



Music



INTENT:

At All Saints Primary we make Music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. Within Music our school vision, 'Nurturing hearts, inspiring minds' is developed through Singing which lies at the heart of good music teaching our teaching focuses on developing the children's ability to sing in tune and with other people. Where possible teachers use singing throughout the curriculum to embed learning. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Through the school vision we also provide opportunities for all children to play a variety of instruments and use them creatively both individually and in groups.

IMPLEMENTATION:

At All Saints we will take a holistic approach, in which individual five strands below are woven together to create engaging and enriching experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the lessons, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music- pitch, duration, tempo, timbre, structure, texture and dynamics- and use these expressively in their own improvisations and compositions.

The scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Within Key Stage 2 we access the Musicianship Programme delivered by Dorset Music Service to ensure that every KS2 child has the chance to begin learning a musical instrument and the skills needed to become a musician



Music



IMPACT:

The impact and measure of this is to ensure that children at All Saints Primary are equipped with a love of music and the skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about and participating in music, therefore encouraging them to undertake new life experiences now and in the future.

The expected impact of the scheme of work is that the 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.

Pupils are assessed against national curriculum objective every half term. This is monitored by the subject leader, the senior leadership and the School Development Group.

BRITISH VALUES

(to be developed in all lessons)

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

At All Saints in our music curriculum, children learn from a very young age about the need to establish a clear set of rules when listening, performing and composing: working together as a team, taking turns with the instruments, listening when someone is playing and deciding on whose ideas are going to be used in a composition.

Children are encouraged to make choices about the music they like to listen to or choose to perform and are respected for their individual preferences.

Children are encouraged to appreciate the fact that music from all cultures and traditions around the world develops and contributes positively to British music. Children are taught songs that reflect our strong British heritage and our Christian ethos.



Music



SMSC

(to be developed in all lessons)

SPIRITUAL: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

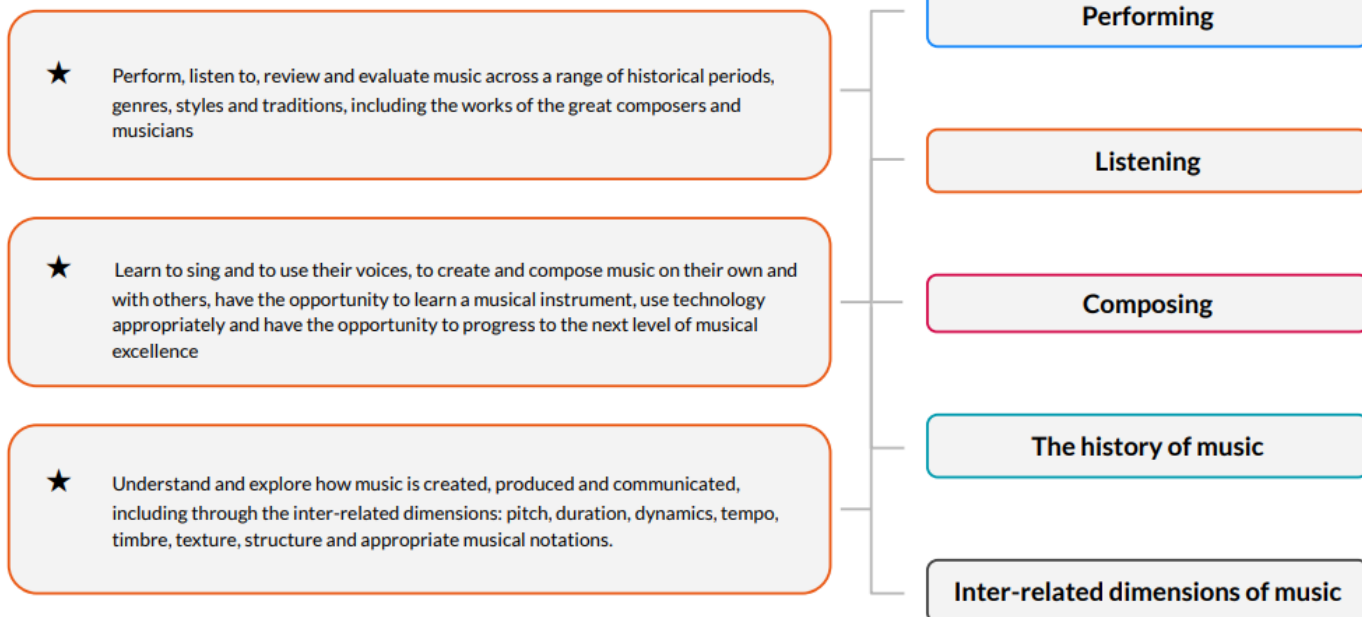
Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the **'British values'** of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Music

The five strands



Progression of Knowledge and Skills (Listening)

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>*Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>*Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>*Understanding that different types of sounds are called timbres.</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>*Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>*Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>*Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> <p>Recognising the use and development of motifs in music.</p> <p>*Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>*Identifying scaled dynamics (crescendo/decrecendo) within a piece of music.</p> <p>*Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix).</p> <p>*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>*Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>*Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>*Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>

*Also form part of the 'Inter-related dimensions of music' strand.



Music

Progression of Knowledge and Skills (Composing)

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>*Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>*Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>*Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>*Creating a piece of music with at least four different layers and a clear structure.</p> <p>*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting improvements to others' work, using musical vocabulary.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>*Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>*Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>*Constructively critique their own and others' work, using musical vocabulary.</p>

*Also form part of the 'Inter-related dimensions of music' strand.

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Progression of Knowledge and Skills (Performing)

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p> <p>*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>*Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p> <p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>

*Also form part of the 'Inter-related dimensions of music' strand.

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Music



Progression of Knowledge and Skills (The history of music KS2 only)

Year 3/4	Year 5/6
<p>Understanding that music from different times has different features. <i>(Also part of the Listening strand)</i></p> <p>*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. <i>(Also part of the Listening strand)</i></p>	<p>*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. <i>(Also part of the Listening strand)</i></p> <p>*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. <i>(Also part of the Listening strand)</i></p>

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*Also form part of the 'Inter-related dimensions of music' strand.

Progression of Knowledge and Skills (The inter-related dimensions of music)

	EYFS	Year 1/2
Pitch	To understand that what 'high' and 'low' notes are.	<p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>
Duration	To recognise that different sounds can be long or short.	<p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>
Dynamics	To understand that instruments can be played loudly or softly.	<p>To know that dynamics means how loud or soft a sound is.</p> <p>To understand that sounds can be adapted to change their mood, eg through dynamics.</p> <p>To know that dynamics can change the effect a sound has on the audience.</p>
Tempo	<p>To recognise music that is 'fast' or 'slow'.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p>	<p>To know that the 'pulse' is the steady beat that goes through music.</p> <p>To know that tempo is the speed of the music.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p>



Music

	Year 3/4	Year 5/6
Pitch	<p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p>
Duration	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p> <p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>
Dynamics	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To know that a melody can be adapted by changing its dynamics.</p>
Tempo	<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>

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	EYFS	Year 1/2
Timbre	<p>To know that different instruments can sound like a particular character.</p>	<p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p>
Texture	<p>To know that music often has more than one instrument being played at a time.</p>	<p>To know that music has layers called 'texture'.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>
Structure	<p>To recognise the chorus in a familiar song.</p>	<p>To know that a piece of music can have more than one section, eg a verse and a chorus.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p>
Notation	<p>To know that signals can tell us when to start or stop playing.</p>	<p>To understand that music can be represented by pictures or symbols.</p> <p>To know that 'notation' means writing music down so that someone else can play it</p> <p>To know that a graphic score can show a picture of the structure and / or texture of music.</p>

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Music



	Year 3/4	Year 5/6
Timbre	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p>	<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>
Texture	<p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>
Structure	<p>To know that in a ballad, a 'stanza' means a verse.</p> <p>To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</p>	<p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p>
Notation	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>



Music

Reception

	Autumn 1	Spring 1	Summer 1
Learning	<p style="text-align: center;">Exploring Sound</p> <p>Playing and exploring voices to make a variety of sounds</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>To explore different sounds and think about tempo</p> <p>Listen to and talk about stories to build familiarity and understanding. • Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>ELG: Listening, attention and understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class</p>	<p style="text-align: center;">Music and Movement</p> <p>To understand why songs have actions</p> <p>To learn some simple Makaton signs to accompany a song</p> <p>Think about the perspectives of others. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore beat through movement.</p> <p>ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs.</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p style="text-align: center;">Big band</p> <p>Learn what an orchestra is.</p> <p>To choose appropriate instruments to represent different parts of a song.</p> <p>To perform a practised song to a small audience.</p> <p>Learn rhymes, poems and songs</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs</p> <p>ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>



Music

KS1 (Year 1 & 2)

	Autumn 1	Spring 1	Summer 1
<p>Cycle A</p> <p>2023/24</p> <p>2025/26</p> <p>2027/28</p>	<p style="text-align: center;">Pulse and rhythm All about me</p> <p>Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse.</p> <p>To use my voice and hands to make music To clap and play in time to the music To play simple rhythms on an instrument To listen to and repeat short rhythmic patterns To understand the difference between pulse and rhythm</p>	<p style="text-align: center;">Pitch and tempo Superheroes</p> <p>Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work.</p> <p>To understand the concept of pitch To create a pattern using two pitches To understand the concept of tempo To create a superhero theme tune To perform confidently as part of a group</p>	<p style="text-align: center;">On this island: British songs and sounds</p> <p>Sing, play and follow instructions to perform as a group. Describe music using simple musical vocabulary. Explore multiple ways of making the same sound. Represent the same sound in different ways. Describe how they have adapted a sound using musical vocabulary. Contribute musically to a final performance.</p> <p>Create a piece that clearly represents a particular environment. Extend a piece of music so that it represents three distinct environments.</p> <p>To learn about the music of the British Isles To learn about the music of the British Isles and create music of our own To learn about the music of the British Isles and create music of our own To compose a piece of music as part of a group To evaluate and improve a group composition</p>
<p>Cycle B</p> <p>2024/25</p> <p>2026/27</p> <p>2028/29</p>	<p style="text-align: center;">Musical Vocabulary Under the sea</p> <p>Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes.</p> <p>Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit.</p> <p>To learn the musical vocabulary: pulse and tempo To explain what dynamics and timbre are To explain what pitch and rhythm are To explain what texture and structure are To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</p>	<p style="text-align: center;">Dynamics, timbre, tempo and motifs Space</p> <p>Use their voice to create a variety of sounds. Use dynamics to create atmosphere. Correctly identify some instruments and changes in dynamics in a piece. Explain how the same instrument can have many different sounds. Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. Successfully create and play a motif. Notate and write down their motif in some form.</p> <p>To create a simple soundscape for effect To listen for and recognise some basic elements of music To compare two pieces of music To be able to create short sequences of sound To be able to create short sequences of sound and perfo</p>	<p style="text-align: center;">Myths and Legends</p> <p>Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. Write a structure score accurately. Compose music with several layers. Perform their composition accurately, following the structure score.</p> <p>To create a rhythm To show structure on a graphic score To write a graphic score to show texture To compose a piece of music with a given structure To perform a g</p>



Music

KS2 (Year 3 & 4)

Depending on when Dorset music service come in to teach music lessons will impact when the other music lessons will be taught. Dorset music has been placed in Autumn but this may change.

	Autumn 1	Spring 1	Summer 1
Cycle A 2023/24 2025/26 2027/28	Dorset Music	Rock and Roll Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers. To understand the history of rock and roll music To be able to perform with a sense of style To play a walking bass line on tuned percussion To be able to play a rock and roll bass line To be able to play a rock and roll piece of music	Ballads Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions. To sing a ballad and explain what it is To be able to perform a ballad with an understanding of style To understand that ballads tell a story To be able to write lyrics for a ballad To take part in a group performance
Cycle B 2024/25 2026/27 2028/29	Dorset Music	Developing singing technique Vikings Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance. To sing in time with others To sing in time with others To recognise simple rhythmic notation by ear and by sight To use simple rhythmic notation to compose a Viking battle song To perform music with confidence and	Jazz Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument. To sing and clap a syncopated rhythm for a ragtime style song To improvise a call and response To be able to scat sing using the call and response format To create a jazz motif To create a jazz motif



Music

KS2 (Year 5 & 6)

	Autumn 1	Spring 1	Summer 1
<p>Cycle A</p> <p>2023/24</p> <p>2025/26</p> <p>2027/28</p>	<p>Film music</p> <p>Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film. To appraise different musical features in a variety of film contexts To identify and understand some composing techniques in film music To use graphic scores to interpret different emotions in film music To create and notate musical ideas and relate them to film music To play a sequence of musical ideas to convey emotion</p>	<p>Composition notation Ancient Egypt</p> <p>Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.</p> <p>To sing with accuracy, fluency, control, and expression To explore and use different forms of notation To understand note length To read simple pitch notation To use hieroglyphs and stave notation to write a piece of music</p>	<p>Composing and performing a leavers song</p> <p>Identify and evaluate the musical features of a song.</p> <p>Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</p> <p>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</p> <p>Fit an existing melody over a four-chord backing track.</p> <p>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</p> <p>Record melodies using letter notation.</p> <p>Perform the leavers' song with confidence.</p>
<p>Cycle B</p> <p>2024/25</p> <p>2026/27</p> <p>2028/29</p>	<p>Blues- Handbells</p> <p>Name three key features of Blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the twelve bar blues correctly. Play the notes of the Blues scale in the correct order, ascending and descending. Play a selection of Blues scale notes out of order in their own improvisation.</p> <p>To know the key features of Blues music To play the first line of the 12-bar Blues To be able to play the 12-bar Blues To be able to play the Blues scale To be able to improvise with notes from the Blues scale</p>	<p>Dynamics, pitch and texture Coast- Fingal's cave by Mendelssohn</p> <p>Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture.</p> <p>To appraise the work of a classical composer (Felix Mendelssohn) To improvise as a group, using dynamics and pitch To improvise as a group, using texture To use knowledge of dynamics, texture and pitch to create a group composition To use teamwork to create a group composition featuring changes in texture, dynamics and pitch</p>	<p>Composing and performing a leavers song</p> <p>Identify and evaluate the musical features of a song.</p> <p>Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.</p> <p>Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.</p> <p>Fit an existing melody over a four-chord backing track.</p> <p>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</p> <p>Record melodies using letter notation.</p> <p>Perform the leavers' song with confidence.</p>