</p>	<p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To develop melodies, for a range of purposes using all the interrelated dimensions of music.</p> <p>To compose a piece with a more complex structure.</p> <p>To play a simple chord progression.</p> <p>To maintain their part when playing as part of a group.</p>
Key Vocabulary		
Syllable, tempo, structure	Col legno, forte, glissando, haiku, pizzicato, sliding pitch, staccato, texture, timbre	Chords
Instruments		
Variety of tuned and untuned percussion, own instruments		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
 <p>LKS2 Cycle A Jazz What is the difference between hearing and listening?</p>		
<p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To sing songs in unison.</p> <p>To improvise simple question and answer phrases, using body percussion and voices.</p> <p>To begin to play a basic melody on tuned percussion.</p> <p>To know that pictorial representations can show higher and lower sounds.</p> <p>To develop an awareness of how of how marks can show single beats and rests.</p>	<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To sing songs with more than one part (e.g. round).</p> <p>To improvise in a given style using voices and untuned percussion.</p> <p>To play a melody on an instrument that they have been taught.</p> <p>To use a graphic notation to record music.</p> <p>To perform from basic staff notation.</p>	<p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To improvise in a chosen style using a range of instruments.</p> <p>To play a simple chord progression.</p> <p>To use staff notation to record music.</p> <p>To perform with accuracy and fluency from staff notation including sharps and flats.</p>
Key Vocabulary		
<p>Call and response, beat</p>	<p>Traditional jazz, improvisation, jazz, off-motif, ragtime, scat singing, straight quaver, strung quaver, swung rhythm, swing music, syncopation, tune</p>	
Instruments		
<p>Glockenspiels, boom whackers, chime bars, own instruments</p>		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle A Adapting and transposing motifs - Ancient Egypt		
<p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To improvise simple question and answer phrases, using body percussion and voices.</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To adapt rhythmic patterns by changing dynamics, tempo or instrument.</p> <p>To know that pictorial representations can show higher and lower sounds.</p>	<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To improvise in a given style using voices and untuned percussion.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To use a graphic notation to record music.</p>	<p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To improvise in a chosen style using a range of instruments.</p> <p>To develop melodies, for a range of purposes using all the interrelated dimensions of music.</p> <p>To use staff notation to record music.</p>
Key Vocabulary		
<p>Beat, pitch, tempo</p>	<p>Backing track, bass line, crotchet, dotted minim, flats, graphic notation, key signature, minim, motif, notation, ostinato, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, transpose</p>	
Instruments		
<p>Glockenspiels, chime bars, untuned percussion, own instruments</p>		

LKS2 Cycle B

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle B Recorders / Creating a composition in response to an animation - mountains  What is the purpose of Earth?		
<p>To know that notation is read from left to right.</p> <p>To know that pictorial representations can show higher and lower sounds.</p> <p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To keep instruments still until their part in a performance.</p>	<p>To understand how notes are represented in graphic notation.</p> <p>To use a graphic notation to record music.</p> <p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To perform actively as part of a group whilst keeping time.</p>	<p>To understand how notes are represented in 'staff' notation.</p> <p>To use staff notation to record music.</p> <p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To maintain their part when playing as part of a group.</p>
Key Vocabulary		
Compose, dynamics, notation, pitch, soundscape, tempo, tuned percussion, untuned percussion	Composition, ensemble, letter notation, melodic pattern, melody, timbre	
Instruments		
Glockenspiels, range of tuned & untuned percussion, tablets/ laptops		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle B Rock and Roll		
<p>To sing songs in unison.</p> <p>To begin to play a basic melody on tuned percussion.</p> <p>To keep instruments still until their part in a performance.</p> <p>To follow a leader to start and end a piece appropriately.</p>	<p>To sing songs with more than one part (e.g. round).</p> <p>To play a melody on an instrument that they have been taught.</p> <p>To perform actively as part of a group whilst keeping time.</p> <p>To follow a leader's gestures for dynamics.</p>	<p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To play a simple chord progression.</p> <p>To maintain their part when playing as part of a group.</p> <p>To follow a leader's gestures for changes in dynamics and tempo.</p>
Key Vocabulary		
Vocals	Bass line, flat notes, hand jive, in-time, in-tune, notation, rock and roll, sequence, sharp notes, verse, walking bass line	
Instruments		
Shakers, drums, tambourines, glockenspiels		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle B Ballads		
<p>To sing songs in unison.</p> <p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To keep instruments still until their part in a performance.</p> <p>To start and stop at the appropriate time under the guidance of a teacher.</p>	<p>To sing songs with more than one part (e.g. round).</p> <p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To perform actively as part of a group whilst keeping time.</p> <p>To follow a leader's gestures for dynamics.</p>	<p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To maintain their part when playing as part of a group.</p> <p>To follow a leader's gestures for changes in dynamics and tempo.</p>
Key Vocabulary		
Compose, performance	Ballad, chorus, ensemble, features, instrumentals, lyrics, stanza, story mountain, verse-chorus structure.	
Instruments		
Voices		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
<p>LKS2 Cycle B Body and tuned percussion - Rainforests</p>		
<p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To improvise simple question and answer phrases, using body percussion and voices.</p> <p>To create short sequences of sounds, with voice or an instrument.</p> <p>To keep instruments still until their part in a performance.</p>	<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To improvise in a given style using voices and untuned percussion.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To perform actively as part of a group whilst keeping time.</p>	<p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To improvise in a chosen style using a range of instruments.</p> <p>To develop melodies, for a range of purposes using all the interrelated dimensions of music.</p> <p>To maintain their part when playing as part of a group.</p>
<p>Key Vocabulary</p>		
<p>Dynamics, pitch, tempo, tune</p>	<p>Body percussion, combine, contrasting rhythms, layers, loop, repeated melodies, sections, structure, texture</p>	
<p>Instruments</p>		
<p>Glockenspiels, drums, tambours, tambourines</p>		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle B Changes in pitch, tempo and dynamics - rivers		
<p>To sing songs in unison.</p> <p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To keep instruments still until their part in a performance.</p>	<p>To sing songs with more than one part (e.g. round).</p> <p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To perform actively as part of a group whilst keeping time.</p>	<p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To maintain their part when playing as part of a group.</p>
Key Vocabulary		
Pitch, tempo, dynamics	A capella, breath control, cue, diction, harmony line, ostinato, in the round, vocal ostinato.	Accelerando, descending
Instruments		
Range of untuned percussion		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle B		
Samba and Carnival sounds and instruments - South America		
<p>To improvise simple question and answer phrases, using body percussion and voices.</p> <p>To create a sound response to a variety of stimuli (nature, artwork, story).</p> <p>To play and combine sounds under the direction of a leader (the teacher).</p> <p>To keep instruments still until their part in a performance.</p>	<p>To improvise in a given style using voices and untuned percussion.</p> <p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p> <p>To perform actively as part of a group whilst keeping time.</p>	<p>To improvise in a chosen style using a range of instruments.</p> <p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To compose a piece with a more complex structure.</p> <p>To maintain their part when playing as part of a group.</p>
Key Vocabulary		
Pulse	Agogo, bateria, caixa, carnival, chocalho, cowbell, ganza, metronome, repique, rhythmic break, samba, samba breaks, surdo, syncopated rhythms, tamborim.	
Instruments		
Untuned percussion		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught
UKS2 Cycle A Ukuleles / Film Music	
<p>To understand how notes are represented in graphic notation.</p> <p>To use a graphic notation to record music.</p> <p>To improvise in a given style using voices and untuned percussion.</p> <p>To manage changes of tempo in a performance.</p> <p>To perform actively as part of a group whilst keeping time.</p>	<p>To understand how notes are represented in 'staff' notation.</p> <p>To use staff notation to record music.</p> <p>To improvise in a chosen style using a range of instruments.</p> <p>To perform using all of the inter-related dimensions of music they have been taught.</p> <p>To maintain their part when playing as part of a group.</p>
Key Vocabulary	
Composition, crescendo, pitch, texture, unison, major, minor, pitch	Accelerando, characteristics, clashing, descending, melodic, military, modulate, solo, soundtrack, tension, tremolo
Instruments	
Ukuleles, selection of instruments, tablets/ laptops	

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught
UKS2 Cycle A Ukuleles/ Composition Notation - Ancient Egypt	
<p>To sing songs with more than one part (e.g. round).</p> <p>To use a graphic notation to record music.</p> <p>To improvise in a given style using voices and untuned percussion.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To perform actively as part of a group whilst keeping time.</p> <p>To follow a leader's gestures for dynamics.</p>	<p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To use staff notation to record music.</p> <p>To improvise in a chosen style using a range of instruments.</p> <p>To develop melodies, for a range of purposes using all the interrelated dimensions of music.</p> <p>To maintain their part when playing as part of a group.</p> <p>To follow a leader's gestures for changes in dynamics and tempo.</p>
Key Vocabulary	
<p>Crotchet, quaver, semibreve, minim, structure, tempo, tune, unison</p>	<p>Dotted minim, ensemble, minor key, notation, sheet music, staff notation, stave</p>
Instruments	
<p>Tuned percussion</p>	

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught
UKS2 Cycle A Musical Theatre	
<p>To sing songs with more than one part (e.g. round).</p> <p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To perform actively as part of a group whilst keeping time.</p> <p>To follow a leader's gestures for dynamics.</p>	<p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To maintain their part when playing as part of a group.</p> <p>To follow a leader's gestures for changes in dynamics and tempo.</p>
Key Vocabulary	
<p>Ensemble, solo, tempo, timbre</p>	<p>Book musical, character song, choreographer, comic opera, designer, dialogue, director, duet, hip-hop musical, jukebox musical, librettist, lyricist, musical director, musical theatre, opera, operetta, props, rock musical, scene, transitions</p>
Instruments	
<p>Tuned and untuned percussion, own instruments, recording device</p>	

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught
<p>UKS2 Cycle B</p> <p>Theme and Variations - Pop Art</p> <p>Why do you like certain types of music?</p>	
<p>To improvise in a given style using voices and untuned percussion.</p> <p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To sing songs with more than one part (e.g. round).</p> <p>To manage changes of tempo in a performance.</p> <p>To perform actively as part of a group whilst keeping time.</p>	<p>To improvise in a chosen style using a range of instruments.</p> <p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To develop melodies, for a range of purposes using all the interrelated dimensions of music.</p> <p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To perform using all of the inter-related dimensions of music they have been taught.</p> <p>To maintain their part when playing as part of a group.</p>
<p>Key Vocabulary</p>	
<p>Phrases, pitch, pulse, quaver, section, semi-quaver, tempo</p>	<p>3/4 time, 4/4 time, accidentals, legato, motif, pizzicato, rhythmic elements, staccato, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line</p>
<p>Instruments</p>	
<p>Ukuleles, glockenspiels, own instruments</p>	

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught
UKS2 Cycle B South and West Africa	
<p>To improvise in a given style using voices and untuned percussion.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To manage changes of tempo in a performance.</p> <p>To use a graphic notation to record music.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p>	<p>To improvise in a chosen style using a range of instruments.</p> <p>To develop melodies, for a range of purposes using all the interrelated dimensions of music.</p> <p>To perform using all of the inter-related dimensions of music they have been taught.</p> <p>To use staff notation to record music.</p> <p>To compose a piece with a more complex structure.</p>
Key Vocabulary	
<p>Call and response, pulse, rests, rhythm, syncopation</p>	<p>A-capella, break, chord progression, diction, djembe, eight-beat break, major chord, master drummer, metronome, polyrhythms, pronunciation, pulse, ostinato, soloist</p>
Instruments	
<p>Ukuleles, glockenspiels, drums, woodblocks, maracas</p>	

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught
<p>UKS2 Cycle A Composing and performing a leaver's song - Pop music</p>	
<p>To sing songs with more than one part (e.g. round).</p> <p>To understand how notes are represented in graphic notation.</p> <p>To use a graphic notation to record music.</p> <p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p> <p>To manage changes of tempo in a performance.</p> <p>To follow a leader's gestures for dynamics.</p> <p>To perform actively as part of a group whilst keeping time.</p>	<p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To understand how notes are represented in 'staff' notation.</p> <p>To use staff notation to record music.</p> <p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To compose a piece with a more complex structure.</p> <p>To perform using all of the inter-related dimensions of music they have been taught.</p> <p>To maintain their part when playing as part of a group.</p> <p>To follow a leader's gestures for changes in dynamics and tempo.</p>
<p>Key Vocabulary</p>	
<p>Lyrics, crescendo, dynamics, melody, notation, sequence</p>	<p>Arrangement, backing track, lyrics, chords, chord progression, diminuendo, forte, musical features, repetitive, rhyming pattern, stave notation, upbeat</p>
<p>Instruments</p>	
<p>Tuned percussion, untuned percussion, own instruments, music technology</p>	

NB: Listening and Evaluation should be taught in every unit.

UKS2 Cycle B

Prior knowledge and skills	Knowledge and skills to be taught
<p>UKS2 Cycle B Ukuleles / Songs of WW2  Would you break the law to save a loved one?</p>	
<p>To understand how notes are represented in graphic notation.</p> <p>To perform from basic staff notation.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To sing songs with more than one part (e.g. round).</p> <p>To perform actively as part of a group whilst keeping time.</p> <p>To follow a leader's gestures for dynamics.</p>	<p>To understand how notes are represented in 'staff' notation.</p> <p>To perform with accuracy and fluency from staff notation including sharps and flats.</p> <p>To develop melodies, for a range of purposes using all the interrelated dimensions of music.</p> <p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To maintain their part when playing as part of a group.</p> <p>To follow a leader's gestures for changes in dynamics and tempo.</p>
Key Vocabulary	
<p>Dynamics, lyrics, phrase, pitch, tempo</p>	<p>Counter-melody, era, expression, graphic score, harmonise, melody line, notate, octave, parts, purpose, score, Solfa, Solfa ladder</p>
Instruments	
<p>Voice</p>	

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught
UKS2 Cycle B Ukuleles/ Blues	
<p>To sing songs with more than one part (e.g. round).</p> <p>To play a melody on an instrument that they have been taught.</p> <p>To use a graphic notation to record music.</p> <p>To perform actively as part of a group whilst keeping time.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p>	<p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To play a simple chord progression.</p> <p>To use staff notation to record music.</p> <p>To maintain their part when playing as part of a group.</p> <p>To develop melodies, for a range of purposes using all the interrelated dimensions of music.</p>
Key Vocabulary	
<p>Bar, improvisation, lyrics, pitch, quavers,</p>	<p>12-bar blues, ascending scale, bent notes, blues scale, chord, descending scale, flat, scale, sharp, solo, staff notation</p>
Instruments	
<p>Glockenspiels, chime bars</p>	

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught
UKS2 Cycle B Dynamics, pitch and texture - Coast (Finghal's Cave by Mendelssohn)	
<p>To improvise in a given style using voices and untuned percussion.</p> <p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To use a graphic notation to record music.</p> <p>To perform from basic staff notation.</p>	<p>To improvise in a chosen style using a range of instruments.</p> <p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To develop melodies, for a range of purposes using all the interrelated dimensions of music.</p> <p>To use staff notation and technology to record music.</p> <p>To perform with accuracy and fluency from staff notation including sharps and flats.</p>
Key Vocabulary	
Composition, conductor, pitch, texture, dynamics, ensemble, graphic score, improvisation, notation, orchestra	Classical, characterise, depict
Instruments	
Tuned percussion	

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught
<p>LKS2 Cycle B Composition to represent the festival of colour - Holi Festival</p>	
<p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To perform actively as part of a group whilst keeping time.</p> <p>To manage changes of tempo in a performance.</p> <p>To compose a piece with a simple structure (binary and ternary verse/ chorus).</p> <p>To use a graphic notation to record music.</p>	<p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To maintain their part when playing as part of a group.</p> <p>To perform using all of the inter-related dimensions of music they have been taught.</p> <p>To compose a piece with a more complex structure.</p> <p>To use staff notation and technology to record music.</p>
<p>Key Vocabulary</p>	
<p>Dynamics, graphic score, pitch, tempo, texture, timbre, vocal sounds, visual representation</p>	<p>Inspiration, layering, mood, synesthesia,</p>
<p>Instruments</p>	
<p>Range of percussion which are played by shaking, tapping or scraping with your hand or a beater.</p>	

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught
<p>UKS2 Cycle B Looping and Remixing  What is the point of being creative?</p>	
<p>To perform from basic staff notation.</p> <p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To improvise in a given style using voices and untuned percussion.</p> <p>To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.</p> <p>To compose a piece with a simple structure (binary and ternary verse/chorus).</p> <p>To perform actively as part of a group whilst keeping time.</p> <p>To manage changes of tempo in a performance.</p>	<p>To perform with accuracy and fluency from staff notation including sharps and flats.</p> <p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To improvise in a chosen style using a range of instruments.</p> <p>To develop melodies, for a range of purposes using all the interrelated dimensions of music.</p> <p>To compose a piece with a more complex structure.</p> <p>To maintain their part when playing as part of a group.</p> <p>To perform using all of the inter-related dimensions of music they have been taught.</p>
Key Vocabulary	
Body percussion, layers, notation, rhythm, structure	Backbeat, fragment, loop, looped rhythm, melody line, ostinato, remix, riff.
Instruments	
Tuned percussion, body percussion, laptops/tablets, glockenspiels, piano, iPads	

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught
<p>UKS2 Cycle B Composing and performing a leader's song - Pop music</p>	
<p>To sing songs with more than one part (e.g. round).</p> <p>To understand how notes are represented in graphic notation.</p> <p>To use a graphic notation to record music.</p> <p>To compose a piece of music, in a given style, with voices, bodies and instruments.</p> <p>To compose a piece with a simple structure (binary and ternary verse/chorus).</p> <p>To manage changes of tempo in a performance.</p> <p>To follow a leader's gestures for dynamics.</p> <p>To perform actively as part of a group whilst keeping time.</p>	<p>To maintain a second or third part within a song (e.g. harmony).</p> <p>To understand how notes are represented in 'staff' notation.</p> <p>To use staff notation to record music.</p> <p>To compose a piece of music in a chosen style, with voices, bodies and instruments.</p> <p>To compose a piece with a more complex structure.</p> <p>To perform using all of the inter-related dimensions of music they have been taught.</p> <p>To maintain their part when playing as part of a group.</p> <p>To follow a leader's gestures for changes in dynamics and tempo.</p>
<p>Key Vocabulary</p>	
<p>Lyrics, backing track, crescendo, dynamics, melody, notation, sequence, verse-chorus structure</p>	<p>Arrangement, chords, chord progression, diminuendo, forte, musical features, rhyming pattern, stave notation, upbeat</p>
<p>Instruments</p>	
<p>Tuned percussion, untuned percussion, own instruments, music technology</p>	

Instrument use in school: Untuned instruments

Untuned instruments are musical instruments that do not produce varied pitches or notes when played. This means they generally cannot play melodies or harmonies. Instead, untuned instruments are used to keep the pulse or add rhythm and texture to music. Through using the instruments in Group A, pupils develop their bilateral motor skills, as they use both hands and one hand has to cross the mid-line of their body. The instruments in Group B, develop pupils gross motor skills.

Group A

These are instruments that are particularly useful for keeping a beat.



claves



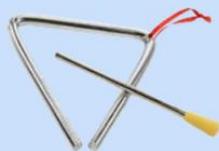
woodblock



drum



güiro



triangle

Group B

These are instruments that are particularly useful for adding expressive texture.



tambourine



egg shakers



maracas



rainstick

Instrument use in school: Tuned instruments

Tuned instruments, also referred to as pitched instruments, are designed to produce specific pitches or notes, enabling them to perform melodies. The Group C instruments listed here are played by striking, necessitating precise hand-eye coordination and careful control over the force exerted by the hands. For more complex compositions, these instruments may also demand bilateral coordination, requiring simultaneous and coordinated use of both sides of the body. Group D instruments necessitate a deeper understanding of how finger placement affects notes, as well as dexterity, making them slightly more complex in terms of learning the basic skills needed to produce and control pitches.

Group C



xylophone



glockenspiel



**piano/
keyboard**



hand bells



chime bars

Group D



ukulele



recorder

If a music hub is brought in to teach your instrumental scheme, pupils may learn these instruments as part of the scheme. Subsequently, the skills acquired should be applied in future lessons where appropriate.

Oracy in Music

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Through our Music curriculum, pupils have opportunities to develop their oracy skills by:

- Rehearsing as a group and singing as an ensemble.
- Listening with concentration and providing feedback about other children's and composers' work.
- Expressing opinions respectfully.
- Collaborating in a group.
- Discussing composition or personal preferences using musical vocabulary.
- Reasoning about instrument choices and justifying choices of instruments or sounds in compositions using musical vocabulary.
- Modifying tone of voice.
- Building confidence when using their voice.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.



