



LITTLETON GREEN COMMUNITY SCHOOL

MUSIC



“As Music lead, my vision is that every child is encouraged to explore and develop their own unique appreciation of Music with an understanding of culture, history, musicians, emotions and feelings, styles and techniques.

Throughout their musical journey, they will have opportunities to perform to audiences, compose their own tunes, sing, play and celebrate talented stars.

Music is our universal language that promotes confidence, friendships and unique creativity and expression.”

Miss Chaplain-Payne - Music Lead

Music Curriculum Aims

- **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**.
- Evolve a **unique understanding of what music means to them** and explore **expression through music** and the arts.
- Learn to **sing** and develop their vocal confidence to perform songs as solo or group, and provide opportunities to explore and **learn a musical instrument**.
- To create and **compose music** on their own and with others, with appropriate use of technology and progression to stretch their musical knowledge and skills.
- **Understand and explore how music is created**, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

EYFS and Music

Expressive arts and design educational programme (taken from the EYFS Framework 2020)

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early learning goals that link to music:

EYFS Expressive arts and design

ELG Being imaginative and expressive

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



What does Music look like at Littleton Green Community School?

- * Each topic begins with sharing a 'Big Question'. This enables the pupils to see the bigger picture and gives purpose to what they are learning.

ENDPOINT ASSESSMENT



- * This is a product to showcase the learning which has taken place and the knowledge learnt. It can involve a prior session to create success criteria based on the concepts and a critical evaluation lesson.

BIG QUESTION



ENDPOINT EXPLORATION

- * At the beginning of the topic, teachers share a WAGOLL (What a Good One Looks Like). Here the learning process is explored and the children have the opportunity to input to their journey to the endpoint.

THE LEARNING JOURNEY



- * A series of learning opportunities where concepts are built on. Here the meaning is made and connections are formed.



ACTIVATING PRIOR KNOWLEDGE

- * Throughout the topic, there are built in opportunities for children to access their prior knowledge to help them make connections and make the learning stick. This may be through key vocabulary, knowledge organisers, carefully thought out questioning and more.

KNOWLEDGE ORGANISERS



- * A resource which is available to children for them to learn the 'sticky knowledge' to master the learning. These are working documents that the children refer to and add their new learning to.

KEY VOCABULARY

- * At the start and throughout the learning journey, children will be taught key vocabulary need to access the learning and secure the key knowledge.





MUSIC



START



EYFS

Early Years

BEING IMAGINATIVE AND EXPRESSIVE

- Remember and sing well-known rhymes
- Sing songs in a small group
- Explore how sounds can be changed and learn the related vocabulary eg loud/quiet, fast/slow.
- Move in response to music.



Year 1

- How can we make friends when we sing together?
- How does music tell stories about the past?
- How does music make the world a better place?
- How does music help us to understand our neighbours?
- What songs can we sing to help us through the day?
- How are musical instruments different around the world?

1

Year 2

- How does music help us to make friend?
- How does music teach us about the past?
- How does music make the world a better place?
- How has music been used to tell stories in history?
- How does the music we listen to help us make friends?
- How does making music change people's feelings?

2



3

Year 3

- How can music bring peace to a community?
- What stories does music tell us about the past?
- How can music make the world a better place?
- How do musical instruments make different sounds?
- How does music shape our way of life?
- How does performing music communicate to the audience?



Year 4

- How does music bring us together?
- How is music used in ceremonies?
- Can we use our own imagination to create music?
- Why is it important to make music together?
- How have composers in history created their music?
- How can you reflect on musical performances?

4



5

Year 5

- How does music bring us together?
- What impact does music have on us?
- How does reading musical notation help to play and instrument?
- How does improvising help us combine sounds?
- How can improvising music be right or wrong?
- How does being part of a performance make me feel?



6

Year 6

- How does music bring us together?
- What is the purpose of music?
- How does adapting music make it your own?
- How does musical notation help us play music?
- Why does improvising enable the performer to own the music?
- How has your musical journey at primary school shaped your identity?



WHOLE SCHOOL OVERVIEW OF CONCEPTS

EYFS

Singing

- Sing a range of well-known nursery rhymes and songs.

Perform

- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Stage 1

Singing

- Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes

Listening and appreciate

- Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music

Playing an instrument

- Pupils should be taught to play tuned and untuned instruments musically

Create own music

- Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Stage 2

History of Music

- develop an understanding of the history of music

Listen

- listen with attention to detail and recall sounds with increasing aural memory

Appreciate

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Use and understand

- use and understand staff and other musical notations

Compose

- improvise and compose music for a range of purposes using the inter-related dimensions of music

Performing

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression




Year group Coverage and Progression of Knowledge

EYFS		
Key Concepts	Singing	Performing
Being imaginative and expressive	<ul style="list-style-type: none"> Remember and sing well-known rhymes Sing songs in a small group 	<ul style="list-style-type: none"> Explore how sounds can be changed and learn the related vocabulary e.g. loud/quiet, fast/slow. To move in response to music.

	Block 1a	Block 1b	Block 2a	Block 2b	Block 3a	Block 3b
Preschool/ Nursery	Harvest Time	Notation	Lullabies	Pulse and Rhythm	Come outside	People around the World
PRODUCT	<i>Remember and sing well-known rhymes and songs in a small group</i>	<i>Explore how percussion instruments can make different sounds, for example, loud, soft, fast, slow, high and low.</i>	<i>Remember and sing well-known rhymes and songs in a small group.</i>	<i>Join in with simple repeated rhythms</i>	<i>Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs.</i>	<i>Learn and sing songs and rhymes as part of a larger group.</i>
Reception	Songs and rhymes	Machine Music	Lullabies	Music Time	Minibeast Music	Sea Voyages
PRODUCT	<i>Perform songs and rhymes. Move in time to the music.</i>	<i>Explore playing a variety of percussion instruments.</i>	<i>Sing a range of well-known nursery rhymes and songs.</i>	<i>Listen to a variety of music and sounds</i>	<i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i>	<i>Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.</i>

Transition to KS1	<p><i>Through our bespoke curriculum, Reception children are introduced to the basics of Music through a variety of creative activities that allow them to explore and make music in different ways. They sing songs, play simple instruments, and use body percussion to create rhythms and sounds. Children are encouraged to perform songs and rhymes both as a group and individually, building their confidence in expressing themselves musically. One of the highlights of their musical journey is participating in a whole year group nativity, where they showcase their musicality through song and performance. They also explore how movements and sounds can be used to express different emotions, fostering creativity and emotional awareness. Throughout the year, children are given opportunities to listen to a wide range of musical genres, from classical to contemporary, and are encouraged to share their likes and dislikes, developing their personal tastes in music. These experiences lay the foundation for further musical development as they move into Key Stage 1.</i></p>
-------------------	---

YEAR 1

YEAR 1				
Key Concepts	Singing	Listening and appreciate	Playing an instrument	Create own music
 <p>My Musial Heartbeat: Introducing Beat How can we make friends when we sing together?</p>	<ul style="list-style-type: none"> • Make different sounds with voice and with instruments 	<ul style="list-style-type: none"> • Say whether they like or dislike a piece of music 	<ul style="list-style-type: none"> • Use instruments to perform and choose sounds to represent different things 	<ul style="list-style-type: none"> • Follow instructions about when to play and sing
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<p><i>Perform We Are Together by Joanna Mangona and Pete Readman to another year group</i></p>	<p>Significant person: Aretha Franklin (Soul) <i>Performing to an audience in assembly. Watch the school choir perform.</i></p>	<p><i>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform</i></p>	
 <p>Dance, Sing and Play! Adding Rhythm and Pitch How does music tell stories about the past?</p>	<ul style="list-style-type: none"> • Make different sounds with voice and with instruments 	<ul style="list-style-type: none"> • Say whether they like or dislike a piece of music 	<ul style="list-style-type: none"> • Use instruments to perform and choose sounds to represent different things 	<ul style="list-style-type: none"> • Follow instructions about when to play and sing
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<p><i>To be able to understand how music tells us stories from the past.</i></p>	<p>Significant person: Leroy Anderson (Orchestral Composer) <i>Sing Christmas Carols in a Christmas Service. Explore how a music record and record player work. Christmas pantomime performance. Watch a Brass Band perform Christmas carols at the Christmas Fayre</i></p>	<p><i>Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform</i></p>	
 <p>Exploring Sounds: Introducing Tempo and Dynamics How does music make the world a better place?</p>	<ul style="list-style-type: none"> • Make different sounds with voice and with instruments 	<ul style="list-style-type: none"> • Say whether they like or dislike a piece of music 	<ul style="list-style-type: none"> • Use instruments to perform and choose sounds to represent different things 	<ul style="list-style-type: none"> • Follow instructions about when to play and sing
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<p><i>Explore and describe how musical concepts (like dynamics) make you feel and think about a song. (Appraise)</i></p> <p><i>Sing or play an instrument in groups to the class, with different dynamics. (Perform)</i></p>	<p>Significant person: Bob Marley (Reggae) <i>Music meditation session in class. Young Voices concert.</i></p>	<p><i>Pulse, rhythm, pitch, compose, sing, instrumental, style (Pop, Waltz, Reggae, Funk, Lullaby), melody, dynamics, tempo, loud, quiet, fast, slow.</i></p>	



**Learning to Listen:
Combining Pulse,
Rhythm and Pitch**
How does music help us to understand our neighbours?

- Make different sounds with voice and with instruments

- Say whether they like or dislike a piece of music

- Use instruments to perform and choose sounds to represent different things

- Follow instructions about when to play and sing

PRODUCT

*Begin to understand where the music fits in the world.
Begin to understand different styles of music.
Be able to follow a steady beat.*

CULTURAL CAPITAL

Significant person: Gustav Holst (Orchestral)

Perform Harvest songs in the Harvest Festival service.

KEY VOCABULARY

Pulse, rhythm, pitch, improvise, compose, style (Swing, Jazz, Pop, Waltz, Pop, Lullaby), instrument, melody, perform, beat, tempo.



**Having Fun with
Improvisation**
What songs can we sing to help us through the day?

- Make different sounds with voice and with instruments

- Say whether they like or dislike a piece of music

- Use instruments to perform and choose sounds to represent different things

- Follow instructions about when to play and sing

PRODUCT

*Apply the understanding of pulse and rhythm to improvise. (Composing)
Explain what song lyrics mean to you. (Listening and Appraising)*

CULTURAL CAPITAL

Significant person: Duke Ellington (Jazz-Swing)

Link to mining history of the school: Brass Bands

KEY VOCABULARY

Pulse, rhythm, pitch, improvise, compose, melody, perform, singers, groove, audience, imagination.



**Let's Perform
Together!:**
**Explore Sound and
Create a Story**
How Does Music Teach Us About Looking After Our Planet?

- Make different sounds with voice and with instruments

- Say whether they like or dislike a piece of music

- Use instruments to perform and choose sounds to represent different things

- Follow instructions about when to play and sing

PRODUCT

Practice and prepare for a performance in front of an audience at the Summer Showcase.




Significant person: John Denver (Country)

Perform in a concert.

KEY VOCABULARY

Pulse, rhythm, pitch, improvise, compose, melody, perform, sing, instrument, style (Pop, Orchestral, Jazz, Country, Reggae, Gospel).

YEAR 2

Key Concepts	Singing	Listening and appreciate	Playing an instrument	Create own music
 <p>Pulse Rhythm and Pitch: Exploring Simple Patterns How does music help us to make friends?</p>	<ul style="list-style-type: none"> • Sing or clap increasing and decreasing tempo 	<ul style="list-style-type: none"> • Create music in response to different starting points 	<ul style="list-style-type: none"> • Make connections between notations and musical sounds • Play simple rhythmic patterns on an instrument • Perform simple patterns and accompaniments keeping a steady pulse 	<ul style="list-style-type: none"> • Order sounds to create a beginning, middle and an end • Create music in response to different starting points
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<p><i>Develop an awareness of pulse and a steady beat.</i> <i>To understand that music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play.</i></p>	<p><i>Significant person/composition: Eye of the Tiger by Frankie Sullivan and Jim Peterik of the band Survivor (Rock/Pop)</i> <i>Watch the school choir perform.</i></p>	<p><i>Keyboard, drums, bass, electric guitar, pulse, rhythm, pitch, improvise, compose, audience, melody, dynamics, tempo, perform/performance, audience, rock, pop, glockenspiel.</i></p>	
 <p>Playing in an Orchestra: Focus on Dynamics and Tempo How does music teach us about the past?</p>	<ul style="list-style-type: none"> • Sing or clap increasing and decreasing tempo 	<ul style="list-style-type: none"> • Create music in response to different starting points 	<ul style="list-style-type: none"> • Make connections between notations and musical sounds • Play simple rhythmic patterns on an instrument • Perform simple patterns and accompaniments keeping a steady pulse 	<ul style="list-style-type: none"> • Order sounds to create a beginning, middle and an end • Create music in response to different starting points
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<p><i>Create a composition using dynamics and different tempos. (Compose)</i> <i>To understand key features of an Orchestra. (Listen and Appraise)</i></p>	<p><i>Significant person: Maurice Ravel - "Belero" (Orchestral)</i> <i>Christmas pantomime performance.</i> <i>Explore how a music record and record player work.</i> <i>Watch a Brass Band perform Christmas carols at the Christmas Fayre</i></p>	<p><i>Pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, glockenspiel, Orchestra (woodwind, drums).</i></p>	
 <p>Inventing a Musical Story: Explore Feelings through Music How does music make the world a better place?</p>	<ul style="list-style-type: none"> • Sing or clap increasing and decreasing tempo 	<ul style="list-style-type: none"> • Create music in response to different starting points 	<ul style="list-style-type: none"> • Make connections between notations and musical sounds • Play simple rhythmic patterns on an instrument • Perform simple patterns and accompaniments keeping a steady pulse 	<ul style="list-style-type: none"> • Order sounds to create a beginning, middle and an end • Create music in response to different starting points
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<p><i>Evaluate musical compositions to explain how they make you feel.</i> <i>To understand we can use instruments with different sounds to help communicate a story and different emotions. Perform a composition/follow a graphic score to perform with emotional stimulus.</i></p>	<p><i>Significant person/composition: Scott Joplin – Maple Rag Leaf (Ragtime Jazz)</i> <i>Young Voices concert.</i></p> <p><i>Music meditation session in class.</i></p>	<p><i>Pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, piano, Jazz.</i></p>	



Recognising Different Sounds.
How Does Music Teach Us About Our Neighbourhood?

- Sing or clap increasing and decreasing tempo

- Create music in response to different starting points

- Make connections between notations and musical sounds
- Play simple rhythmic patterns on an instrument
- Perform simple patterns and accompaniments keeping a steady pulse

- Order sounds to create a beginning, middle and an end
- Create music in response to different starting points

PRODUCT

*Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place.
To perform singing Let's Sing Together to another neighbouring class.*

CULTURAL CAPITAL

Significant Person/Composition:
John Legend (Gospel/Soul)
Perform Harvest songs in the Harvest Festival service.

KEY VOCABULARY

Pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, harmony, Gospel.



Exploring Improvisation
How does music make us happy?

- Sing or clap increasing and decreasing tempo

- Create music in response to different starting points

- Make connections between notations and musical sounds
- Play simple rhythmic patterns on an instrument
- Perform simple patterns and accompaniments keeping a steady pulse

- Order sounds to create a beginning, middle and an end
- Create music in response to different starting points

PRODUCT

Explore improvisation further in this unit. Perhaps use two or three notes. Option to create a graphic score for your song. Have a go playing or singing on your own. Perform a dance to music.

CULTURAL CAPITAL

Significant person: John Williams - "E.T. The Extra-Terrestrial."
Link to mining history of the school: Brass Bands

KEY VOCABULARY

Pulse, rhythm, pitch, improvise, compose, audience, melody, dynamics, tempo, Drums, guitar, perform/performance, audience, Jazz, Rock, Calypso, solo, Orchestra, conductor.



Our Big Concert
How Does Music Teach Us About Looking After Our Planet?

- Sing or clap increasing and decreasing tempo

- Create music in response to different starting points

- Make connections between notations and musical sounds
- Play simple rhythmic patterns on an instrument
- Perform simple patterns and accompaniments keeping a steady pulse

- Order sounds to create a beginning, middle and an end
- Create music in response to different starting points

PRODUCT

Practice and prepare for a performance in front of an audience at the Summer Showcase.




CULTURAL CAPITAL

Perform in a concert.

KEY VOCABULARY

Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

YEAR 3

Key Concepts	Performing	Compose	Listen	Use and understand	Appreciate	History of music
 <p>Writing Music Down How Does Music Bring Us Together?</p>	<ul style="list-style-type: none"> play clear notes on instruments and use different elements in composition 	<ul style="list-style-type: none"> combine different sounds to create a specific mood or feeling 	<ul style="list-style-type: none"> listen carefully and recognise high and low phrases 	<ul style="list-style-type: none"> create repeated patterns with different instruments improve my work; explaining how it has been improved 	<ul style="list-style-type: none"> use musical words to describe a piece of music and compositions use musical words to describe what they like and do not like about a piece of music 	<ul style="list-style-type: none"> recognise the work of at least one famous composer
	<p>PRODUCT</p> <p>Create a simple tune using crotchets and quavers. (Composition) Key knowledge: Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play.</p>		<p>CULTURAL CAPITAL</p> <p>Significant person/composition: Carol King - "Do the Locomotion" Watch the school choir perform.</p>		<p>KEY VOCABULARY</p> <p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, melody, texture, crotchet, quaver, time signature, key signature, staff, Pop, Country, scale.</p>	
 <p>Playing in a Band What stories does music tell us about the past?</p>	<ul style="list-style-type: none"> play clear notes on instruments and use different elements in composition 	<ul style="list-style-type: none"> combine different sounds to create a specific mood or feeling 	<ul style="list-style-type: none"> listen carefully and recognise high and low phrases 	<ul style="list-style-type: none"> create repeated patterns with different instruments improve my work; explaining how it has been improved 	<ul style="list-style-type: none"> use musical words to describe a piece of music and compositions use musical words to describe what they like and do not like about a piece of music 	<ul style="list-style-type: none"> recognise the work of at least one famous composer
	<p>PRODUCT</p> <p>Learn a Folk song and perform to the neighbouring class. Key Knowledge: To develop an understanding of time signatures and harmony.</p>		<p>CULTURAL CAPITAL</p> <p>Significant person/composition: Folk and Sea Shanty eg. Wellerman by Nathan Evans Christmas pantomime performance. Explore how a music record and record player work. Watch a Brass Band perform Christmas carols at the Christmas Fayre – Link to Mining history of the school.</p>		<p>KEY VOCABULARY</p> <p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, melody, texture, crotchet, quaver, time signature, key signature, staff, Pop, Country, scale, harmony, hook, folk.</p>	
 <p>Composing using your Imagination How can music make the world a better place?</p>	<ul style="list-style-type: none"> play clear notes on instruments and use different elements in composition 	<ul style="list-style-type: none"> combine different sounds to create a specific mood or feeling 	<ul style="list-style-type: none"> listen carefully and recognise high and low phrases 	<ul style="list-style-type: none"> create repeated patterns with different instruments improve my work; explaining how it has been improved 	<ul style="list-style-type: none"> use musical words to describe a piece of music and compositions use musical words to describe what they like and do not like about a piece of music 	<ul style="list-style-type: none"> recognise the work of at least one famous composer
	<p>PRODUCT</p> <p>Write a short composition for an image or story on a musical staff using crotchets, quavers and rests.</p>		<p>CULTURAL CAPITAL</p> <p>Significant Person/Composition: "I Dreamed a Dream" from Les Misérables written by Claude-Michel Schönberg Young Voices concert. Music meditation session in class. Watch a Musical Theatre performance</p>		<p>KEY VOCABULARY</p> <p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, melody, texture, crotchet, quaver, time signature, key signature, staff, scale, harmony, hook, rests, musicals.</p>	



More Musical Styles
How Does Music Help Us Get to Know Our Community?

- | | | | | | |
|---|---|---|---|--|--|
| <ul style="list-style-type: none"> play clear notes on instruments and use different elements in composition | <ul style="list-style-type: none"> combine different sounds to create a specific mood or feeling | <ul style="list-style-type: none"> listen carefully and recognise high and low phrases | <ul style="list-style-type: none"> create repeated patterns with different instruments improve my work; explaining how it has been improved | <ul style="list-style-type: none"> use musical words to describe a piece of music and compositions use musical words to describe what they like and do not like about a piece of music | <ul style="list-style-type: none"> recognise the work of at least one famous composer |
|---|---|---|---|--|--|

PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
<i>Work together to play a range of instruments.</i>	Significant Person/Composition: <i>"Father & Son" by Cat Stevens – Soft Rock</i> <i>Perform Harvest songs in the Harvest Festival service.</i>	<i>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, melody, texture, crotchet, quaver, time signature, key signature, stave, scale, harmony, hook, rests, musicals, forte, piano, Rock, Soft Rock.</i>



Enjoying Improvisation
How does music make a difference to us everyday?

- | | | | | | |
|---|---|---|---|--|--|
| <ul style="list-style-type: none"> play clear notes on instruments and use different elements in composition | <ul style="list-style-type: none"> combine different sounds to create a specific mood or feeling | <ul style="list-style-type: none"> listen carefully and recognise high and low phrases | <ul style="list-style-type: none"> create repeated patterns with different instruments improve my work; explaining how it has been improved | <ul style="list-style-type: none"> use musical words to describe a piece of music and compositions use musical words to describe what they like and do not like about a piece of music | <ul style="list-style-type: none"> recognise the work of at least one famous composer |
|---|---|---|---|--|--|

PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
<i>Improvise music with different instruments</i>	Significant Person/Composition: <i>Billie Holiday</i> <i>Create Day (8th July 2025) - subject to class sign up</i>	<i>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, melody, texture, crotchet, quaver, time signature, key signature, stave, scale, harmony, hook, rests, musicals, forte, piano, Jazz, musical style, Swing.</i>






Opening Night
How does music connect us with our planet?

- | | | | | | |
|---|---|---|---|--|--|
| <ul style="list-style-type: none"> play clear notes on instruments and use different elements in composition | <ul style="list-style-type: none"> combine different sounds to create a specific mood or feeling | <ul style="list-style-type: none"> listen carefully and recognise high and low phrases | <ul style="list-style-type: none"> create repeated patterns with different instruments improve my work; explaining how it has been improved | <ul style="list-style-type: none"> use musical words to describe a piece of music and compositions use musical words to describe what they like and do not like about a piece of music | <ul style="list-style-type: none"> recognise the work of at least one famous composer |
|---|---|---|---|--|--|

PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
<i>Practice and prepare for a performance in front of an audience at the Summer Showcase.</i>	<i>Perform in a concert</i>	<i>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, melody, texture, crotchet, quaver, time signature, key signature, stave, scale, harmony, hook, rests, musicals, forte, piano, Jazz, musical style, Swing.</i>

YEAR 4

Key Concepts	Performing	Compose	Listen	Use and understand	Appreciate	History of music	
 <p>Musical Structures How does music bring us together?</p>	<ul style="list-style-type: none"> • sing songs from memory with accurate pitch 	<ul style="list-style-type: none"> • use notation to record compositions in a small group or individually 	<ul style="list-style-type: none"> • explain why silence is often needed in music and explain what effect it has 	<ul style="list-style-type: none"> • use notation to record and interpret sequences of pitches 	<ul style="list-style-type: none"> • identify and describe the different purposes of music 	<ul style="list-style-type: none"> • begin to identify the style of work of Beethoven, Mozart and Elgar 	
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY		
	<p><i>Create a graphic score for your own melody and rhythms as a class/group to perform together.</i></p> <p><i>Understand musical sections that repeat or change help create the structure, or form, of a piece of music or a song.</i></p>		<p>Significant person/composition: <i>Beyonce / Martin Luther King</i> Contemporary R&B Watch the school choir perform.</p>		<p><i>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, rhythm patterns, musical style, rapping, lyrics, digital/electronic sounds, notation, backing vocal, piano, civil rights, racism, equality, R&B.</i></p>		
 <p>Exploring Feelings When You Play How does music connect us with our past?</p>	<ul style="list-style-type: none"> • sing songs from memory with accurate pitch 	<ul style="list-style-type: none"> • use notation to record compositions in a small group or individually 	<ul style="list-style-type: none"> • explain why silence is often needed in music and explain what effect it has 	<ul style="list-style-type: none"> • use notation to record and interpret sequences of pitches 	<ul style="list-style-type: none"> • identify and describe the different purposes of music 	<ul style="list-style-type: none"> • begin to identify the style of work of Beethoven, Mozart and Elgar 	
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY		
	<p><i>Evaluate how music is used in ceremonies.</i></p> <p><i>Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.</i></p>		<p>Significant person/composition: <i>'Scarborough Fair' by Simon and Garfunkel (explore other arrangements and compare) - Folk genre</i> Christmas pantomime performance. Explore how a music record and record player work. Watch a Brass Band perform Christmas carols at the Christmas Fayre - Link to Mining history of the school.</p>		<p><i>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, rhythm patterns, musical style, lyrics, notation, backing vocal, piano, civil rights, racism, equality, Folk, communicate.</i></p>		
 <p>Compose with your Friends How does music improve our world?</p>	<ul style="list-style-type: none"> • sing songs from memory with accurate pitch 	<ul style="list-style-type: none"> • use notation to record compositions in a small group or individually 	<ul style="list-style-type: none"> • explain why silence is often needed in music and explain what effect it has 	<ul style="list-style-type: none"> • use notation to record and interpret sequences of pitches 	<ul style="list-style-type: none"> • identify and describe the different purposes of music 	<ul style="list-style-type: none"> • begin to identify the style of work of Beethoven, Mozart and Elgar 	
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY		
	<p><i>Create a composition with the theme of UNITY in a chosen key (when given selected notes)</i></p>		<p>Significant person/composition: <i>'Mambo' by Leonard Bernstein – Musical theatre West Side Story</i> Young Voices concert. Music meditation session in class. Watch a Musical Theatre performance</p>		<p><i>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, melody, solo, rhythm patterns, musical style, lyrics, notation, backing vocal, piano, equality, musical theatre.</i></p>		



Feelings Through Music

How does music teach us about our community?

• sing songs from memory with accurate pitch

• use notation to record compositions in a small group or individually

• explain why silence is often needed in music and explain what effect it has

• use notation to record and interpret sequences of pitches

• identify and describe the different purposes of music

• begin to identify the style of work of Beethoven, Mozart and Elgar

PRODUCT

*Appraise music: Music is used for many reasons and can help us express our feelings.
Explore musical features and try to connect your feelings with what you hear.*

CULTURAL CAPITAL

Significant person/composition:
Pink Floyd or The Beatles
Rock and Roll

Perform Harvest songs in the Harvest Festival service.

KEY VOCABULARY

*Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, rhythm patterns, musical style, backing vocal, piano, equality, **Rock and Roll, community, feelings.***



Expression and Improvisation

How does music shape our way of life?

• sing songs from memory with accurate pitch

• use notation to record compositions in a small group or individually

• explain why silence is often needed in music and explain what effect it has

• use notation to record and interpret sequences of pitches

• identify and describe the different purposes of music

• begin to identify the style of work of Beethoven, Mozart and Elgar

PRODUCT

Name famous composers in history.

CULTURAL CAPITAL

Significant person/composition:
Tchaikovsky
Create Day (8th July 2025) - subject to class sign up

KEY VOCABULARY

*Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, melody, solo, rhythm patterns, musical style,, lyrics, digital/electronic sounds, notation, backing vocal, piano, civil rights, racism, equality, **composer, Romantic Period, Classical.***



The Show Music Go On!

How does music connect us with the environment?

• sing songs from memory with accurate pitch

• use notation to record compositions in a small group or individually

• explain why silence is often needed in music and explain what effect it has

• use notation to record and interpret sequences of pitches

• identify and describe the different purposes of music

• begin to identify the style of work of Beethoven, Mozart and Elgar

PRODUCT

Practice and prepare for a performance in front of an audience at the Summer Showcase.




CULTURAL CAPITAL

Perform in a concert

KEY VOCABULARY

*Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, melody, solo, rhythm patterns, musical style,, lyrics, **digital/electronic sounds, notation, backing vocal, piano, civil rights, racism, equality, musical theatre, Rock and Roll, community, feelings. composer, Romantic Period, Classical.***

YEAR 5

Key Concepts	Performing	Compose	Listen	Use and understand	Appreciate	History of music	
 <p>Melody and Harmony in Music How does music bring us together?</p>	<ul style="list-style-type: none"> maintain own part whilst others are performing their part 	<ul style="list-style-type: none"> compose music which meets specific criteria choose the most appropriate tempo for a piece of music 	<ul style="list-style-type: none"> repeat a phrase from the music after listening intently. 	<ul style="list-style-type: none"> use music diary to record aspects of the composition process 	<ul style="list-style-type: none"> describe, compare and evaluate music using musical vocabulary explain why they think music is successful or unsuccessful 	<ul style="list-style-type: none"> contrast the work of a famous composer with another and explain preferences 	
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY		
	Create a class band to be inclusive with playing an instrument.		<p><i>Significant person/composition: Mahalia Jackson</i> Watch the school choir perform.</p>		<p><i>Tempo, Time signature, Key signature, Rhythm, pattern, improvise, harmony, melody, compose, structure and form, texture, instrumental, vocal, Gospel.</i></p>		
 <p>Sing and Play in Different Styles How does music connect us with our past?</p>	<ul style="list-style-type: none"> maintain own part whilst others are performing their part 	<ul style="list-style-type: none"> compose music which meets specific criteria choose the most appropriate tempo for a piece of music 	<ul style="list-style-type: none"> repeat a phrase from the music after listening intently. 	<ul style="list-style-type: none"> use music diary to record aspects of the composition process 	<ul style="list-style-type: none"> describe, compare and evaluate music using musical vocabulary explain why they think music is successful or unsuccessful 	<ul style="list-style-type: none"> contrast the work of a famous composer with another and explain preferences 	
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY		
	Create a class wall display demonstrating how music makes the children feel.		<p><i>Significant person/composition: Phillip Glass</i> Christmas pantomime performance. Explore how a music record and record player work. Watch a Brass Band perform Christmas carols at the Christmas Fayre - Link to Mining history of the school.</p>		<p><i>Tempo, Time signature, Key signature, Rhythm, pattern, improvise, harmony, melody, compose, structure and form, texture, instrumental, vocal, Gospel, Minimalism, Western Classical, Piano.</i></p>		
 <p>Composing and Chords How does music improve our world?</p>	<ul style="list-style-type: none"> maintain own part whilst others are performing their part 	<ul style="list-style-type: none"> compose music which meets specific criteria choose the most appropriate tempo for a piece of music 	<ul style="list-style-type: none"> repeat a phrase from the music after listening intently. 	<ul style="list-style-type: none"> use music diary to record aspects of the composition process 	<ul style="list-style-type: none"> describe, compare and evaluate music using musical vocabulary explain why they think music is successful or unsuccessful 	<ul style="list-style-type: none"> contrast the work of a famous composer with another and explain preferences 	
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY		
	Compose a simple tune written on a musical staff using year group notation accurately.		<p><i>Significant person/composition: Ndodemnyama we Verwoerd (Beware, Verwoerd!) by Miriam Makeba Or (Something Inside) So Strong by Labi Siffre</i> Young Voices concert. Music meditation session in class.</p>		<p><i>Tempo, Time signature, Key signature, Rhythm, pattern, improvise, harmony, melody, compose, chords, minor, sharp, flat, major notes, structure and form, Gospel, style, genre, South African Pop, 20th and 21st Orchestral.</i></p>		



Enjoying Musical Styles

How does music teach us about our community?

- maintain own part whilst others are performing their part

- compose music which meets specific criteria
- choose the most appropriate tempo for a piece of music

- repeat a phrase from the music after listening intently.

- use music diary to record aspects of the composition process

- describe, compare and evaluate music using musical vocabulary
- explain why they think music is successful or unsuccessful

contrast the work of a famous composer with another and explain preferences

PRODUCT

Learn a song by heart that follows a constant rhythm.

CULTURAL CAPITAL

Significant person/composition:
John Williams (Orchestral Film soundtracks)
Perform Harvest songs in the Harvest Festival service.

KEY VOCABULARY

Tempo, Time signature, Key signature, Rhythm, pattern, improvise, harmony, melody, compose, chords, minor, sharp, flat, major notes, structure and form, Gospel, style, genre, South African Pop, 20th and 21st Orchestral, film soundtrack.



Freedom to Improvise

How does music shape our way of life?

- maintain own part whilst others are performing their part

- compose music which meets specific criteria
- choose the most appropriate tempo for a piece of music

- repeat a phrase from the music after listening intently.

- use music diary to record aspects of the composition process

- describe, compare and evaluate music using musical vocabulary
- explain why they think music is successful or unsuccessful

contrast the work of a famous composer with another and explain preferences

PRODUCT

To understand that improvisation gives you the freedom to express yourself, to really go for it!
Improvise music using instruments in small groups with an appropriate backing track.

CULTURAL CAPITAL

Significant person/composition: **Stevie Wonder** (inclusivity and diversity)
Create Day (8th July 2025) - subject to class sign up

KEY VOCABULARY

Tempo, Time signature, Key signature, Rhythm, pattern, improvise, harmony, melody, compose, notes, minor, major, Pop, sharp, flat, Orchestral, Gospel, style, genre, South African Pop, 20th and 21st Orchestral, film soundtrack, Funk, Hip Hop, fusion.



Battle of the Bands

How does music connect us with the environment?

- maintain own part whilst others are performing their part

- compose music which meets specific criteria
- choose the most appropriate tempo for a piece of music

- repeat a phrase from the music after listening intently.

- use music diary to record aspects of the composition process

- describe, compare and evaluate music using musical vocabulary
- explain why they think music is successful or unsuccessful

contrast the work of a famous composer with another and explain preferences

PRODUCT

Practice and prepare for a performance in front of an audience at the Summer Showcase.




CULTURAL CAPITAL

Perform in a concert

KEY VOCABULARY

Tempo, Time signature, Key signature, Rhythm, pattern, improvise, harmony, melody, compose, notes, minor, major, Pop, sharp, flat, Orchestral, Gospel, style, genre, South African Pop, 20th and 21st Orchestral, film soundtrack, Funk, Hip Hop, fusion., perform.

YEAR 6

Key Concepts	Performing	Compose	Listen	Use and understand	Appreciate	History of music	
 <p>Music and Technology How does music bring us together?</p>	<ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance 	<ul style="list-style-type: none"> • use a variety of different musical devices in composition (including melody, rhythms and chords). 	<ul style="list-style-type: none"> • accurately recall a part of the music listened to 	<ul style="list-style-type: none"> • analyse features within different pieces of music 	<ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created 	<ul style="list-style-type: none"> • compare and contrast the impact that different composers from different times have had on people of that time 	
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY		
	Create a music poster for music from different cultures.		Significant person/composition: “Fanfare For The Common Man” by Aaron Copland Watch the school choir perform.		<i>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, phrases, unison, harmony, Socialism, 20th Century Orchestral, Folk, Jazz, fanfare.</i>		
 <p>Developing Ensemble Skills How does music connect us with our past?</p>	<ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance 	<ul style="list-style-type: none"> • use a variety of different musical devices in composition (including melody, rhythms and chords). 	<ul style="list-style-type: none"> • accurately recall a part of the music listened to 	<ul style="list-style-type: none"> • analyse features within different pieces of music 	<ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created 	<ul style="list-style-type: none"> • compare and contrast the impact that different composers from different times have had on people of that time 	
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY		
	Listen to a variety of music genres and create a mood map.		Significant person/composition: Duke Ellington <i>Christmas pantomime performance. Explore how a music record and record player work. Watch a Brass Band perform Christmas carols at the Christmas Fayre - Link to Mining history of the school.</i>		<i>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, phrases, unison, harmony, Socialism, 20th Century Orchestral, Folk, Jazz, fanfare, Swing, Saxophone, Piano, Brass, Bass, Drums, Vocals, by ear.</i>		
 <p>Creative Composition How does music improve our world?</p>	<ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance 	<ul style="list-style-type: none"> • use a variety of different musical devices in composition (including melody, rhythms and chords). 	<ul style="list-style-type: none"> • accurately recall a part of the music listened to 	<ul style="list-style-type: none"> • analyse features within different pieces of music 	<ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created 	<ul style="list-style-type: none"> • compare and contrast the impact that different composers from different times have had on people of that time 	
	PRODUCT		CULTURAL CAPITAL		KEY VOCABULARY		
	Record an improvisation following a known composition.		Significant person/composition: “Everybody Dance” by Chic or “Don’t Start Now” by Dua Lipa Young Voices concert. Music meditation session in class.		<i>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, time signature, dynamics, timbre, texture, structure, dimensions of music, phrases, unison, harmony, Socialism, 20th Century Orchestral, Folk, Jazz, fanfare, Swing, Saxophone, Piano, Brass, Bass, Drums, Vocals, by ear, Disco, Nu-Disco, riff, synthesized sounds,</i>		



**Musical Styles
Connect Us**

How does music teach us about our community?

- | | | | | | |
|---|---|---|---|--|---|
| <ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance | <ul style="list-style-type: none"> • use a variety of different musical devices in composition (including melody, rhythms and chords). | <ul style="list-style-type: none"> • accurately recall a part of the music listened to | <ul style="list-style-type: none"> • analyse features within different pieces of music | <ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created | <ul style="list-style-type: none"> • compare and contrast the impact that different composers from different times have had on people of that time |
|---|---|---|---|--|---|

PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
Play a melody on a tuned instrument following the year group notation.	Significant person/composition: "Danny Boy" Johnny Cash Perform Harvest songs in the Harvest Festival service.	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, time signature, dynamics, timbre, texture, structure, dimensions of music, phrases, unison, harmony, Socialism, 20 th Century Orchestral, Folk, Jazz, fanfare, Swing, Saxophone, Piano, Brass, Bass, Drums, Vocals, by ear, Disco, Nu-Disco, riff, synthesized sounds, Folk, community, traditional tales.



**Improvising with
Confidence**

How does music shape our way of life?

- | | | | | | |
|---|---|---|---|--|---|
| <ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance | <ul style="list-style-type: none"> • use a variety of different musical devices in composition (including melody, rhythms and chords). | <ul style="list-style-type: none"> • accurately recall a part of the music listened to | <ul style="list-style-type: none"> • analyse features within different pieces of music | <ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created | <ul style="list-style-type: none"> • compare and contrast the impact that different composers from different times have had on people of that time |
|---|---|---|---|--|---|

PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
Plan a musical composition using a mix of improvisations and written notation.	Significant person/composition: Kendrick Lamar or Jay-Z Create Day (8 th July 2025) - subject to class sign up	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, time signature, dynamics, timbre, texture, structure, dimensions of music, phrases, unison, harmony, Socialism, 20 th Century Orchestral, Folk, Jazz, fanfare, Swing, Saxophone, Piano, Brass, Bass, Drums, Vocals, by ear, Disco, Nu-Disco, riff, synthesized sounds, Folk, community, traditional tales. Hip Hop, electronic beats, Black Lives Matter, civil rights, African American, racism, rapping, backing track.



Farewell Tour

How does music connect us with the environment?

- | | | | | | |
|---|---|---|---|--|---|
| <ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance | <ul style="list-style-type: none"> • use a variety of different musical devices in composition (including melody, rhythms and chords). | <ul style="list-style-type: none"> • accurately recall a part of the music listened to | <ul style="list-style-type: none"> • analyse features within different pieces of music | <ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created | <ul style="list-style-type: none"> • compare and contrast the impact that different composers from different times have had on people of that time |
|---|---|---|---|--|---|

PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
Practice and prepare for a performance in front of an audience at the Summer Showcase.	Perform in a concert	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, time signature, dynamics, timbre, texture, structure, dimensions of music, phrases, unison, harmony, Socialism, 20 th Century Orchestral, Folk, Jazz, fanfare, Swing, Saxophone, Piano, Brass, Bass, Drums, Vocals, by ear, Disco, Nu-Disco, riff, synthesized sounds, Folk, community, traditional tales. Hip Hop, electronic beats, Black Lives Matter, civil rights, African American, racism, rapping, backing track.