

WEETON PRIMARY SCHOOL



Music Overview

NC KS1 Objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 						
	Reception	Me!	Christmas	Everyone	Our World	Chime bars and introduction to notation	
Year 1 Glockenspiel	My Musical Heart Beat	Christmas	Dance, Sing, Play	Exploring Sounds	Learning to Listen	Having fun with improvisation	
Year 2 Glockenspiel	Pulse Rhythm and Pitch	Christmas	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	
NC KS2 Objectives	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 						
	Year 3 Glockenspiel	Writing Down Music	Playing in a Band + Christmas	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	End of year show
Year 4 Recorder	Recorder course	Let Your Spirit Fly (R and B) + Christmas	Classroom Jazz 1	Lean on Me (Soul/Gospel)	Dancing in the Street (Motown)	End of year show	
Year 5 Saxophone	Saxophone (Whole Class Instrumental Tuition)	Saxophone (WCIT) + Christmas	Saxophone (WCIT)	Saxophone (WCIT)	Saxophone (WCIT)	Saxophone (WCIT) + End of year show	
Year 6 Learned instruments	Livin' On a Prayer (Rock)	New Year Carol (20 th century) + Christmas	Classroom Jazz 2 (Glockenspiel)	Fresh Prince of Bel Air (Rap)	Happy (Pop)	End of year show	

Areas	Instrumental tuition	Performance	Varied genres of music
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Each year in addition to the planned Music units, the children will have national focuses to deepen their understanding.

- Singing assemblies once a week – including links with many other areas of the curriculum.
- Samba drumming sessions
- Harvest Festival in October
- Music opportunities in Class assemblies
- Whole school Christmas carols around the tree
- Visit from the Army band
- Visit to Lancaster theatre to watch a Christmas show.
- Visit from a travelling theatre company for a show within our school hall – Autumn Term
- Celebrations for leavers/important events, i.e. Queen's Jubilee, Remembrance Day, etc
- Anti-bullying week song
- Pantomime show in school – Spring Term

Progression of Knowledge and Skills in EYFS

Musical Structure					
	Autumn		Spring		Summer
Reception	Charanga – Me!	Christmas show	Charanga - Everyone	Charanga – Our World	Chime bars - Notation and following music with Mrs Williamson
	Singing – well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker (Link to phase 1 phonics)	Beginning to build a repertoire of songs and dances.			
	Music Playtime resources are also used to further enhance musical tuition in each area.				
	EYFS Development Matters – Progression of Skills				
	Nursery		Reception		

	<p>Birth to 3</p> <p>Communication and Language</p> <ul style="list-style-type: none"> • Enjoy singing, music and toys that make sounds <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' 	<p>3-4</p> <p>Communication and Language</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<p>Reception</p> <p>Communication and Language</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. <p>Early Learning Goals – Being expressive and creative</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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Progression of Musical knowledge and Skills Year 1 – Model Curriculum

Music Teaching Structure - Glockenspiel		
Autumn term	Spring Term	Summer Term
Charanga - My Musical Heart Beat	Charanga - Dance, Sing, Play	Charanga – Learning to Listen
<ol style="list-style-type: none"> 1. Find the beat 2. 1-2-3-4-5 3. Head, shoulders, knees and toes 4. Shapes 5. We talk to the animals 6. Assessment 	<ol style="list-style-type: none"> 1. Twinkle, twinkle, little star 2. The orchestra 3. Daisy Bell 4. Dancing Dinosaurs 5. Rock a-bye baby 6. Assessment 	<ol style="list-style-type: none"> 1. Days of the week 2. Name song 3. Cuckoo 4. Upside down 5. Hush little baby 6. Assessment
Christmas Show	Charanga – Exploring Sounds	Charanga – Having fun with improvisation
<p>A focus on performance, where the children are encouraged to develop their singing and speaking voices in an expressive way. There are opportunities to play tuned and untuned instruments and further develop their confidence to perform in front of an audience. The performances are structured in an adaptive way to support all different levels of ability.</p>	<ol style="list-style-type: none"> 1. If you're happy and you know it 2. Sing me a song 3. Sparkle 4. Rhythm in the way we walk 5. Big bear funk 6. Assessment 	<ol style="list-style-type: none"> 1. Getting Dressed 2. Dress up 3. Brush our teeth 4. Get ready 5. Up and down 6. Assessment
Enrichment	Enrichment	Enrichment
<p>Listen to Mozart's Rondo Alla Turca, also known as the 'Turkish March'. Can they march like a military marching band, finding the beat of the music? Can they do their own military marching band with untuned instruments?</p> <p>https://www.youtube.com/watch?v=aeEmGvm7kDk</p> <p>Comedy kids' version that includes more instruments. Discuss differences with previous performance and the different instruments involved:</p> <p>https://www.youtube.com/watch?v=qJT6kPp-c3o</p>	<p>Listening opportunity: Fanfarra (Cabua-Le- Le) by Sérgio Mendes/Carlinhos Brown – Samba</p> <p>https://www.youtube.com/watch?v=HIV59UbrY-E</p> <p>Can you repeat some of the samba rhythms with your hands or on a percussion instrument?</p>	<p>Following Beach trip, make shakers with beach inspiration. Fill with sand, stones, shells and explore how they sound different.</p>
<p>Key learning</p> <p>Please see the Charanga link</p> <p>MMC Key Learning Year 1.pdf</p>		

Key Vocabulary	Autumn 1 - Pulse, Rhythm, Pitch, Rap, Compose, Melody, Perform, verse, chorus Autumn 2 - Performance, singing, percussion, verse, chorus	Spring - Pulse, Rhythm, Pitch, Rap, Compose, Melody, Perform, Notation, verse, chorus	Summer 1 - Pulse, Rhythm, Pitch, Rap, Compose, Melody, Perform, Notation, verse, chorus Summer 2 – Call and response, wind band, wood wind family, pulse, rhythm, pitch, melody, rest
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Progression of Musical knowledge and Skills Year 2 – Model Curriculum

Music Teaching Structure - Glockenspiel		
Autumn	Spring	Summer
Charanga – Pulse, Rhythm and Pitch	Charanga – Playing in an orchestra	Charanga – Recognising Different Sounds
<ol style="list-style-type: none"> 1. Music is my soul (part 1) 2. Music is my soul (part 2) 3. Hey Friends (part 1) 4. Hey friends (part 2) 5. Hello 6. Assessment 	<ol style="list-style-type: none"> 1. Sparkle in the sun (part 1) 2. Sparkle in the sun (part 2) 3. Listen (part 1) 4. Listen (part 2) 5. The orchestra song 6. Assessment 	<ol style="list-style-type: none"> 1. Helping each other (part 1) 2. Helping each other (part 2) 3. The music man (part 1) 4. The music man (part 2) 5. Let’s sing together 6. Assessment
Christmas Show	Charanga – Inventing a Musical Story	Charanga – Exploring Improvisation
A focus on performance, where the children are encouraged to develop their singing and speaking voices in an expressive way. There are opportunities to play tuned and untuned instruments and further develop their confidence to perform in front of an audience. The performances are structured in an adaptive way to support all different levels of ability.	<ol style="list-style-type: none"> 1. Rainbows (part 1) 2. Rainbows (part 2) 3. Hands, feet, heart (Part 1) 4. Hands, feet, heart (part 2) 5. All around the world 6. Assessment 	<ol style="list-style-type: none"> 1. I wanna play in a band (part 1) 2. I wanna play in a band (part 2) 3. Music is all around (part 1) 4. Music is all around (part 2) 5. Saying sorry 6. Assessment

<p style="text-align: center;">Enrichment</p> <p>Listen opportunity: I Get by with a Little Help from my Friends – Beatles</p> <p>https://www.youtube.com/watch?v=0C58ttB2-Qg</p> <p>PSHE link - What do you need your friends for?</p>	<p style="text-align: center;">Enrichment</p> <p>Watch the following clip of Vivaldi's Recorder Concerto RV433 Discuss likes/dislikes and what makes a good recorder performance.</p> <p>https://www.youtube.com/watch?v=hggISFswKcw</p> <p>Follow with a class performance of some of their Recorder pieces at the end of term.</p>	<p style="text-align: center;">Enrichment</p> <p>Listen to Bolero by Ravel (watch performance from the ice-skaters - link to PE) Discuss how the movements fit the music.</p> <p>https://www.youtube.com/watch?v=s_pSJOkmYBA</p> <p style="text-align: center;">Torvil and Dean:</p> <p>https://www.youtube.com/watch?v=E8obUdxnTlc</p>
<p style="text-align: center;">Key learning</p> <p>Please see the Charanga link</p> <p style="text-align: center;">MMC Key Learning Year 2.pdf</p>		

<p>Key Vocabulary</p>	<p>Autumn 1 - Sound, Pitch, co-ordination, listening, melody, rhythm, dynamics, blending, rest, crotchet, wind band, woodwind family</p> <p>Autumn 2 - Performance, singing, Percussion</p>	<p>Spring - Sound, Pitch, co-ordination, listening, melody, rhythm, dynamics, blending, rest, crotchet, minim, semi breve</p>	<p>Summer - Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation, verse, chorus</p>
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Progression of Musical knowledge and Skills Year 3

Music Teaching Structure - Glockenspiel		
Autumn	Spring	Summer
Charanga – Writing Music Down	Charanga – Composing Using Your Imagination	Charanga – Enjoying Improvisation
<ol style="list-style-type: none"> 1. Home is Where the Heart is (part 1) 2. Home is Where the Heart is (part 2) 3. Let's Work it Out Together (Part 1) 4. Let's Work it Out Together (Part 2) 5. Please Be Kind 6. Assessment 	<ol style="list-style-type: none"> 1. Your Imagination (Part 1) 2. Your Imagination (Part 2) 3. You're a Shining Star (Part 1) 4. You're a Shining Star (Part 2) 5. Music Make the World Go Round 6. Assessment 	<ol style="list-style-type: none"> 1. He's Got the Whole World in His Hands (Part 1) 2. He's Got the Whole World in His Hands (Part 2) 3. Why Does Music Make a Difference (Part 1) 4. Why Does Music Make a Difference (Part 2) 5. Panda Extravaganza 6. Assessment
Charanga – Playing in a Band Christmas Show	Charanga – More Musical Styles	End of Year show
<ol style="list-style-type: none"> 1. Love What We Do (Part 1) 2. Love What We Do (Part 2) 3. When the Saints Go Marching In (Part 1) 4. When the Saints Go Marching In (Part 2) <ul style="list-style-type: none"> • Musical performance on their recorders as part of the Christmas concert. 	<ol style="list-style-type: none"> 1. Friendship Song (Part 1) 2. Friendship Song (Part 1) 3. Families (Part 1) 4. Families (Part 2) 5. Come on Over 6. Assessment 	<p>A focus on performance, both solo and as an ensemble, further extending their skills in singing and musical instruments.</p> <p>The performance will be adapted to engage and develop all children's musical skills, based on their individual abilities.</p>

<p style="text-align: center;">Enrichment</p> <p>Listening opportunity: I Feel Good by James Brown. https://www.youtube.com/watch?v=iSLwVaabsJg Discuss funk music. What makes you feel good? How could you make someone else feel this good?</p>	<p style="text-align: center;">Enrichment</p> <p>RE – Hallelujah from Messiah - appraise the voices/How does it reflect the Easter Story? https://www.youtube.com/watch?v=weFJHtcxJt0</p>	<p style="text-align: center;">Enrichment</p> <p>PE link – Jai Ho – Indian Bollywood Listen to original song – discuss instruments and singing style. How does it compare to other styles they have heard. Follow Youtube link to learn different Bollywood dance moves to the song. https://www.youtube.com/watch?v=NJvHkuyXBBE</p>
<p style="text-align: center;">Key learning</p> <p style="text-align: center;">Please see the Charanga link MMC Key Learning Year 3.pdf</p>		

See attached table for KS2 music vocabulary.

Progression of Musical knowledge and Skills Year 4

Music Teaching Structure - Recorders		
Autumn	Spring	Summer
Recorder Course	Classroom Jazz 1	Dancing in the street
<ol style="list-style-type: none"> 1. First notes 2. Playing together 3. More notes 4. Finale <p>(Optional flexible games for extension activities)</p>	<ol style="list-style-type: none"> 1. Listen and appraise. 2. Learn Three Note Bossa. Notes A, G and B. 3. Improvisation using learnt notes. 4. Learn Five Note Swing. Notes D, E, G, A and B. 5. Improvise using learnt notes. <p>Opportunities to perform and share at the end of each lesson.</p>	<ol style="list-style-type: none"> 1. Listen and Appraise 2. Warm up games – pulse, rhythm, pitch 3. Sing the song 4. Play instrumental parts 5. Improvise 6. Compose 7. Perform and share <p>(Optional flexible games for extension activities)</p>
Let your spirit fly Christmas Show	Lean on Me	End of Year show
<ol style="list-style-type: none"> 1. Listen and Appraise 2. Warm up games – pulse, rhythm, pitch 3. Sing the song 4. Play instrumental parts 5. Perform and share <p>(Optional flexible games for extension activities)</p>	<ol style="list-style-type: none"> 1. Listen and Appraise 2. Warm up games – pulse, rhythm, pitch 3. Sing the song 4. Play instrumental parts 5. Improvise 6. Compose 7. Perform and share <p>(Optional flexible games for extension activities)</p>	<p>A focus on performance, both solo and as an ensemble, further extending their skills in singing and musical instruments.</p> <p>The performance will be adapted to engage and develop all children’s musical skills, based on their individual abilities.</p>

<p style="text-align: center;">Enrichment</p> <p>Listen to: Beauty of the Earth by John Rutter https://www.youtube.com/watch?v=1bDoMfIYEeE Reflect on how the Christian's believe God created the world and its creatures. – link with RE topic on Christianity.</p>	<p style="text-align: center;">Enrichment</p> <p>Listening opportunity: O Euchari – Hildegard von Bingen https://www.youtube.com/watch?v=Oljj9jFAFMQ Discuss a cappella singing and the time period this was written in (around 1100s) and the fact its written in latin.</p>	<p style="text-align: center;">Enrichment</p> <p>PE link – dance – Have a go at Calypso dancing with this link: https://www.youtube.com/watch?v=AN5TC8u-b_0 Could make their own calypso dances up to this music the music of the Trinidad Steel Band: https://www.youtube.com/watch?v=rFcq9ouzY5s</p>
<p>Key learning</p> <p>Please see the Charanga link Knowledge Skills - Year 4.pdf</p>		

See attached table for KS2 music vocabulary.

Progression of Musical knowledge and Skills Year 5

Music Teaching Structure - Saxophone		
Autumn	Spring	Summer
WCETs - Saxophone	WCETs - Saxophone	WCETs - Saxophone
<ul style="list-style-type: none"> • Saxophone how to assemble and create a sound • First notes – B, C +D (A+G IF TIME) • 1, 2,1 game/warm up – introducing the concept of a scale, Incorporating pulse/rhythm/tempo • Rhythm/pulse/tempo • Pitch – low/high – singing and playing 	<ul style="list-style-type: none"> • Access Yumu – pupil can access from home • Maintain knowledge of pitch/rhythm/pulse/tempo/timbre • Combining 5 note scale • Composition – compose a short piece with Music explorer 	<ul style="list-style-type: none"> • Maintain knowledge of pitch/rhythm/pulse/tempo/timbre • Discussing various musical styles • Rattling the 5 – play 5 notes • King's Coronation – National Anthem- f sharp added and dotted rhythms
<ul style="list-style-type: none"> • Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (e.g. <i>how can the tempo be changed to create excitement?</i>) • Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. 	<ul style="list-style-type: none"> • Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (e.g. <i>how can the tempo be changed to create excitement?</i>) • Improvise and develop a wider range of rhythmic and melodic material when composing. • Researching music from other cultures 	<ul style="list-style-type: none"> • Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (e.g. <i>how can the tempo be changed to create excitement?</i>) • Improvise and develop a wider range of rhythmic and melodic material when composing. • Researching music from other cultures

<ul style="list-style-type: none"> • Can identify a silence in a rhythmic pattern with a gesture such as raised hand. • Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>. 	<ul style="list-style-type: none"> • Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. • Can identify a silence in a rhythmic pattern with a gesture such as raised hand. • Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>. 	<ul style="list-style-type: none"> • Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. • Can identify a silence in a rhythmic pattern with a gesture such as raised hand. • Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>.
<p>WCETs - Saxophone + Christmas Show</p>	<p>WCETS - Saxophone</p>	<p>WCETs - Saxophone + End of Year show</p>
<ul style="list-style-type: none"> • Dynamics – how to change volume using airflow on saxophone • Composing – anti – bullying week – Stop! rap • Christmas – Ho Ho Ho rap/song • Jingle Bells using all 5 notes. 	<ul style="list-style-type: none"> • Recapping pieces - Onwards to 3 – posture, instrument position and counting • Pieces involving 5 note scale – more complex • Performance of Stop! • Body percussion 	<ul style="list-style-type: none"> • Spaceship Jam – singing – 3 parts • Mamma Mia – Singing and playing saxophone • Composition – extend from last term – quavers, dotted notes • End of term performance
<ul style="list-style-type: none"> • Improvise and develop a wider range of rhythmic and melodic material when composing. • Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. • Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (<i>e.g. how can the tempo be changed to create excitement?</i>) • Musical performance on their saxophones as part of the Christmas concert. 	<ul style="list-style-type: none"> • Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (<i>e.g. how can the tempo be changed to create excitement?</i>) • Improvise and develop a wider range of rhythmic and melodic material when composing. • Researching music from other cultures • Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. • Can identify a silence in a rhythmic pattern with a gesture such as raised hand. • Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>. 	<ul style="list-style-type: none"> • Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. • Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (<i>e.g. how can the tempo be changed to create excitement?</i>) • Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (<i>e.g. how can the tempo be changed to create excitement?</i>) • Improvise and develop a wider range of rhythmic and melodic material when composing. • Researching music from other cultures • Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. • Can identify a silence in a rhythmic pattern with a gesture such as raised hand. • Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>. <p><u>Christmas show</u></p> <p>A focus on performance, both solo and as an ensemble, further extending their skills in singing and musical instruments.</p>

		The performance will be adapted to engage and develop all children's musical skills, based on their individual abilities.
<p>Enrichment</p> <p>Listen to a variety of John Williams film music (e.g. Jaws, Harry Potter, Jurassic Park, Schindler's List.) Discuss how music creates different moods. How is this created? – possible link with Art.</p>	<p>Enrichment</p> <p>RE link – This little Babe by Benjamin Britten – How does this reflect the Nativity?</p> <p>https://www.youtube.com/watch?v=U_Tux6tixN0</p>	<p>Enrichment</p> <p>Listening opportunity: Jin-Go-La-Ba (Drums of Passion)</p> <p>https://www.youtube.com/watch?v=ZYhFyF8dvU4&list=RDZYhFyF8dvU4&index=1</p> <p>Discuss the drums as an accompaniment to choral singing.</p>

See attached table for KS2 music vocabulary

Progression of Musical knowledge and Skills Year 6

Music Teaching Structure		
Autumn	Spring	Summer
<p>Livin' on a Prayer</p> <ol style="list-style-type: none"> 1. Listen and Appraise 2. Warm up games – pulse, rhythm, pitch 3. Sing the song 4. Play instrumental parts 5. Improvise 6. Compose 7. Perform and share <p>(Optional flexible games and improvisation for extension activities)</p>	<p>Classroom Jazz 1</p> <ol style="list-style-type: none"> 1. Listen and Appraise 2. Three Note Bossa 3. Five Note Swing 4. Improvisation (For both pieces) 5. Perform and share 	<p>Happy</p> <ol style="list-style-type: none"> 1. Listen and Appraise 2. Warm up games – pulse, rhythm, pitch 3. Sing the song 4. Play instrumental parts 5. Improvise 6. Compose 7. Perform and share <p>(Optional flexible games for extension activities, plus extension activity on Charanga planning)</p>

New Year Carol + Christmas Show	Fresh Prince of Bel-Air	End of Year show
<ol style="list-style-type: none"> 1. Listen and Appraise 2. Warm up games – pulse, rhythm, pitch 3. Sing the song 4. Play instrumental parts 5. Improvise 6. Compose 7. Perform and share <p>(Optional flexible games and improvisation for extension activities)</p>	<ol style="list-style-type: none"> 1. Listen and Appraise 2. Warm up games – pulse, rhythm, pitch 3. Sing the song 4. Play instrumental parts 5. Improvise 6. Compose 7. Perform and share <p>(Optional flexible games and improvisation for extension activities)</p>	<p>A focus on performance, both solo and as an ensemble, further extending their skills in singing and musical instruments.</p> <p>The performance will be adapted to engage and develop all children’s musical skills, based on their individual abilities.</p>
<p style="text-align: center;">Enrichment</p> <p>Link with History/war topic: Tchaikovsky’s 1812 Overture: https://www.youtube.com/watch?v=1KzF1KgaREo</p> <p>Imagine being commissioned to compose a work for a huge celebration that should be exciting and patriotic. A work that would commemorate a dramatic battle victory. What instruments would you use? What melodies to tell the tale and echo the folk music of your country?</p>	<p style="text-align: center;">Enrichment</p> <p>Listening opportunity, Sprinting Gazelle by Reem Kelani: https://www.youtube.com/watch?v=wwFWIjVPCw8</p> <p>Research Middle East music. What instruments can you hear based on your research? (Possible PSHE link with our Army regiment to enhance understanding of other cultures)</p>	<p style="text-align: center;">Enrichment</p> <p>PE link - Watch for body percussion: https://www.bbc.co.uk/programmes/articles/1KCK7p6HMd3wyX6LqndjZbj/connect-it-by-anna-meredith</p> <p>Can they come up with their own body percussion routine?</p>
<p>Key learning</p> <p>Please see the Charanga link Knowledge Skills - Year 6.pdf</p>		

See attached table for KS2 music vocabulary

Expected vocabulary in KS2

	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

Expected notation knowledge in KS2

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Stave, lines and spaces, clef*, reading dot notation	✓ do-me Range of a 3rd	✓ do-so Range of a 5th	✓ do-do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓