



**Barnburgh Primary
Academy**

Progression Document
Music



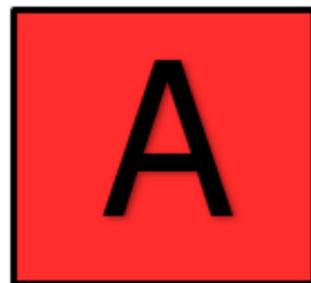
Barnburgh Primary Academy Vision

Learning To Shine Together

Academy Core Values

Perseverance Courage Independence Respect Ambition

Key Drivers



Ambition
Risk takers,
Goal setters,
Believe in
better,
Courageous



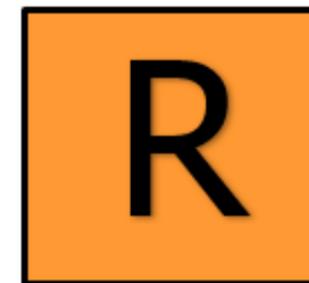
Support
Encouraging,
Sympathetic,
Helpful,
Nurturing and
kind



Persistence
Determined,
Stickability,
Patience,
Stamina



Inspire
Motivate,
Persuade,
Encourage and
Influence



Resilience
Strength of
character,
Adapability,
Bounceback-
ability



Effort
Strive,
Endeavour,
Stretch,
Exertion

PURPOSE OF STUDY

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

AIMS

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

EARLY LEARNING GOALS THAT LINK MOST CLOSELY TO THE MUSIC NATIONAL CURRICULUM

Children in Nursery will learn to:

Communication & Language

- Pay attention to more than one thing at a time.
- Use a wider range of vocabulary.
- Sing a large repertoire of songs.

Physical Development

- Use large-muscle movements to wave flags and streamers.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Maths

- Extend and create ABAB patterns, by engaging children in following and inventing movement and music patterns, such as clap, clap, stamp.

Expressive Arts & Design

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Children in Reception will learn to:

Communication & Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary (e.g. in music: 'percussion', 'tambourine').
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Physical Development

- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance.
- Develop their small motor skills so that they can use a range of simple instruments competently, safely and confidently.

Maths

- Count objects, actions and sounds, (through) singing counting songs and number rhymes.
- Understand the 'one more than/one less than' relationship between consecutive numbers, (by) making predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away.

Understanding The World

- Compare and contrast characters from stories, including figures from the past (including) introducing characters, including those from the past using songs.
- Explore the natural world around them (by) offering opportunities to sing songs and join in with rhymes and poems about the natural world.

Expressive Arts & Design

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- 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.



KEY STAGE 1 SUBJECT CONTENT

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes [PERFORMING]
- play tuned and untuned instruments musically [COMPOSITION]
- listen with concentration and understanding to a range of high-quality live and recorded music [LISTENING]
- experiment with, create, select and combine sounds using the inter-related dimensions of music [INTER-RELATED DIMENSIONS OF MUSIC]

KEY STAGE 2 SUBJECT CONTENT

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression [PERFORMING]
- improvise and compose music for a range of purposes using the inter-related dimensions of music [COMPOSING]
- listen with attention to detail and recall sounds with increasing aural memory [LISTENING]
- use and understand staff and other musical notations [COMPOSITION]
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians [LISTENING]
- develop an understanding of the history of music. [HISTORY OF MUSIC]



MUSIC

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”
Plato

INTENT

At Barnburgh Primary Academy, we intend to make music an enjoyable and memorable learning experience. We encourage all our children, no matter their attainment, to participate in a variety of musical experiences, in an aim for them to become creative and reflective musicians who can express themselves fluently and confidently.

The teaching of music focuses on developing the children’s ability to listen to, compose and perform different forms of music, including developing the understanding of rhythm and following a beat, understanding the structure and organisation of music and appreciating a range of genres. We teach children about the history of music including well-known composers, instrumentation of historical periods and links to significant historical events and periods of time.

Our children develop descriptive language skills in music lessons, when learning about how music can represent different emotions and narratives. We also teach technical vocabulary and we encourage children to use these terms when discussing music.

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary Academy. Our Music curriculum is underpinned by our Core Values in the following ways;

COURAGE

- To know that it’s ok to make mistakes when participating in a music activity and to understand that mistakes are part of the process to reaching a high-quality outcome.
- To have the courage to express themselves musically and to voice their individual opinions and thoughts about a wide variety of different music.
- To be experimental in creating music by taking risks.

PERSEVERANCE

- To develop the ability to stick with something, to continue working, to try harder and to never give up, even when it may be a new skill that is proving difficult.
- To understand that the perseverance and attentiveness needed to complete a music project, leads to personal pride and gratification.

AMBITION

- To do their best work and then to push themselves beyond what they consider to be their best.
- To develop a desire to achieve something brilliant.

RESPECT

- To respect the music of others, including the work of other musicians and their peers.
- To respect musical instruments and other music equipment.

INDEPENDENCE

- To develop confident musicians who are not afraid to ‘have a go’.
- To develop musicians who have the confidence to think independently and share their ideas or music with others.

BEYOND THE SUBJECT

We want our music curriculum to help children to;

- Think creatively in all aspects of their life
- See the world from different perspectives
- Increase their empathy
- Observe and look closer at the world around them
- See connections in the world



IMPLEMENTATION

Our Music curriculum has been designed to cover all of the skills set out in the National Curriculum. The National Curriculum states that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Barnburgh Primary Academy, our children will learn that music is a universal language, which embodies one of the highest forms of creativity. Our lessons will inspire pupils to develop a love of music and develop their talent as musicians, in turn, increasing their creativity, sense of pride and achievement and ultimately their self-confidence.

Our Music curriculum has been structured in a cross-curricular way, where possible, to effectively facilitate this and to provide maximum inspiration to our musicians. Music projects will be linked to class topics to enhance the pupils' understanding of the key historical or geographical concepts covered. Where appropriate, music may also be linked to a community or cultural issue to engage our musicians in the world around them and to help them understand the role that they play as an individual.

At Barnburgh Primary Academy, music learning is recorded through floor books. These show the learning intention and a brief written overview of the lesson, photographs, QR codes of performances, a sample of written compositions and examples of children's voice.

School visitors and trips are facilitated, where appropriate, to enhance the pupils' musical understanding and skills further. Pupils in Key Stage 2, are offered the chance to be part of a recorder ensemble and the school choir. Opportunities are given to perform in class, in whole school assemblies and at events in our local community. There are opportunities for children in Key Stage 2 to access peripatetic music tuition which is offered in school by Doncaster Music Service.

IMPACT

Ongoing music assessment is used to inform teachers' planning. Due to the nature of this curriculum area, music monitoring takes various forms. A key component of this is pupil voice. School leaders use pupil voice as an effective tool to ascertain the pupils' embedded musical knowledge and skills as well as their love for learning the subject. Music floor book monitoring throughout all year groups also takes place once a term to compliment this, allowing leaders to ensure our musicians have the opportunity to develop their skills fully and showcase their talents.

Long Term Plan 2023-2024

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	<p>Pulse and rhythm History of music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Classical music, dynamics and tempo History of music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Musical vocabulary History of music</p> <p>Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Timbre and rhythmic patterns History of music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>Pitch and tempo History of music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
CROSS CURRICULAR LINKS	Links to dance unit in PE to support children to move in time to a pulse or rhythm, create their own movement to demonstrate pulse and rhythm.	Links to History, learning about the history of classical music, exposure to a range of classical composers and facts about composers that have been noteworthy throughout history.				
ENRICHMENT	Opportunities to present musical learning through performance at ASPIRE event days, during Harvest, Christmas and Easter, performance to peers within key stage.					
YEAR 2	<p>African song and response song History of music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Orchestral instruments History of music</p> <p>Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Musical me History of music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Dynamics, timbre, tempo and motifs History of music</p> <p>Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Myths and legends History of music</p> <p>Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	
CROSS CURRICULAR LINKS	Links to History, teaching why and how call and response originated, African history. Links to Geography, understanding where Africa is on a map / globe, that it is one of the 7 continents.	Links to DT or continuous provision, examining the construction of instruments, designing and creating their own instrument.			Links to History, teaching children what is a myth and a legend, learning about well-known legends such as St George and the dragon, King Arthur, castles and their purpose.	
ENRICHMENT	Opportunities to present musical learning through performance at ASPIRE event days, during Harvest, Christmas and Easter, performance to peers within key stage.					

YEAR 3	<p>Ballads History of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>	<p>Developing singing techniques History of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>		<p>Pentatonic melodies and composition History of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>	<p>Recorder lessons Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations</p>	<p>Traditional instruments and improvisation History of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>
CROSS CURRICULAR LINKS		Links to RE, singing songs linked to Christmas.		Links to Geography, explore where China is and information about China including traditional music.	Links to Maths, counting the beat, understanding note values and holding note values, understanding time signature and playing within 4/4 and 2/4 and 3/4 time. Composing within different time signatures.	
ENRICHMENT	Opportunities to present musical learning through performance at ASPIRE event days, during Harvest, Christmas and Easter, performance to peers within key stage. Children will have the opportunity to join the school choir which will include trips and performances to large audiences at Young Voices, Sing Out and during Christmas events. A recorder club is provided for children who wish to learn as a beginner or intermediate. Children may access the Let's Make Music peripatetic lessons provided by Doncaster Music Service.					
YEAR 4	<p>Body and tuned percussion History of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.</p>	<p>Changes in pitch, tempo and dynamics History of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.</p>	<p>Samba and carnivals sounds and instruments History of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>		<p>Adapting and transposing motifs History of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>	<p>Recorder lessons Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations</p>
CROSS CURRICULAR LINKS			Links to Science (sound) exploring timbre and how sound is made / travels.			Links to Maths, counting the beat, understanding note values and holding note values, understanding time signature and playing within 4/4 and 2/4 and 3/4 time. Composing within different time signatures.
ENRICHMENT	Opportunities to present musical learning through performance at ASPIRE event days, during Harvest, Christmas and Easter, performance to peers within key stage. Children will have the opportunity to join the school choir which will include trips and performances to large audiences at Young Voices, Sing Out and during Christmas events. A recorder club is provided for children who wish to learn as a beginner or intermediate. Children may access the Let's Make Music peripatetic lessons provided by Doncaster Music Service.					

YEAR 5		<p>Composition Notation History 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> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</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>Blues History 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> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</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>South and West Africa History 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> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</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>Looping and remixing History 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> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</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>Musical theatre</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> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>
CROSS CURRICULAR LINKS			Links to Geography, where blues originate and what was a common factor in those countries. Explore the History of the Blues and the timeline of the Blues.	Links to Geography, South and West Africa, understanding the demographic of the areas and how that translates into the music.		Links to Drama to use music to tell a story and convey emotion. Provide opportunity to combine drama and music. History of musical theatre / opera.
ENRICHMENT	Opportunities to present musical learning through performance at ASPIRE event days, during Harvest, Christmas and Easter, performance to peers within key stage. Children will have the opportunity to join the school choir which will include trips and performances to large audiences at Young Voices, Sing Out and during Christmas events. A recorder club is provided for children who wish to learn as a beginner or intermediate. Children may access the Let's Make Music peripatetic lessons provided by Doncaster Music Service.					
YEAR 6	<p>Dynamics, Pitch and Texture History 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> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</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>Theme and Variation History 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> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</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>Songs of WW2 History 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> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</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>Composing and performing a leavers song History 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> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory</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>	
CROSS CURRICULAR LINKS			Links to Art – the artist that they are studying will work in a particular style but each piece will look different or express something different. They will be creating pieces in a particular artist's style. In theme and variation, composers take a particular theme and then vary it throughout the piece, coming back to it and developing it.	Links to History, songs of the time of WW2 – what are the common themes? Why was music important? Links to drama – acting out scenarios – creating freeze frames / tableaux to music from WW2. Links to PE (dance unit) creating dances in the style of the 1940s using music / songs from this era such as Glenn Miller		
ENRICHMENT	Opportunities to present musical learning through performance at ASPIRE event days, during Harvest, Christmas and Easter, performance to peers within key stage. Children will have the opportunity to join the school choir which will include trips and performances to large audiences at Young Voices, Sing Out and during Christmas events. A recorder club is provided for children who wish to learn as a beginner or intermediate. Children may access the Let's Make Music peripatetic lessons provided by Doncaster Music Service. Children in Year 6 will perform an end of year performance for their parents and teachers to celebrate their final year in primary education. There will be opportunities for the children to meet with music teachers from local secondary schools to explore how they can begin or continue music tuition and enrichment as they transition to secondary education.					

SUMMARY OF KNOWLEDGE THROUGH MUSIC UNITS (adapted from Kapow music scheme)

EYFS Children will know:	YEAR 1 Children will know:	YEAR 2 Children will know:	YEAR 3 Children will know:	YEAR 4 Children will know:	YEAR 5 Children will know:	YEAR 6 Children will know:
	<p style="text-align: center;">PULSE & RHYTHM</p> <ul style="list-style-type: none"> that rhythm means a pattern of long and short notes that pulse is the regular beat that goes through music. the pulse of music can get faster or slower. that a piece of music can have more than one section, eg a verse and a chorus. 	<p style="text-align: center;">AFRICAN CALL & RESPONSE SONG</p> <ul style="list-style-type: none"> that dynamics can change the effect a sound has on the audience. that the long and short sounds of a spoken phrase can be represented by a rhythm. that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. that the tempo of a musical phrase can be changed to achieve a different effect. that an instrument can be matched to an animal noise based on its timbre. 	<p style="text-align: center;">BALLADS</p> <ul style="list-style-type: none"> that a ballad tells a story through song. that lyrics are the words of a song. that in a ballad, a 'stanza' is a verse. 	<p style="text-align: center;">BODY AND TUNED PERCUSSION</p> <ul style="list-style-type: none"> that deciding the structure of music when composing can help us create interesting music with contrasting sections. that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. that a 'loop' in music is a repeated melody or rhythm. that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<p style="text-align: center;">COMPOSITION NOTATION</p> <ul style="list-style-type: none"> that simple pictures can be used to represent the structure (organisation) of music. that a slow tempo and a minor key (pitch) can be used to make music sound sad. that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	<p style="text-align: center;">DYNAMICS, PITCH & TEXTURE</p> <ul style="list-style-type: none"> that a conductor beats time to allow musicians to play well and play in time. that improvisation means to make music up 'on the spot'. that texture is created by adding or removing instruments in a piece of music. that altering the texture of a piece of music can create the effect of a dynamic change. that timbre can be thought of as 'tone colour' and can be considered warm or cold. that one musical era can influence another. that changes in pitch and dynamic can be represented using graphics.
	<p style="text-align: center;">CLASSICAL MUSIC DYNAMICS & TEMPO</p> <ul style="list-style-type: none"> that sounds can be adapted to change their mood, eg through dynamics or tempo. that sounds can help tell a story. that tempo is the speed of the music. that dynamics means how loud or soft a sound is 	<p style="text-align: center;">ORCHESTRAL INSTRUMENTS</p> <ul style="list-style-type: none"> that musical instruments can be used to create 'real life' sound effects. that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. that stringed instruments, like violins, make a sound when their strings vibrate. that a brass instrument is played by vibrating your lips against the mouthpiece. that some tuned instruments have a lower range of pitches and some have a higher range of pitches. 	<p style="text-align: center;">DEVELOPING SINGING TECHNIQUES</p> <ul style="list-style-type: none"> that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. that different notes have different durations, and that crotchets are worth one whole beat. that 'reading' music means using how the written note symbols look and their position to know what notes to play. that written music tells you how long to play a note for 	<p style="text-align: center;">CHANGES IN PITCH, TEMPO & DYNAMICS</p> <ul style="list-style-type: none"> that when you sing without accompaniment it is called 'A Capella'. that harmony means playing two notes at the same time, which usually sound good together. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. that 'performance directions' are words added to music notation to tell the performers how to play. 	<p style="text-align: center;">BLUES</p> <ul style="list-style-type: none"> that a chord is the layering of several pitches played at the same time. that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. 	<p style="text-align: center;">THEME & VARIATIONS</p> <ul style="list-style-type: none"> that the 'theme' is the main melody in a piece of music. that 'variations' in music is when the main melody is changed throughout the piece of music. that the 'Young Person's Guide to the Orchestra' was written by Benjamin Britten in 1945. that a 'rest' is a silent beat within a piece of music. that a 'rest' beat in music helps to play rhythms correctly.
	<p style="text-align: center;">MUSICAL VOCABULARY</p> <ul style="list-style-type: none"> that pitch means how high or low a note sounds. that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. that music has layers called 'texture'. 	<p style="text-align: center;">MUSICAL ME</p> <ul style="list-style-type: none"> that 'melody' means a tune. that 'notation' means writing music down so that someone else can play it. that 'accompaniment' can mean playing instruments along with a song. that a melody is made up from high and low pitched notes played one after the other, making a tune. 	<p style="text-align: center;">PENTATONIC MELODIES & COMPOSITION</p> <ul style="list-style-type: none"> that the word 'crescendo' means a sound getting gradually louder. that some traditional music around the world is based on five notes called a 'pentatonic' scale. that a pentatonic melody uses only the five notes C D E G A. 	<p style="text-align: center;">SAMBA & CARNIVAL SOUNDS AND INSTRUMENTS</p> <ul style="list-style-type: none"> that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. 	<p style="text-align: center;">SOUTH & WEST AFRICA</p> <ul style="list-style-type: none"> that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. that major chords create a bright, happy sound. that poly-rhythms means many rhythms played at once 	<p style="text-align: center;">SONGS OF WW2</p> <ul style="list-style-type: none"> that the Solfa syllables represent the pitches in the octave as do-re-mi-sol-fa-la-ti-do that a 'counter-melody' provides a contrast to the main melody within a piece of music. that a 'counter-melody' uses different rhythms to the main melody and use notes that complement the main melody. that 'We'll Meet Again' and 'Pack Up Your Troubles in Your Old Kit Bag' are examples of popular WW2 songs.

		TIMBRE & RHYTHMIC PATTERNS	<ul style="list-style-type: none"> that music has layers called 'texture'. that our voice can create different timbres to help tell a story. that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. 	DYNAMICS, TIMBRE, TEMPO & MOTIFS	<ul style="list-style-type: none"> that a 'soundscape' is a landscape created using only sounds. that a composer is someone who creates music and writes it down. that a motif is a 'sound idea' that can be repeated throughout a piece of music. 	TRADITIONAL INSTRUMENTS & IMPROVISATION	<ul style="list-style-type: none"> that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. 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. 	ADAPTING & TRANSPOSING MOTIFS	<ul style="list-style-type: none"> that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). that 'transposing' a melody means changing its key, making it higher or lower pitched. that a motif can be adapted by changing the notes, the rhythm or the order of notes. 	LOOPING & REMIXING	<ul style="list-style-type: none"> that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. that a loop is a repeated rhythm or melody, and is another word for ostinato. that remix is music that has been changed, usually so it is suitable for dancing to 	COMPOSING & PERFORMING A LEAVERS SONG	<ul style="list-style-type: none"> that 'chord progression' is a sequence of chords that repeat throughout a song. that chord progressions in music are written as Roman numerals. that a melody can be adapted by changing the dynamics, pitch and tempo. that the features of a song need to complement one another to create a coherent song.
		PITCH & TEMPO	<ul style="list-style-type: none"> that tempo can be used to represent mood or help tell a story. that 'tuned' instruments play more than one pitch of notes. that following a leader when we perform helps everyone play together accurately 	MYTHS & LEGENDS	<ul style="list-style-type: none"> that a graphic score can show a picture of the structure of music. that a graphic score can show a picture of the layers, or 'texture', of a piece of music. that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917. 					MUSICAL THEATRE	<ul style="list-style-type: none"> that musical theatre includes both character and action songs, which explain what is going on and how characters feel. that choreography means the organisation of steps or moves in a dance. that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. 		

PROGRESSION OF KNOWLEDGE FOR THE INTER-RELATED DIMENSIONS OF MUSIC

To be taught throughout every strand of our music curriculum (adapted from Kapow music scheme)

	EYFS Children will know:	YEAR 1 Children will know:	YEAR 2 Children will know:	YEAR 3 Children will know:	YEAR 4 Children will know:	YEAR 5 Children will know:	YEAR 6 Children will know:
Pitch	<ul style="list-style-type: none"> what 'high' and 'low' notes are. 	<ul style="list-style-type: none"> that pitch means how high or low a note sounds. that 'tuned' instruments play more than one pitch of notes. 	<ul style="list-style-type: none"> that some tuned instruments have a lower range of pitches and some have a higher range of pitches. that a melody is made up from high and low pitched notes played one after the other, making a tune. 	<ul style="list-style-type: none"> that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. that some traditional music around the world is based on five-notes called a 'pentatonic scale'. that a pentatonic melody uses only the five notes C D E G A. 	<ul style="list-style-type: none"> 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. that a glissando in music means a sliding effect played on instruments or made by your voice. that 'transposing' a melody means changing its key, making it higher or lower pitched. 	<ul style="list-style-type: none"> that a minor key (pitch) can be used to make music sound sad. that major chords create a bright, happy sound. that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. 	<ul style="list-style-type: none"> that the Solfa syllables represent the pitches in an octave. that 'major' key signatures use note pitches that sound cheerful and upbeat. that 'minor' key signatures use note pitches that can suggest sadness and tension. that a melody can be adapted by changing its pitch.
Duration	<ul style="list-style-type: none"> that different sounds can be long or short. 	<ul style="list-style-type: none"> that rhythm means a pattern of long and short notes. 	<ul style="list-style-type: none"> that 'duration' means how long a note, phrase or whole piece of music lasts. that the long and short sounds of a spoken phrase can be represented by a rhythm. 	<ul style="list-style-type: none"> that different notes have different durations, and that crotchets are worth one whole beat. that written music tells you how long to play a note for 	<ul style="list-style-type: none"> that combining different instruments playing different rhythms creates layers of sound called 'texture'. that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. that a motif in music can be a repeated rhythm. 	<ul style="list-style-type: none"> that 'poly-rhythms' means many different rhythms played at once. 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. 	<ul style="list-style-type: none"> that all types of music notation show note duration. that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. that a quaver is worth half a beat, a crotchet one whole beat and a minim two whole beats.
Dynamics	<ul style="list-style-type: none"> that instruments can be played loudly or softly. 	<ul style="list-style-type: none"> that dynamics means how loud or soft a sound is. that sounds can be adapted to change their mood, eg through dynamics. 	<ul style="list-style-type: none"> that dynamics can change the effect a sound has on the audience. 	<ul style="list-style-type: none"> that the word 'crescendo' means a sound getting gradually louder. 	<ul style="list-style-type: none"> that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<ul style="list-style-type: none"> that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. 	<ul style="list-style-type: none"> that a melody can be adapted by changing its dynamics.
Tempo	<ul style="list-style-type: none"> how to recognise music that is 'fast' or 'slow'. that we can match our body movements to the speed (tempo) or pulse (beat) of music. 	<ul style="list-style-type: none"> that the 'pulse' is the steady beat that goes through music. that tempo is the speed of the music. 	<ul style="list-style-type: none"> that the tempo of a musical phrase can be changed to achieve a different effect. 		<ul style="list-style-type: none"> that playing in time means all performers playing together at the same speed. 	<ul style="list-style-type: none"> that a slow tempo can be used to make music sound sad. that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. 	<ul style="list-style-type: none"> that a melody can be adapted by changing its dynamics, pitch or tempo.
Timbre	<ul style="list-style-type: none"> that different instruments can sound like a particular character. that voices and instruments can imitate sounds from the world around us (eg. vehicles). 	<ul style="list-style-type: none"> that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. that our voice can create different timbres to help tell a story 	<ul style="list-style-type: none"> that musical instruments can be used to create 'real life' sound effects. 	<ul style="list-style-type: none"> that the timbre of instruments played affect the mood and style of a piece of music. 	<ul style="list-style-type: none"> that grouping instruments according to their timbre can create contrasting 'textures' in music. that both instruments and voices can create audio effects that describe something you can see. 	<ul style="list-style-type: none"> that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. 	<ul style="list-style-type: none"> that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Texture	<ul style="list-style-type: none"> that music often has more than one instrument being played at a time. 	<ul style="list-style-type: none"> that music has layers called 'texture'. 	<ul style="list-style-type: none"> that a graphic score can show a picture of the layers, or 'texture', of a piece of music. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. that harmony means playing two notes at the same time, which usually sound good together. 	<ul style="list-style-type: none"> that a chord is the layering of several pitches played at the same time. that poly-rhythms means many rhythms played at once. 	<ul style="list-style-type: none"> that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.

Structure	<ul style="list-style-type: none"> the chorus in a familiar song. 	<ul style="list-style-type: none"> that a piece of music can have more than one section, eg a verse and a chorus. 	<ul style="list-style-type: none"> that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. 	<ul style="list-style-type: none"> that in a ballad, a 'stanza' means a verse. that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale. 	<ul style="list-style-type: none"> that deciding the structure of music when composing can help us create interesting music with contrasting sections. That an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music 	<ul style="list-style-type: none"> that a loop is a repeated rhythm or melody, and is another word for ostinato. that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. 	<ul style="list-style-type: none"> that a chord progression is a sequence of chords that repeats throughout a song. that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way. that ground bass is a repeating melody played on a bass instrument in Baroque music.
Notation	<ul style="list-style-type: none"> that signals can tell us when to start or stop playing. 	<ul style="list-style-type: none"> that music can be represented by pictures or symbols. 	<ul style="list-style-type: none"> that 'notation' means writing music down so that someone else can play it. that a graphic score can show a picture of the structure and / or texture of music. 	<ul style="list-style-type: none"> that 'reading' music means using how the written note symbols look and their position to know what notes to play. 	<ul style="list-style-type: none"> that 'performance directions' are words added to music notation to tell the performers how to play 	<ul style="list-style-type: none"> that simple pictures can be used to represent the structure (organisation) of music. that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	<ul style="list-style-type: none"> 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'. that chord progressions are represented in music by Roman numerals.

PROGRESSION OF SKILLS: LISTENING

Skills in **bold** also form part of the 'Inter-related dimensions of music'.

STAGE	EYFS Nursery <i>Listen with increased attention to sounds.</i> Reception <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i>	KS1 Music National Curriculum <i>listen with concentration and understanding to a range of high-quality live and recorded music</i>	KS2 Music National Curriculum <i>listen with attention to detail and recall sounds with increasing aural memory</i> <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>				
SKILLS	EYFS Children will be able to:	YEAR 1 Children will be able to:	YEAR 2 Children will be able to:	YEAR 3 Children will be able to:	YEAR 4 Children will be able to:	YEAR 5 Children will be able to:	YEAR 6 Children will be able to:
SKILLS	<ul style="list-style-type: none"> • Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. • Explore lyrics by suggesting appropriate actions. • Explore the story behind the lyrics or music. • Listen to and follow a beat using body percussion and instruments. • Consider whether a piece of music has a fast, moderate or slow tempo. • Listen to sounds and match them to the object or instrument. • Listen to sounds and identify high and low pitch. • Listen to and repeat a simple rhythm. • Listen to and repeat simple lyrics. • Understand that different instruments make different sounds and group them accordingly 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise and understand the difference between pulse and rhythm. • Understand that different types of sounds are called timbres. • Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describe the character, mood, or 'story' of music they listen to, both verbally and through movement. • Describe the differences between two pieces of music. • Express a basic opinion about music (like/dislike). • Listen to and repeat short, simple rhythmic patterns. • Listen and respond to other performers by playing as part of a group. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise timbre changes in music they listen to. • Recognise structural features in music they listen to. • Listen to and recognise instrumentation. • Begin to use musical vocabulary to describe music. • Identify melodies that move in steps. • Listen to and repeating a short, simple melody by ear. • Suggest improvements to their own and others' work. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understand that music from different parts of the world has different features. • Recognise and explain the changes within a piece of music using musical vocabulary. • Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Begin to show an awareness of metre. • Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise and use and development of motifs in music. • Identify gradual dynamic and tempo changes within a piece of music. • Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). • Identify common features between different genres, styles and traditions of music. • Recognise, name and explain the effect of the interrelated dimensions of music. • Identify scaled dynamics (crescendo/decrescendo) within a piece of music. • Use musical vocabulary to discuss the purpose of a piece of music. • Use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). • Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Compare, discuss and evaluate music using detailed musical vocabulary. • Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Recognise and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). • Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identify the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluate how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

PROGRESSION OF SKILLS: COMPOSITION

Skills in **bold** also form part of the 'Inter-related dimensions of music'.

STAGE	EYFS	KS1 Music National Curriculum <i>play tuned and untuned instruments musically</i>		KS2 Music National Curriculum <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>			
		<i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>		<i>use and understand staff and other musical notations</i>			
	EYFS Children will be able to:	YEAR 1 Children will be able to:	YEAR 2 Children will be able to:	YEAR 3 Children will be able to:	YEAR 4 Children will be able to:	YEAR 5 Children will be able to:	YEAR 6 Children will be able to:
SKILLS	<ul style="list-style-type: none"> Play untuned percussion 'in time' with a piece of music. Select classroom objects to use as instruments. Experiment with body percussion and vocal sounds to respond to music. Select appropriate instruments to represent action and mood. Experiment with playing instruments in different ways. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Select short sequences of sound using their voice or instruments in order to create a given idea or character Combine both instrumental and vocal sounds Create a simple melody using a limited number of notes Select dynamics, tempo and timbre for a piece of music that they have created Begin to reflect on their compositions and understand it as a process which may require them to review and reflect critically upon their work in order to make improvements 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combine and layer several instrumental and vocal patterns within a given structure. Create simple melodies from five or more notes. Choose appropriate dynamics, tempo and timbre for a piece of music. Use letter name and graphic notation to represent the details of their composition. Begin to suggest improvements to their own work. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggest and implement improvements to their own work, using musical vocabulary. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Compose a coherent piece of music in a given style with voices, bodies and instruments. Begin to improvise musically within a given style. Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece of music with at least four different layers and a clear structure. Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggest improvements to others' work, using musical vocabulary. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvise coherently within a given style. Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Use staff notation to record rhythms and melodies. Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. Suggest and demonstrate improvements to own and others' work. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Improvise coherently and creatively within a given style, incorporating given features. Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Record own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary.

PROGRESSION OF SKILLS: PERFORMANCE

Skills in **bold** also form part of the 'Inter-related dimensions of music'.

STAGE	EYFS	KS1 Music National Curriculum <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>play tuned and untuned instruments musically</i>		KS2 Music National Curriculum <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>use and understand staff and other musical notations</i>			
SKILLS	EYFS Children will be able to:	YEAR 1 Children will be able to:	YEAR 2 Children will be able to:	YEAR 3 Children will be able to:	YEAR 4 Children will be able to:	YEAR 5 Children will be able to:	YEAR 6 Children will be able to:
	<ul style="list-style-type: none"> Use their voices to join in with well-known songs from memory. Remember and maintain their role within a group performance. Move to music with instruction to perform actions. Participate in performances to a small audience. Stop and start playing at the right time. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use their voices expressively to speak and chant. Sing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments. Copy back short rhythmic and melodic phrases on percussion instruments. Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance. Perform from graphic notation. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use their voices expressively when singing, including the use of basic dynamics (loud and quiet). Sing short songs from memory, with melodic and rhythmic accuracy. Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Perform expressively using dynamics and timbre to alter sounds as appropriate. Sing back short melodic patterns by ear and play short melodic patterns from letter notation. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Sing 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. Sing and play in time with peers with accuracy and awareness of their part in the group performance. Play melody parts on tuned instruments with accuracy and control and developing instrumental technique. Play syncopated rhythms with accuracy, control and fluency. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Work 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. Perform with accuracy and fluency from graphic and simple staff notation. Play a simple chord progression with accuracy and fluency. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Work 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. Perform a solo or take a leadership role within a performance. Perform with accuracy and fluency from graphic and staff notation and from their own notation. Perform by following a conductor's cues and directions.

PROGRESSION OF KNOWLEDGE & SKILLS: HISTORY OF MUSIC

PROGRESSION OF KNOWLEDGE & SKILLS: HISTORY OF MUSIC			
STAGE	KS2 Music National Curriculum Pupils should be taught to: <i>develop an understanding of the history of music</i>		
YEAR 3			
	Ballads Autumn 1	Pentatonic Melodies Spring 2	Traditional Instrumentation Summer 2
KNOWLEDGE	Children will know: <ul style="list-style-type: none"> • Music from different times has different features and styles • That ballads are recorded as far back as 13th century • That ballads originated as Medieval Scottish dance songs • That a ballad is a narrative verse set to music • That Medieval ballads were often very long to capture the attention of the audience for a long period of time • Ballads were written in stanzas • That 19th century ballads were linked to the Romantic genre of music and were often solo piano pieces • That Liszt was one of the most influential composers of the Romantic era 	Children will know: <ul style="list-style-type: none"> • Music from different times has different features and styles • Pentatonic melodies were independently developed by ancient civilizations and are still used today • That pentatonic scales have been used a range of musical styles across history including Classical, Chinese music, Indian ragas and Jazz. • That composers such as Debussy and Chopin used pentatonic scales in their music • That operas such as Madame Butterfly feature pentatonic scales Pieces to listen to: <ul style="list-style-type: none"> • Chopin Etude in G Flat Major Opus 10 No. 5 – Known as the 'Black Key' etude as it uses predominantly black keys on the piano • Debussy • Puccini Madame Butterfly 	Children will know: <ul style="list-style-type: none"> • Music from different times has different features and styles • The names of traditional instruments used in Indian music • That different styles of music feature different instruments • The names of traditional instruments in Western Music
SKILLS	Children will be able to: <ul style="list-style-type: none"> • Recall and share facts about the history of ballads • Recognise a ballad when listening to one • Recognise music from the Romantic era • Use their knowledge of ballads to inform their own compositions and performances. 	Children will be able to: <ul style="list-style-type: none"> • Recognise a pentatonic melody in a range of pieces of music • Recall and explain facts about the history of pentatonic melodies • Recognise pieces by composers associated with using pentatonic scales • Use their knowledge of pentatonic melodies to inform their own compositions and performances. 	Children will be able to: <ul style="list-style-type: none"> • Hear and identify some traditional instruments in Indian music • Hear and identify some traditional instruments in Western Music • Make a comparison of similarities between traditional instruments in Indian and Western Music • Use their knowledge of traditional instrumentation to inform their own compositions and performances.

PROGRESSION OF KNOWLEDGE & SKILLS: HISTORY OF MUSIC

PROGRESSION OF KNOWLEDGE & SKILLS: HISTORY OF MUSIC			
STAGE	KS2 Music National Curriculum Pupils should be taught to: <i>develop an understanding of the history of music</i>		
YEAR 4			
	Pitch, Tempo and Dynamics Autumn 2	Samba and Carnival Sounds Spring 1	Motifs Summer 1
KNOWLEDGE	Children will know: <ul style="list-style-type: none"> • Music from different times has different features and styles • That ostinato is a key feature of this unit of learning • That ostinato is an Italian word meaning 'stubborn' or 'persistent' • That ostinato dates back to the Middle Ages • That Stravinsky was a composer who featured ostinato in his works Pieces to listen to: <ul style="list-style-type: none"> • Stravinsky's The Rite of Spring Introduction and Augurs of Spring • The Bells by William Byrd 	Children will know: <ul style="list-style-type: none"> • Music from different times has different features and styles • That Samba has roots in the African drumming traditions • That Samba music dates back to the 17th century • That Samba music traces back to Brazil where the descendants of African slaves combined percussion techniques with Latin American folk music to create an early version of Samba • That in the 1950s, Samba developed to include syncopated rhythms on various percussion instruments • That Samba music is associated with carnival, specifically the Carnival in Rio de Janeiro Pieces to listen to: <ul style="list-style-type: none"> • Fanfarra (Cabua -Le-Le) by Sergio Mendes and Carlinhos Brown 	Children will know: <ul style="list-style-type: none"> • Music from different times has different features and styles • That composers who use motifs in their music include Bach, Debussy, Beethoven Ravel and Handel • A motif is commonly used in Sonatas Pieces to listen to: <ul style="list-style-type: none"> • Beethoven Symphony No. 5 • Ravel Bolero
SKILLS	Children will be able to: <ul style="list-style-type: none"> • Hear and recognise ostinato in a range of pieces of music • Recall facts linked to the history of ostinato • Use their knowledge of ostinato to inform their own compositions and performance 	Children will be able to: <ul style="list-style-type: none"> • To hear and name some of the instruments featured in Samba music. • To discuss similarities and differences between Samba music and other genres of music. • Use their knowledge of Samba to inform their own compositions and performances. 	Children will be able to: <ul style="list-style-type: none"> • To hear and recognise a motif within a piece of music • Use their knowledge of motifs to inform their own compositions and performances. • Recall facts about the history of motifs in music

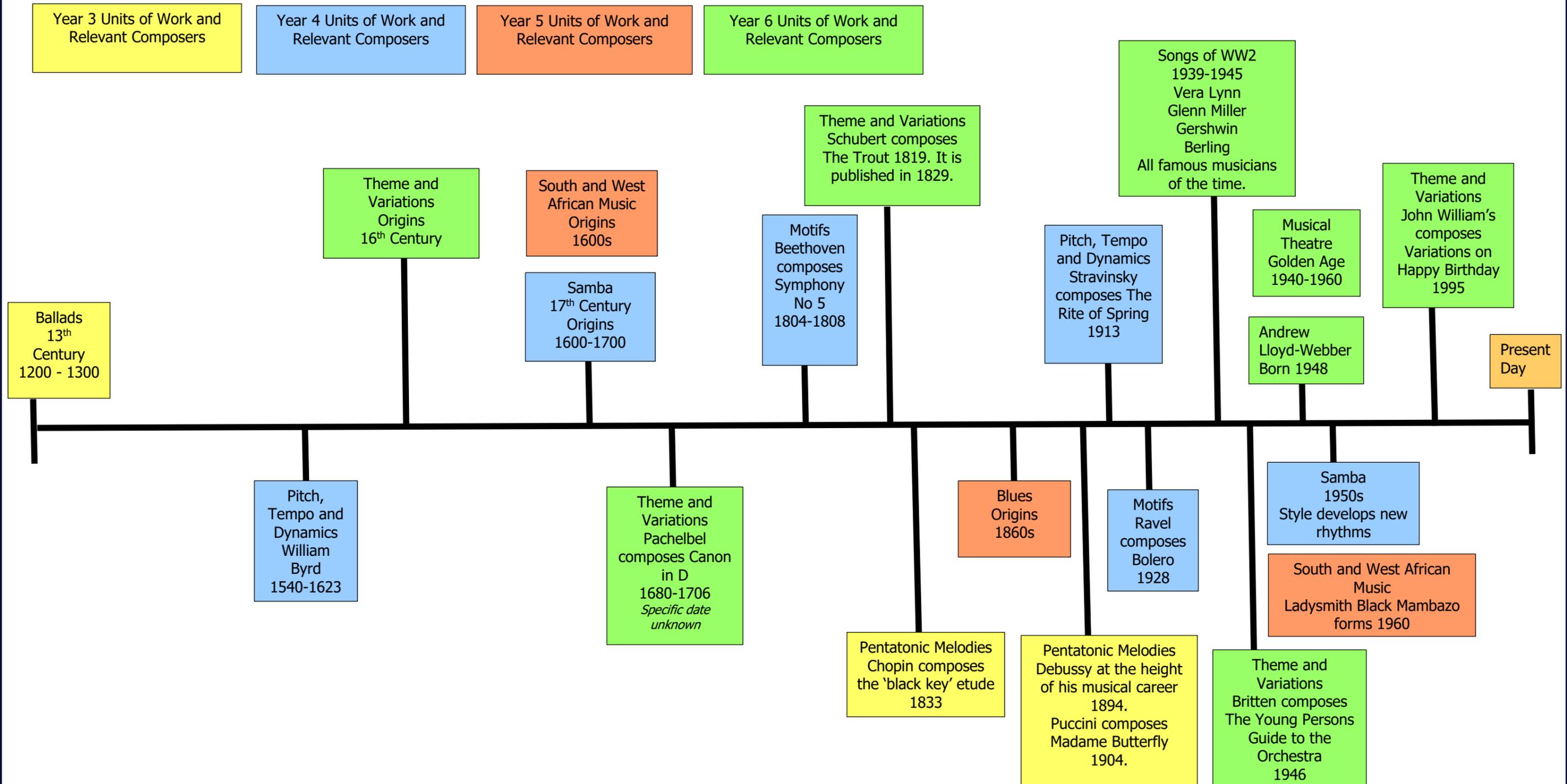
PROGRESSION OF KNOWLEDGE & SKILLS: HISTORY OF MUSIC

STAGE	KS2 Music National Curriculum Pupils should be taught to: <i>develop an understanding of the history of music</i>		
	YEAR 5		
	Blues Spring 1	South and West African Music Spring 2	Musical Theatre Summer 2
KNOWLEDGE	<p>Children will know:</p> <ul style="list-style-type: none"> • Music from different times has different features and styles • That the Blues dates back to the 1860s • That the Blues originated in the Deep South in America • That a feature of the Blues is call and response • That Blues was created by black African's who were taken to be slaves. They would sing whilst working – often about times of trouble, hardship and sadness • That Blues music is closely linked to African-American spiritual songs • That it is a genre which is still popular today and has influenced more modern styles of music such as Jazz and R and B • That Blues music often features guitar, piano, drums and vocals <p>Pieces to listen to:</p> <ul style="list-style-type: none"> • Runaway Blues – Ma Rainey • Moanin' Lisa Blues – The Simpsons 	<p>Children will know:</p> <ul style="list-style-type: none"> • Music from different times has different features and styles • That music from West Africa is very diverse. • That music from West Africa can be similar to music from Latin America • That traditional instruments such as Djembe, Balafon, Kora, Xalam and Goje are all featured in African music. • That call and response has historically been a feature of African music. • Christianity was introduced to South Africa in the 1600s which led to the development of Christian music sung in a Gospel style <p>Pieces to listen to:</p> <ul style="list-style-type: none"> • Jin-Go-La-Ba (Drums of Passion) by Babatunde Olatunji • Ladysmith Black Mambazo 	<p>Children will know:</p> <ul style="list-style-type: none"> • Music from different times has different features and styles • That Musical Theatre dates back to Ancient Greece • That the 1940s to 1960s were known as the 'Golden Age' of Musical Theatre with works by Rodgers and Hammerstein being increasingly popular • That composers of Musical Theatre include Rodgers and Hammerstein, Leonard Bernstein, Irving Berlin and Gershwin • More recent composers of Musical Theatre include Andrew Lloyd Webber, Lionel Bart and Stephen Sondheim
SKILLS	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Hear and recognise blues music • To explain and discuss the features of Blues music • To recall facts about the history of Blues music • Use their knowledge of Blues to inform their own compositions and performances. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • To hear and name some of the instruments featured in African music. • To discuss similarities and differences between African music and other genres of music. • Use their knowledge of South and West African music to inform their own compositions and performances. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • To hear and recognise the style of Musical Theatre pieces • Recall facts about the history of Musical Theatre • Use their knowledge of Musical Theatre to inform their own compositions and performances.

PROGRESSION OF KNOWLEDGE & SKILLS: HISTORY OF MUSIC

STAGE	KS2 Music National Curriculum Pupils should be taught to: <i>develop an understanding of the history of music</i>	
	YEAR 6	
	Theme and Variations Spring 1	Songs from WW2 Spring 2
KNOWLEDGE	<p>Children will know:</p> <ul style="list-style-type: none"> • Music from different times has different features and styles • Theme and Variation pieces date back to the 16th Century • Composers of pieces that feature Theme and Variations include Mozart, Beethoven, Schubert and Brahms <p>Pieces to listen to:</p> <ul style="list-style-type: none"> • The Trout by Schubert • Canon in D by Pachelbel • The Young Person's Guide to the Orchestra by Benjamin Britten • Variations on Happy Birthday by John Williams 	<p>Children will know:</p> <ul style="list-style-type: none"> • Music from different times has different features and styles • That during WW2, many families relied on access to a radio for news and for music • That this was the first time in history that music was mass-distributed during a war • That Hitler heavily influenced and suppressed music that he deemed to be 'unfit' this led to many Jewish musicians being out of work. • That many famous composers were banned in Germany on the basis of their Religion, Ethnicity or beliefs. This included composers such as Debussy, George Gershwin and Irving Berlin <p>Pieces to listen to:</p> <ul style="list-style-type: none"> • We'll Meet Again by Vera Lynn • White Cliffs of Dover by Vera Lynn • Pennsylvania 6500 by Glenn Miller Orchestra • In the Mood by Glenn Miller Orchestra • Boogie Woogie Bugle Boy of Company B by The Andrews Sisters
SKILLS	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Hear and recognise a theme and a variation in music • To explain and discuss the features of theme and variation • To recall facts about the history of theme and variation music • Use their knowledge of theme and variation to inform their own compositions and performances. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • To hear and name some of the features of songs that were popular during WW2 • To discuss similarities and differences between songs of WW2 and more current songs • Use their knowledge of WW2 songs to inform their own compositions and performances.

History of Music – A Timeline



PROGRESSION OF KNOWLEDGE & SKILLS: PLAYING THE RECORDER

STAGE	KS2 Music National Curriculum Pupils should be taught to:	
KNOWLEDGE	YEAR 3	YEAR 4
KNOWLEDGE	<p>Children will know:</p> <ul style="list-style-type: none"> To hold a recorder, they will need to place their left hand at the top and their right hand at the bottom To make a 'tu' or 'du' sound into the recorder to produce a sound That a stave is the set of lines on which musical notation is written That a treble clef sits at the start of the stave That each line and space on a stave is where a note will sit That notes are called by their letter names (C D E F G A B C) That the B A G notes sit in the middle range of the recorder That to play a B, they need to cover the back hole and the first hole That 8 notes make up an octave That a bar is the sections that the stave is separated into That the time signature denotes how many beats are in each bar That the 4/4 time signature means that there are 4 beats in each bar That the 3/4 time signature means that there are 3 beats in each bar That a crotchet beat is worth 1 beat That a minim beat is worth 2 beats That a semibreve beat is worth 4 beats That a quaver beat is worth 1/2 beat That dynamics are written in latin That <i>Piano</i> means to play quietly That <i>forte</i> means to play loudly 	<p>Children will know:</p> <ul style="list-style-type: none"> That a crotchet beat is worth 1 beat That a minim beat is worth 2 beats That a semibreve beat is worth 4 beats That a quaver beat is worth 1/2 beat That a dot when added to a notation adds half the value of the note again That a dotted minim is worth 3 beats That the 4/4 time signature means that there are 4 beats in each bar That the 3/4 time signature means that there are 3 beats in each bar That the 2/4 time signature means that there are 2 beats in each bar That <i>mp</i> is the marking for <i>mezzo piano</i> and this means to play moderately quietly That <i>mf</i> is the marking for <i>mezzo forte</i> and this means to play moderately loudly That <i>ff</i> is the marking for <i>fortissimo</i> and this means to play very loudly The <i>pp</i> is the marking for <i>pianissimo</i> and this means to play very softly That the notes within the octave (C D E F G A B C) have a space on a line or between the lines of the stave That the notes can be remembered with 2 rhymes Every Good Boy Deserves Fruit (moving from the bottom line and each note sitting over the line) and FACE to represent the notes that sit in the spaces between each line. That rests are silent beats which are not played
SKILLS	<p>Children will be able to:</p> <ul style="list-style-type: none"> Clap out rhythms that include crotchets, minims, quavers and semibreves Play B A and G notes by making the 'tu' or 'du' sound into the recorder Play a short crotchet rhythm using B, A and G Follow a rhythm of written notations using B, A and G Play a short crotchet and quaver rhythm using B, A and G Play a short rhythm of crotchet, quavers and semibreves using B, A and G To play in time with others, starting and finishing together Compose a short section of their own music in 4/4 time using B, A and G and writing these notes correctly on the stave Perform a short piece to an audience – starting and finishing at the same time as others and keeping in time 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Clap out rhythms that include crotchets, minims, quavers, semibreves and dotted minims Play B, A, G, E, D and top C notes by making the 'tu' or 'du' sound into the recorder Play a short rhythm including crotchets, quavers, semibreves, minims, dotted minims using the notes B, A, G, E, D and top C Follow and play a short rhythm of written notations using B, A, G, E, D and top C Compose a short section of their own music in 4/4 time using B, A, G, E, D and top C and writing these notes correctly on the stave Include dynamic markings in their own composition Perform a short piece to an audience – starting and finishing at the same time as others and keeping in time Play tunelessly with consideration of the theme / feeling of the piece

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> Rhythm – patterns of long and short notes Pitch – how high or low a note sounds Dynamic – how loud or soft a sound is Tempo – speed of the music Pulse – regular, steady beat throughout the music Body percussion – using the body to create sounds that can be likened to percussive instruments 	<ul style="list-style-type: none"> Timbre – the quality of the sound e.g. different instruments would sound differently playing the same note of the same pitch Rhythm – patterns of long and short notes Pitch – how high or low a note sounds Dynamic – how loud or soft a sound is Tempo – speed of the music Pulse – regular, steady beat throughout the music Structure – the sections of music such as verse /chorus Notation- music can be represented by symbols or pictures Graphic score – the use of pictures, shapes and symbols to record in writing a piece of music or musical ideas Melody – the tune of the music Composition – the creation of original music Chant – to speak words rhythmically and at the same time Body percussion – using the body to create sounds that can be likened to percussive instruments 	<ul style="list-style-type: none"> Timbre – the quality of the sound e.g. different instruments would sound differently playing the same note of the same pitch Rhythm – patterns of long and short notes Pitch – how high or low a note sounds Dynamic – how loud or soft a sound is Tempo – speed of the music Pulse – regular, steady beat throughout the music Structure – to know that music may have verse and chorus parts Notation- music can be represented by symbols or pictures Graphic score – the use of pictures, shapes and symbols to record in writing a piece of music or musical ideas Melody – the tune of the music Composition – the creation of original music Chant – to speak words rhythmically and at the same time Body percussion – using the body to create sounds that can be likened to percussive instruments 	<ul style="list-style-type: none"> Timbre – the quality of the sound e.g. different instruments would sound differently playing the same note of the same pitch Rhythm – patterns of long and short notes Pitch – how high or low a note sounds Dynamic – how loud or soft a sound is Tempo – speed of the music Pulse – regular, steady beat throughout the music Structure – to know that music may have verse and chorus parts Notation- music can be represented by symbols or pictures Graphic score – the use of pictures, shapes and symbols to record in writing a piece of music or musical ideas Melody – the tune of the music Composition – the creation of original music Chant – to speak words rhythmically and at the same time Body percussion – using the body to create sounds that can be likened to percussive instruments Metre – organisation of rhythms into particular regular patterns Texture – more than one layer of sound. The texture has specific names in some musical cultures. Key – the group of pitches in music is called the key and a key can determine whether it sounds happy or sad Crotchet – a one beat note Crescendo – to gradually get louder Stanza – verse 	<ul style="list-style-type: none"> Timbre – the quality of the sound e.g. different instruments would sound differently playing the same note of the same pitch Rhythm – patterns of long and short notes Pitch – how high or low a note sounds Dynamic – how loud or soft a sound is Tempo – speed of the music Pulse – regular, steady beat throughout the music Structure – to know that music may have verse and chorus parts Notation- music can be represented by symbols or pictures Graphic score – the use of pictures, shapes and symbols to record in writing a piece of music or musical ideas Melody – the tune of the music Composition – the creation of original music Chant – to speak words rhythmically and at the same time Body percussion – using the body to create sounds that can be likened to percussive instruments Metre – organisation of rhythms into particular regular patterns Texture – more than one layer of sound. 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Decrescendo – to gradually get quieter Pentatonic – using 5 tones Improvisation – to create within the moment Bent note – pitch slides up or down at the end of the note Poly-rhythms – more than one rhythm being played at once 	<ul style="list-style-type: none"> Timbre – the quality of the sound e.g. different instruments would sound differently playing the same note of the same pitch Rhythm – patterns of long and short notes Pitch – how high/ low a note sounds Dynamic – how loud or soft a sound is Tempo – speed of the music Pulse – regular, steady beat throughout the music Structure – to know that music may have verse and chorus parts Notation- music can be represented by symbols or pictures Graphic score – the use of pictures, shapes and symbols to record in writing a piece of music Melody – the tune of the music Composition – the creation of original music Chant – to speak words rhythmically and at the same time Body percussion – using the body to create sounds that can be likened to percussive instruments Metre – organisation of rhythms into particular regular patterns Texture – more than one layer of sound. 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CROSS CURRICULAR LINKS	<ul style="list-style-type: none"> Links to dance unit in PE to support children to move in time to a pulse or rhythm, create their own movement to demonstrate pulse and rhythm. Links to History, learning about the history of classical music, exposure to a range of classical composers and facts about composers that have been noteworthy throughout history. 	<ul style="list-style-type: none"> Links to History, teaching why and how call and response originated, African history. Links to Geography, understanding where Africa is on a map / globe, that it is one of the 7 continents. Links to DT or continuous provision, examining the construction of instruments, designing and creating their own instrument. Links to History, teaching children what is a myth and a legend, learning about well-known legends such as St George and the dragon, King Arthur, castles and their purpose. 	<ul style="list-style-type: none"> Links to RE, singing songs linked to Christmas. Links to Geography, explore where China is and information about China including traditional music. Links to Maths, counting the beat, understanding note values and holding note values, understanding time signature and playing within 4/4 and 2/4 and 3/4 time. Composing within different time signatures. 	<ul style="list-style-type: none"> Links to Science (sound) exploring timbre and how sound is made / travels. Links to Maths, counting the beat, understanding note values and holding note values, understanding time signature and playing within 4/4 and 2/4 and 3/4 time. Composing within different time signatures. 	<ul style="list-style-type: none"> Links to Geography, where did the blues originate and what was a common factor in those countries. Explore the History of the Blues and the timeline of the Blues. Links to Geography, finding information about South and West Africa, understanding the demographic of the areas and how that translates into the music. Links to Drama to use music to tell a story and convey emotion. Provide opportunity for children to work in groups to combine drama and music. Links to History of musical theatre / opera. 	<ul style="list-style-type: none"> Links to Art – the artist that they are studying will work in a particular style but each piece will look different or express something different. They will be creating pieces in a particular artist's style. In theme and variation, composers take a particular theme and then vary it throughout the piece, coming back to it and developing it. Links to History, study the songs of the time of WW2 – what are the common themes? Why was music important during WW2? Links to drama – acting out scenarios – creating freeze frames / tableaux to music from WW2. Links to PE (dance unit) creating dances in the style of the 1940s using music / songs from this era such as Glenn Miller.
ENRICHMENT	<ul style="list-style-type: none"> Opportunities to present musical learning through performance at ASPIRE event days, during Harvest, Christmas and Easter, performance to peers within key stage. 	<ul style="list-style-type: none"> Opportunities to present musical learning through performance at ASPIRE event days, during Harvest, Christmas and Easter, performance to peers within key stage. 	<ul style="list-style-type: none"> Opportunities to present musical learning through performance at ASPIRE event days, during Harvest, Christmas and Easter, performance to peers within key stage. Children will have the opportunity to join the school choir which will include trips and performances to large audiences at Young Voices, Sing Out and during Christmas events. A recorder club is provided for children who wish to learn as a beginner or intermediate. Children may access the Let's Make Music peripatetic lessons provided by Doncaster Music Service. 	<ul style="list-style-type: none"> Opportunities to present musical learning through performance at ASPIRE event days, during Harvest, Christmas and Easter, performance to peers within key stage. Children will have the opportunity to join the school choir which will include trips and performances to large audiences at Young Voices, Sing Out and during Christmas events. A recorder club is provided for children who wish to learn as a beginner or intermediate. Children may access the Let's Make Music peripatetic lessons provided by Doncaster Music Service. 	<ul style="list-style-type: none"> Opportunities to present musical learning through performance at ASPIRE event days, during Harvest, Christmas and Easter, performance to peers within key stage. Children will have the opportunity to join the school choir which will include trips and performances to large audiences at Young Voices, Sing Out and during Christmas events. A recorder club is provided for children who wish to learn as a beginner or intermediate. Children may access the Let's Make Music peripatetic lessons provided by Doncaster Music Service. 	<ul style="list-style-type: none"> Opportunities to present musical learning through performance at ASPIRE event days, during Harvest, Christmas and Easter, performance to peers within key stage. Children will have the opportunity to join the school choir which will include trips and performances to large audiences at Young Voices, Sing Out and during Christmas events. A recorder club is provided for children who wish to learn as a beginner or intermediate. Children may access the Let's Make Music peripatetic lessons provided by Doncaster Music Service. Children in Year 6 will perform an end of year performance for their parents and teachers to celebrate their final year in primary education. There will be opportunities for the children to meet with music teachers from local secondary schools to explore how they can begin or continue music tuition and enrichment as they transition to secondary education.
ASPIRE						