



# **Becontree Primary School**

## Music Curriculum Overview

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| <b>Me!</b> <ul style="list-style-type: none"> <li>To listen to and respond to a different style of music each week</li> <li>To explore and create - initially using voices only but building to using classroom instruments too</li> <li>To sing nursery rhymes and action songs - building to singing and playing</li> <li>To share and perform songs that we have learnt</li> <li>To learn that music can touch your feelings.</li> <li>To enjoy moving to music</li> <li>To know that the words of songs can tell stories.</li> <li>Find the pulse and find different ways to keep the pulse.</li> <li>Copy basic rhythm patterns</li> <li>Explore high and low using voices and sounds</li> <li>To sing along with a pre-recorded song and a backing track</li> <li>Perform nursery rhymes by singing and adding actions or dance.</li> </ul> | <b>My Stories</b> <ul style="list-style-type: none"> <li>To listen to and respond to a different style of music each week</li> <li>To learn to sing or sing along with nursery rhymes and action songs</li> <li>To improvise leading to playing classroom instruments</li> <li>To share and perform the learning that has taken place</li> <li>To learn that music can touch your feelings.</li> <li>To enjoy moving to music</li> <li>To know that the words of songs can tell stories.</li> <li>Find the pulse and find different ways to keep the pulse.</li> <li>Copy basic rhythm patterns</li> <li>Explore high and low using voices and sounds</li> <li>To sing along with a pre-recorded song and a backing track</li> <li>Perform nursery rhymes by singing and adding actions or dance.</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part.</li> </ul> <p><b>Children will also practise singing songs for the Christmas nativity and perform them to parents.</b></p> | <b>Everyone</b> <ul style="list-style-type: none"> <li>To listen to and respond to different styles of music</li> <li>To learning to sing or sing along with nursery rhymes and action songs</li> <li>To improvise leading to playing classroom instruments</li> <li>To sing and learn to play instruments within a song</li> <li>To share and perform the learning that has taken place</li> <li>To enjoy moving to music</li> <li>To know that the words of songs can tell stories.</li> <li>Find the pulse and find different ways to keep the pulse.</li> <li>Copy basic rhythm patterns</li> <li>Explore high and low using voices and sounds</li> <li>To sing along with a pre-recorded song and a backing track</li> <li>Perform nursery rhymes by singing and adding actions or dance.</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part.</li> </ul> | <b>Our World</b> <ul style="list-style-type: none"> <li>To listen to and respond to different styles of music</li> <li>To learning to sing or sing along with nursery rhymes and action songs</li> <li>To improvise leading to playing classroom instruments</li> <li>To sing and learn to play instruments within a song</li> <li>To share and perform the learning that has taken place</li> <li>To enjoy moving to music</li> <li>Find the pulse and keep the pulse.</li> <li>Copy basic rhythm patterns</li> <li>Explore high and low using voices and sounds</li> <li>To sing along with a pre-recorded song and a backing track</li> <li>Perform nursery rhymes by singing and adding actions or dance.</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>Talk about a performance</li> </ul> | <b>Big Bear Funk</b> <ul style="list-style-type: none"> <li>To listen and appraise Funk music</li> <li>To learn to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>To play instruments within the song</li> <li>To improvise using voices and instruments</li> <li>To create a Riff-based composition</li> <li>To share and perform the learning that has taken place</li> <li>To enjoy moving to music</li> <li>Find the pulse and keep the pulse.</li> <li>Copy basic rhythm patterns</li> <li>To sing along with a pre-recorded song and a backing track</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> <li>Talk about a performance</li> </ul> | <b>Reflect, Rewind and Replay</b> <ul style="list-style-type: none"> <li>To listen and appraise</li> <li>To sing and revisit nursery rhymes and action songs</li> <li>To play instruments within the song</li> <li>To improvise using voices and instruments</li> <li>To create a Riff-based composition</li> <li>To share and perform the learning that has taken place</li> <li>To learn that music can touch your feelings.</li> <li>To enjoy moving to music</li> <li>Find the pulse and keep the pulse.</li> <li>Copy basic rhythm patterns</li> <li>To sing along with a pre-recorded song and a backing track</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> <li>Talk about a performance</li> </ul> |

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| <b>Introducing Beat</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To rap a song</li> <li>To learn an instrumental part on the glockenspiel</li> <li>To find the pulse</li> <li>To listen and respond to a song</li> <li>Find and keep a steady beat together.</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Copy back simple melodic patterns using high and low.</li> <li>Move and dance with the music.</li> <li>Begin to understand about different styles of music</li> <li>Sing in unison.</li> <li>Sing, rap, rhyme, chant and use spoken word.</li> <li>Improvise simple vocal patterns using 'Question and Answer' phrases.</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Enjoy and have fun performing.</li> </ul> | <b>Adding Rhythm and Pitch</b> <ul style="list-style-type: none"> <li>To learn to sing songs including nursery rhymes</li> <li>To listen and respond to nursery rhymes</li> <li>To play an instrumental part on the glockenspiel</li> <li>To identify some instruments in an orchestra</li> <li>To compose a rhythm as a class</li> <li>To use body percussion</li> <li>To understand the importance of rhythm and pitch</li> <li>Use body percussion, instruments and voices</li> <li>Understand the difference between creating a rhythm pattern and a pitch pattern</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Copy back simple melodic patterns using high and low.</li> <li>Find the steady beat.</li> <li>Recognise some band and orchestral instruments</li> <li>Sing, rap, rhyme, chant and use spoken word.</li> <li>Sing in unison.</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Recognise how graphic notation can represent created sounds.</li> <li>Prepare a song to perform</li> </ul> <b>Children will also practise singing songs for the Christmas sing-along and perform them to parents.</b> | <b>Introducing Tempo and Dynamics</b> <ul style="list-style-type: none"> <li>To understand what tempo means</li> <li>To understand what dynamics are</li> <li>To play an instrumental part</li> <li>To compose pitched music to create mood</li> <li>To use dynamics in a performance</li> <li>To listen and respond to an orchestral piece of music that is telling a story</li> <li>Use body percussion, instruments and voices.</li> <li>Find and keep a steady beat together.</li> <li>Move and dance with the music.</li> <li>Find the steady beat.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud and quiet.</li> <li>Sing, rap, rhyme, chant and use spoken word.</li> <li>Sing songs from memory</li> <li>Sing in unison.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Recognise how graphic notation can represent created sounds.</li> <li>Prepare a song to perform.</li> </ul> | <b>Combining Pulse Rhythm and Pitch</b> <ul style="list-style-type: none"> <li>To identify and combine pulse, rhythm and pitch</li> <li>To compose a rhythmic pattern by using rests</li> <li>To recognise the importance of patterns and repetition in music</li> <li>To listen and respond to an orchestral piece of music</li> <li>Use body percussion, instruments and voices.</li> <li>Find and keep a steady beat together.</li> <li>Begin to understand about different styles of music.</li> <li>Sing, rap, rhyme, chant and use spoken word.</li> <li>Sing in unison.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Explore improvisation within a major and minor scale using the notes</li> <li>Improvise simple vocal patterns using 'Question and Answer' phrases.</li> <li>Enjoy and have fun performing.</li> <li>Prepare a song to perform</li> <li>Play some simple instrumental parts.</li> </ul> | <b>Having Fun with Improvisation</b> <ul style="list-style-type: none"> <li>To find the pulse to a slow piece of music</li> <li>To improvise with rhythms</li> <li>To use C, D and E to improvise with a melody</li> <li>To use breath control to sing a slow song</li> <li>To follow a conductor's direction to control breathing</li> <li>To listen and respond to a piece of music with a varied tempo</li> <li>Find and keep a steady beat together</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Describe tempo as fast or slow</li> <li>Demonstrate good singing posture</li> <li>Sing in unison.</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Explore improvisation within a major and minor scale using the notes: C, D, E</li> <li>Improvise simple vocal patterns using 'Question and Answer' phrases.</li> <li>Enjoy and have fun performing.</li> <li>Prepare a song to perform.</li> <li>Communicate the meaning of the song.</li> </ul> | <b>Explore Sound and Create a Story</b> <ul style="list-style-type: none"> <li>To recognise that a song can tell a story through lyrics or in films</li> <li>To compose a song using sounds of school</li> <li>To practise an instrumental part for a performance</li> <li>To listen and respond to a piece of music</li> <li>To select a piece of music to perform</li> <li>To assess my learning using a quiz</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Copy back simple melodic patterns using high and low</li> <li>Talk about feelings created by the music.</li> <li>Begin to understand about different styles of music.</li> <li>Sing songs from memory.</li> <li>Sing in unison.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Create a story, choosing and playing classroom instruments</li> <li>Explore and invent your own symbols.</li> <li>Choose a song/songs to perform to a well-known audience.</li> <li>Prepare a song to perform.</li> </ul> |

| Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| <b>Exploring Simple Patterns</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To improvise using simple melodic and rhythmic patterns</li> <li>To consider the meaning of words in songs</li> <li>To listen and respond to orchestral music</li> <li>To consider how dynamics are used in songs</li> <li>To rehearse and perform a song</li> <li>Use body percussion, instruments and voices</li> <li>Find and keep a steady beat.</li> <li>Talk about how the music makes you feel.</li> <li>Describe dynamics as loud or quiet.</li> <li>Start to talk about the style of a piece of music.</li> <li>Sing to communicate the meaning of the words.</li> <li>Talk about feelings created by the music.</li> <li>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Explore improvisation within a major scale</li> <li>Practise, rehearse and share a song that has been learned in the lesson</li> </ul> | <b>Focus on Dynamics &amp; Tempo</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To play an instrumental part on a</li> <li>To compose a piece of music considering how dynamics and tempo are used</li> <li>To use 3 or 5 notes to compose a piece of music</li> <li>To rehearse and perform a song</li> <li>Use body percussion, instruments and voices</li> <li>Find and keep a steady beat.</li> <li>Recognise tempo, as well as changes in tempo.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud or quiet.</li> <li>Demonstrate good singing posture.</li> <li>Recognise some band and orchestral instruments.</li> <li>Describe tempo as fast or slow.</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Practise, rehearse and share a song that has been learned in the lesson.</li> </ul> <p><b>Children will also practise singing songs for the Christmas sing-along and perform them to parents.</b></p> | <b>Explore Feelings Through Music</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To consider how songs make us feel</li> <li>To play an instrumental part on the recorder</li> <li>To listen and respond to a Rock 'n' Roll song</li> <li>Use body percussion, instruments and voices</li> <li>Find and keep a steady beat.</li> <li>Talk about how the music makes you feel.</li> <li>Copy back simple rhythmic patterns using long and short.</li> <li>Copy back simple melodic patterns using high and low.</li> <li>Move and dance with the music confidently.</li> <li>Start to talk about the style of a piece of music.</li> <li>Sing to communicate the meaning of the words</li> <li>Sing in unison</li> <li>Work with a partner and in the class to improvise simple 'Question and Answer' phrases</li> <li>Practise, rehearse and share a song that has been learned in the lesson</li> </ul> | <b>Inventing a Musical Story</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To sing in two parts</li> <li>To listen and appraise a swing song</li> <li>To use the words tempo and dynamics to describe a song</li> <li>To play an instrumental part on a glockenspiel</li> <li>To use 3 or 5 notes to compose a piece of music</li> <li>Use body percussion, instruments and voices</li> <li>Find and keep a steady beat.</li> <li>Walk in time to the beat of a piece of music.</li> <li>Describe tempo as fast or slow.</li> <li>Describe dynamics as loud or quiet.</li> <li>Join in sections of the song, eg call and response</li> <li>Recognise some band and orchestral instruments.</li> <li>Sing in unison and sometimes in parts, and with more pitching accuracy</li> <li>Add actions to a song.</li> <li>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing</li> <li>Create a simple melody using crotchets and minims</li> <li>Practise, rehearse and share a song that has been learned in the lesson</li> </ul> | <b>Music that Makes you Dance</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To look at musical score to understand how the pitch changes</li> <li>To play an instrumental part on the recorder</li> <li>To compose a piece of music</li> <li>To listen and appraise a piece of music for film</li> <li>Use body percussion, instruments and voices</li> <li>Find and keep a steady beat.</li> <li>Sing short phrases independently.</li> <li>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time</li> <li>Start to talk about the style of a piece of music.</li> <li>Recognise some band and orchestral instruments.</li> <li>Start to talk about where music might fit into the world.</li> <li>Explore standard notation, using crotchets, quavers, minims and semibreves</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Create a story, choosing and playing classroom instruments.</li> <li>Create a simple melody using crotchets and minims</li> <li>Practise, rehearse and share a song that has been learned in the lesson</li> </ul> | <b>Exploring Improvisation</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To play an instrumental part on a glockenspiel</li> <li>To improvise using the notes C, D and E</li> <li>To select a piece of music to perform</li> <li>To assess my learning using a quiz</li> <li>Use body percussion, instruments and voices</li> <li>Find and keep a steady beat.</li> <li>Sing short phrases independently.</li> <li>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</li> <li>Start to talk about where music might fit into the world.</li> <li>Demonstrate good singing posture.</li> <li>Understand and follow the leader or conductor.</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Work with a partner and in the class to improvise simple 'Question and Answer' phrases</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> <li>Talk about what the song means and why it was chosen to share.</li> <li>Talk about the difference between rehearsing a song and performing it.</li> </ul> |

| Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| <b>Developing Notation Skills</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To read crotchets, quavers and minims on a musical score</li> <li>To listen and appraise a choral piece of music</li> <li>To improvise with rhythms and melody using glockenspiels</li> <li>To practise singing using musical notation</li> <li>Copy back and improvise simple melodic and rhythmic patterns using minims, crotchets, quavers and their rests.</li> <li>Identify if it's a male or female voice singing the song.</li> <li>Sing with awareness of following the beat.</li> <li>Sing with attention to clear diction.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols</li> <li>Read and respond to semibreves, minims, crotchets and paired quavers.</li> <li>Identify Stave, Treble clef, Time signature, Lines and spaces on the stave</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Become more skilled in improvising</li> <li>Play and perform melodies following staff notation.</li> </ul> | <b>Enjoying Improvisation</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To choose and play an instrumental part on the recorder</li> <li>To listen and appraise a piece of music for film</li> <li>To read musical notation</li> <li>To improvise with 1 or more notes</li> <li>Copy back and improvise simple melodic and rhythmic patterns using minims, crotchets, quavers and their rests.</li> <li>Copy back and improvise simple melodic patterns</li> <li>Share your thoughts and feelings about the music together.</li> <li>Talk about what the song or piece of music means.</li> <li>Identify some instruments you can hear playing.</li> <li>Find a widening range of unison songs, of varying styles and structures.</li> <li>Sing with attention to clear diction.</li> <li>Sing expressively, with attention to the meaning of the words.</li> <li>Compose over a simple groove.</li> <li>Play and perform melodies following staff notation</li> </ul> <p><b>Children will also practise singing songs for the Christmas sing-along and perform them to parents.</b></p> | <b>Glockenspiel Stage 1</b> <ul style="list-style-type: none"> <li>To play songs on the glockenspiel</li> <li>To learn how to play the notes C, D, E and F</li> <li>To play one, two, three and four note songs</li> <li>To read musical notation</li> <li>To compose a piece of music and perform it on the glockenspiel</li> <li>Read and respond to semibreves, minims, crotchets and paired quavers.</li> <li>Identify Stave, Treble clef, Time signature, Lines and spaces on the stave</li> <li>Identify and understand the differences between crotchets and paired quavers.</li> <li>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</li> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation.</li> <li>Create a simple melody using crotchets, minims and perhaps paired quavers.</li> <li>Practise, rehearse and share a song that has been learned in the lesson</li> <li>Play and perform melodies following staff notation</li> </ul> | <b>Composing Using Your Imagination</b> <ul style="list-style-type: none"> <li>To learn to sing a two-part song</li> <li>To choose and play an instrumental part on the glockenspiel</li> <li>To practise playing an instrumental part by breaking it up into sections.</li> <li>To listen and appraise disco music</li> <li>To compose a song using a chosen backing track.</li> <li>Find and keep a steady beat.</li> <li>Invent different actions to move in time with the music.</li> <li>Identify if it's a male or female voice singing the song.</li> <li>Sing a widening range of unison songs, of varying styles and structures.</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Create music and/or sound effects in response to music and video stimulus</li> <li>Compose over a simple groove</li> <li>Practise, rehearse and share a song that has been learned in the lesson,</li> </ul> | <b>Learning More about Musical Styles</b> <ul style="list-style-type: none"> <li>To sing songs of different styles</li> <li>To use breath control to sing a slow song</li> <li>To follow a conductor's direction to control breathing</li> <li>To use voices in different ways to suit the style of the song</li> <li>Find and keep a steady beat.</li> <li>Share your thoughts and feelings about the music together.</li> <li>Find the beat or groove of the music</li> <li>Talk about the style of the music.</li> <li>Sing as part of a choir.</li> <li>Sing a widening range of unison songs, of varying styles and structures.</li> <li>Demonstrate good singing posture.</li> <li>Sing songs from memory and/or from notation.</li> <li>Sing with attention to clear diction.</li> <li>Sing expressively, with attention to the meaning of the words.</li> <li>Sing in unison.</li> <li>Understand and follow the leader or conductor.</li> <li>Copy back simple melodic phrases using the voice.</li> <li>Talk about what the song means and why it was chosen to share.</li> <li>Reflect on feelings about sharing and performing</li> </ul> | <b>Recognising Different Sounds</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To listen and appraise an orchestral piece of music written for ballet</li> <li>To understand and identify timbre</li> <li>To use a backing track to compose a piece of music using 3 notes.</li> <li>To assess my learning using a quiz</li> <li>Find and keep a steady beat.</li> <li>Share your thoughts and feelings about the music together.</li> <li>Talk about what the song or piece of music means.</li> <li>Identify some instruments you can hear playing.</li> <li>Talk about the style of the music.</li> <li>Sing songs from memory and/or from notation.</li> <li>Understand and follow the leader or conductor</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Create music and/or sound effects in response to music and video stimulus.</li> <li>Use music technology, if available, to capture, change and combine sounds</li> <li>Practise, rehearse and share a song that has been learned in the lesson,</li> </ul> |

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| <b>Interesting Time Signatures</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To listen and appraise soul music</li> <li>To consider lyrics and their impact on the listener</li> <li>To sing using expression to convey meaning</li> <li>Use voices.</li> <li>Find and keep a steady beat.</li> <li>Talk about the words of a song.</li> <li>Think about why the song or piece of music was written.</li> <li>Recognise the style of music you are listening to.</li> <li>Rehearse and learn songs from memory and/or with notation.</li> <li>Sing in different time signatures: 2/4, 3/4 and 4/4.</li> <li>Demonstrate good singing posture.</li> <li>Demonstrate vowel sounds, blended sounds and consonants.</li> <li>Talk about how the songs and their styles connect to the world.</li> <li>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</li> <li>Communicate the meaning of the words and articulate them clearly.</li> </ul> | <b>Combining Elements to Make Music</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To listen and appraise a swing song</li> <li>To consider lyrics and their impact on the listener</li> <li>To sing using expression to convey meaning</li> <li>To experiment with dynamics, pulse, rhythm and pitch when composing</li> <li>Use body percussion, instruments and voices.</li> <li>Find and keep a steady beat.</li> <li>Talk about the words of a song.</li> <li>Identify 2/4, 3/4, and 4/4 metre</li> <li>Identify major and minor tonality.</li> <li>Rehearse and learn songs from memory and/or with notation.</li> <li>Sing in different time signatures: 2/4, 3/4 and 4/4.</li> <li>Create music in response to music and video stimulus.</li> <li>Use simple dynamics.</li> <li>Perform, with confidence, a song from memory or using notation.</li> </ul> <p><b>Children will also practise singing songs for the Christmas sing-along and perform them to parents.</b></p> | <b>Developing Pulse</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To attempt to play a more difficult instrumental part</li> <li>To listen and appraise a 20<sup>th</sup> Century Orchestral piece of music</li> <li>To identify instruments in an orchestra</li> <li>To identify changing tempo</li> <li>To improvise using pulse and groove</li> <li>Use body percussion, instruments and voices.</li> <li>Find and keep a steady beat.</li> <li>Copy back melodic patterns</li> <li>Identify the tempo as fast, slow or steady.</li> <li>Recognise the style of music you are listening to.</li> <li>Describe legato and staccato.</li> <li>Sing expressively, with attention to breathing and phrasing.</li> <li>Sing expressively, with attention to staccato and legato.</li> <li>Improvise over a simple chord progression.</li> <li>Improvise over a groove.</li> <li>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance</li> <li>Perform, with confidence, a song using notation</li> </ul> | <b>Glockenspiel 2</b> <ul style="list-style-type: none"> <li>To play songs on the glockenspiel</li> <li>To learn more complex rhythm patterns.</li> <li>To revise, play and read the notes C, D, E, F + G</li> <li>To compose using the notes C, D, E, F + G.</li> <li>To perform a composition on the glockenspiel</li> <li>Copy back melodic patterns</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</li> <li>Rehearse and learn to play a simple melodic instrumental part</li> <li>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> <li>Create a melody using crotchets, minims, quavers and their rests.</li> <li>Play and perform melodies following staff notation.</li> <li>Understand how the individual fits within the larger group ensemble.</li> </ul> | <b>Creating Simple Melodies Together</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To create simple melodies to match a style</li> <li>To use lyrics, an instrumental part or a backing track to influence composition</li> <li>To focus on pitch in composition</li> <li>To listen and appraise a Romantic piece of music</li> <li>To use musical vocabulary to describe a song</li> <li>Use body percussion, instruments and voices.</li> <li>Find and keep a steady beat.</li> <li>Identify the tempo as fast, slow or steady.</li> <li>Recognise the style of music you are listening to.</li> <li>Describe legato and staccato.</li> <li>Demonstrate vowel sounds, blended sounds and consonants.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols</li> <li>Read and perform pitch notation within a range</li> <li>Create a melody using crotchets, minims, quavers and their rests.</li> <li>Use simple dynamics.</li> <li>Perform, with confidence, a song using notation.</li> </ul> | <b>Purpose, Identity and Expression in Music</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To listen and appraise a 20<sup>th</sup> Century Orchestral piece of music</li> <li>To consider the occasion for music</li> <li>To compose a piece of music for an event</li> <li>To assess my learning using a quiz</li> <li>Use voices.</li> <li>Listen and copy rhythmic patterns</li> <li>Recognise the style of music you are listening to.</li> <li>Explain what a main theme is and identify when it is repeated.</li> <li>Identify major and minor tonality.</li> <li>Rehearse and learn songs from memory and/or with notation.</li> <li>Talk about how the songs and their styles connect to the world.</li> <li>Explore ways of representing high and low sounds, and long and short sounds, using any appropriate means of notation.</li> <li>Explore standard notation</li> <li>Create music in response to music and video stimulus.</li> <li>Use music technology</li> <li>Explain why the song was chosen</li> <li>Reflect on the performance</li> </ul> |

| Year 5                                                                                                                                                                                                                                                                                                                                                                                                                         |          |          |          |          |          |
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| <p>CMS</p> <p>Children learn to play the guitar</p> <p>1 class x 1 hour WCET;</p> <p>One or two tutors for 35 weeks per annum.</p> <p>All teaching resources and online pupil practice books provided by the CMS;</p> <p>Children will also practise singing songs for the Christmas sing-along and perform them to parents in Autumn term B.</p> <p>A minimum one performance per year for the school and parents/carers.</p> |          |          |          |          |          |



| Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| <b>Developing Melodic Phrases</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To analyse melodic shapes and consider where to go up and down in pitch</li> <li>To listen and appraise a fanfare</li> <li>To sustain concentration when performing</li> <li>To enjoy my performance</li> <li>Use body percussion, instruments and voices.</li> <li>Find and keep a steady beat.</li> <li>Justify an opinion with reference to Musical Elements.</li> <li>Explain a bridge passage and its position in a song.</li> <li>Identify instruments by ear</li> <li>Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</li> <li>Rehearse and learn songs from memory and/or with notation.</li> <li>Demonstrate and maintain good posture and breath control whilst singing.</li> <li>Rehearse and learn to play an instrumental part</li> <li>Recognise how notes are grouped when notated.</li> <li>Improvise over a groove, responding to the beat, creating a satisfying melodic shape</li> <li>Create, rehearse and present a holistic performance</li> </ul> | <b>Blown Away Recorder Book 1</b> <ul style="list-style-type: none"> <li>To play songs on the recorder</li> <li>To learn to play complex rhythm and melodic patterns.</li> <li>To play and read the notes B, A, G, E, D, F, C and High D</li> <li>To perform a selection of songs on the recorder</li> <li>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers</li> <li>Recognise how notes are grouped when notated</li> <li>Identify the stave and symbols on the stave</li> <li>Play a melody following staff notation written on one stave and using notes within an octave range</li> <li>Create, rehearse and present a holistic performance</li> <li>Perform from memory or with notation.</li> <li>Understand the value of choreographing any aspect of a performance.</li> <li>A student or a group of students rehearse and lead parts of the performance.</li> <li>Collect feedback from the audience and reflect how the audience believed in the performance.</li> <li>Discuss how the performance might change if it was repeated in a larger/smaller performance space.</li> </ul> | <b>Using Chords and Structure</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To listen and appraise rhythm and blues</li> <li>To repeatedly practise parts to improve performance</li> <li>To attempt to play a more difficult instrumental part</li> <li>Use body percussion, instruments and voices.</li> <li>Find and keep a steady beat.</li> <li>Listen and copy rhythmic and melodic patterns</li> <li>Justify a personal opinion with reference to Musical Elements.</li> <li>Recall by ear memorable phrases heard in the music.</li> <li>Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.</li> <li>Compose song accompaniments, perhaps using basic chords.</li> <li>Create a simple chord progression.</li> <li>Explore standard notation</li> <li>Identify the stave and symbols on the stave</li> <li>Rehearse and learn to play an instrumental part</li> <li>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</li> <li>A group of students lead parts of the performance.</li> <li>Record and compare to a previous performance.</li> </ul> | <b>Exploring Notation Further</b> <ul style="list-style-type: none"> <li>To learn to sing a song</li> <li>To copy back rhythmic and melodic phrases with and without musical notation</li> <li>To listen and appraise an Irish folk song</li> <li>To use musical vocabulary when appraising music</li> <li>Use body percussion, instruments and voices.</li> <li>Find and keep a steady beat.</li> <li>Listen and copy rhythmic and melodic patterns</li> <li>Identify the musical style of a song using some musical vocabulary</li> <li>Sing with and without an accompaniment.</li> <li>Sing expressively, with attention to dynamics and articulation.</li> <li>Discuss with others how connected you are to the music and song</li> <li>Recognise how notes are grouped when notated</li> <li>Rehearse and learn to play an instrumental part</li> <li>Use music technology</li> <li>Create a melody</li> <li>Create, rehearse and present a holistic performance</li> <li>Perform from memory or with notation.</li> </ul> | <b>Blown Away Recorder Book 2</b> <ul style="list-style-type: none"> <li>To play songs on the recorder</li> <li>To learn to play more complex rhythm and melodic patterns.</li> <li>To play and read the notes B, A, G, E, D, F, C and High D</li> <li>To perform a selection of songs on the recorder</li> <li>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers</li> <li>Recognise how notes are grouped when notated</li> <li>Identify the stave and symbols on the stave</li> <li>Play a melody following staff notation written on one stave and using notes within an octave range</li> <li>Create, rehearse and present a holistic performance</li> <li>Perform from memory or with notation.</li> <li>Understand the value of choreographing any aspect of a performance.</li> <li>A student or a group of students rehearse and lead parts of the performance.</li> <li>Collect feedback from the audience and reflect how the audience believed in the performance.</li> <li>Discuss how the performance might change if it was repeated in a larger/smaller performance space.</li> </ul> | <b>Year 6 Production</b> <ul style="list-style-type: none"> <li>To learn to sing songs from memory for a production</li> <li>To add actions to songs</li> <li>To perform solo parts</li> <li>To sing in parts</li> <li>To perform songs within a production performance</li> <li>Rehearse and learn songs from memory and/or with notation.</li> <li>Sing a broad range of songs as part of a choir</li> <li>Continue to sing in parts where appropriate.</li> <li>Sing syncopated melodic patterns.</li> <li>Demonstrate and maintain good posture and breath control whilst singing.</li> <li>Sing expressively, with attention to breathing and phrasing.</li> <li>Sing expressively, with attention to dynamics and articulation.</li> <li>Create, rehearse and present a holistic performance for a specific event</li> <li>Perform a range of songs in a school performance and to a wider audience.</li> <li>Perform from memory or with notation.</li> <li>Understand the value of choreographing any aspect of a performance.</li> <li>Collect feedback from the audience and reflect how the audience believed in the performance.</li> </ul> |