

## Music

### Skills Overview

	Year 1
<b>Understanding Music</b>	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• In the key centres of: C major, F major, G major and A minor.</li> <li>• Find and keep a steady beat together.</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>• Complete vocal warm-ups with a copy back option to use Solfa.</li> </ul>
<b>Listening-Responding and Analysing</b>	<ul style="list-style-type: none"> <li>• Move and dance with the music.</li> <li>• Find the steady beat.</li> <li>• Talk about feelings created by the music.</li> <li>• Recognise some band and orchestral instruments.</li> <li>• Describe tempo as fast or slow.</li> <li>• Describe dynamics as loud and quiet.</li> <li>• Join in sections of the song, eg chorus.</li> <li>• Begin to understand where the music fits in the world.</li> <li>• Begin to understand about different styles of music.</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing, rap, rhyme, chant and use spoken word.</li> <li>• Demonstrate good singing posture.</li> <li>• Sing songs from memory.</li> <li>• Copy back intervals of an octave and fifth (high, low).</li> <li>• Sing in unison.</li> </ul>
<b>Notation</b>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C</li> </ul>
<b>Playing Instruments</b>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</li> </ul>
<b>Creating-Improvising</b>	<ul style="list-style-type: none"> <li>• Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</li> <li>• Improvise simple vocal patterns using 'Question and Answer' phrases.</li> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern</li> </ul>

<b>Creating- Composing</b>	<ul style="list-style-type: none"><li>• Explore and create graphic scores:</li><li>• Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li><li>• Create a story, choosing and playing classroom instruments and/or soundmakers.</li><li>• Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.</li><li>• Use music technology, if available, to capture, change and combine sounds.</li></ul>
<b>Performing</b>	<ul style="list-style-type: none"><li>• Enjoy and have fun performing.</li><li>• Choose a song/songs to perform to a well-known audience.</li><li>• Prepare a song to perform.</li><li>• Communicate the meaning of the song.</li><li>• Add actions to the song.</li><li>• Play some simple instrumental parts.</li></ul>

	<b>Year 2</b>
<b>Understanding Music</b>	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• In the key centres of: C major, G major and A minor.</li> <li>• Find and keep a steady beat.</li> <li>• Copy back simple rhythmic patterns using long and short.</li> <li>• Copy back simple melodic patterns using high and low.</li> <li>• Complete vocal warm-ups with a copy back option to use Solfa.</li> <li>• Sing short phrases independently.</li> </ul>
<b>Listening-Responding and Analysing</b>	<ul style="list-style-type: none"> <li>• Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</li> <li>• Walk in time to the beat of a piece of music.</li> <li>• Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</li> <li>• Move and dance with the music confidently.</li> <li>• Talk about how the music makes you feel.</li> <li>• Find different steady beats.</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>• 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> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing as part of a choir.</li> <li>• Demonstrate good singing posture.</li> <li>• Sing songs from memory and/or from notation.</li> <li>• Sing to communicate the meaning of the words.</li> <li>• Sing in unison and sometimes in parts, and with more pitching accuracy.</li> <li>• Understand and follow the leader or conductor.</li> <li>• Add actions to a song.</li> <li>• Move confidently to a steady beat.</li> <li>• Talk about feelings created by the music/song.</li> <li>• Recognise some band and orchestral instruments.</li> <li>• Describe tempo as fast or slow.</li> <li>• Join in sections of the song, eg chorus.</li> <li>• Begin to understand where the music fits in the world.</li> <li>• Begin to talk about and understand the style of the music.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause)</li> </ul>
<b>Notation</b>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, B<sup>b</sup>, C, D, E A, B, C, D, E</li> <li>• Identify hand signals as notation, and recognise music notation on a staff of five lines.</li> </ul>
<b>Playing Instruments</b>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</li> </ul>

<p><b>Playing the Recorder</b></p>	<ul style="list-style-type: none"> <li>Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, B<math>\flat</math>, C, E and F.</li> </ul>
<p><b>Creating-Improvising</b></p>	<ul style="list-style-type: none"> <li>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</li> <li>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> </ul>
<p><b>Creating-Composing</b></p>	<ul style="list-style-type: none"> <li>Explore and create graphic scores:</li> <li>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> <li>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>Create a story, choosing and playing classroom instruments.</li> <li>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> </ul>
<p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> <li>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</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>

<b>Year 3</b>	
<b>Understanding Music</b>	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• In the key centres of: C major, F major, G major and A minor.</li> <li>• In the time signatures of: 2/4, 3/4 and 4/4.</li> <li>• Find and keep a steady beat.</li> <li>• Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</li> <li>• Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</li> </ul>
<b>Listening- Responding and Analysing</b>	<ul style="list-style-type: none"> <li>• Share your thoughts and feelings about the music together.</li> <li>• Find the beat or groove of the music.</li> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Invent different actions to move in time with the music.</li> <li>• Talk about what the song or piece of music means.</li> <li>• Identify some instruments you can hear playing.</li> <li>• Identify if it's a male or female voice singing the song.</li> <li>• Talk about the style of the music.</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <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>• Perform actions confidently and in time to a range of action songs.</li> <li>• Sing songs from memory and/or from notation.</li> <li>• Sing with awareness of following the beat.</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> </ul>
<b>Notation</b>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C G, A, B, C, D, E E, F<math>\sharp</math>, G<math>\sharp</math>, A, B</li> </ul> <p>Read and respond to semibreves, minims, crotchets and paired quavers.</p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> </ul> </li> <li>• Lines and spaces on the stave <ul style="list-style-type: none"> <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> </ul> </li> </ul>
<b>Playing Instruments</b>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</li> </ul>

<p><b>Playing the Recorder</b></p>	<ul style="list-style-type: none"> <li>Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F#, G, G#, A, B and Bb.</li> </ul>
<p><b>Creating-Improvising</b></p>	<ul style="list-style-type: none"> <li>Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</li> <li>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>Compose over a simple groove.</li> <li>Compose over a drone.</li> <li>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end</li> </ul>
<p><b>Creating-Composing</b></p>	<ul style="list-style-type: none"> <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>Compose over a simple chord progression.</li> <li>Compose over a simple groove.</li> <li>Compose over a drone.</li> <li>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> <li>Use simple dynamics.</li> <li>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</li> <li>Create a simple melody using crotchets, minims and perhaps paired quavers:</li> </ul> <p>C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G F, G, A F, G, A, Bb F, G, A, Bb, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>

## Performing

- Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.
- Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.
- Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.
- Talk about what the song means and why it was chosen to share.
- Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment

Year 4	
<b>Understanding Music</b>	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• In the key centres of: C major, F major, G major and A minor.</li> <li>• In the time signatures of: 2/4, 3/4 and 4/4.</li> <li>• Find and keep a steady beat.</li> <li>• Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</li> <li>• Copy back melodic patterns using the notes:               <ul style="list-style-type: none"> <li>C, D, E</li> <li>C, D, E, G, A</li> <li>G, A, B</li> <li>G, A, B, D, E</li> <li>F, G, A</li> <li>A, B, C, D, E, F, G</li> </ul> </li> </ul>
<b>Listening-Responding and Analysing</b>	<ul style="list-style-type: none"> <li>• Talk about the words of a song.</li> <li>• Think about why the song or piece of music was written.</li> <li>• Find and demonstrate the steady beat.</li> <li>• Identify 2/4, 3/4, and 4/4 metre.</li> <li>• Identify the tempo as fast, slow or steady.</li> <li>• Recognise the style of music you are listening to.</li> <li>• Discuss the structures of songs.</li> <li>• Identify:               <ul style="list-style-type: none"> <li>• Call and response</li> <li>• A solo vocal or instrumental line and the rest of the ensemble</li> <li>• A change in texture</li> <li>• Articulation on certain words</li> <li>• Programme music                   <ul style="list-style-type: none"> <li>• Explain what a main theme is and identify when it is repeated.</li> <li>• Know and understand what a musical introduction is and its purpose.</li> <li>• Recall by ear memorable phrases heard in the music.</li> <li>• Identify major and minor tonality.</li> <li>• Recognise the sound and notes of the pentatonic scale by ear and from notation.</li> <li>• Describe legato and staccato.</li> <li>• Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</li> </ul> </li> </ul> </li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <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>• Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</li> <li>• Demonstrate good singing posture.</li> <li>• Demonstrate vowel sounds, blended sounds and consonants.</li> <li>• Sing 'on pitch' and 'in time'.</li> <li>• Sing expressively, with attention to breathing and phrasing.</li> <li>• Sing expressively, with attention to staccato and legato.</li> <li>• Talk about the different styles of singing used for different styles of song.</li> <li>• Talk about how the songs and their styles connect to the world.</li> </ul>
<b>Notation</b>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:               <ul style="list-style-type: none"> <li>C, D, E, F, G, A, B</li> <li>F, G, A, B<math>\flat</math>, C</li> <li>G, A, B, C, D, E, F<math>\sharp</math></li> <li>D, E, F<math>\sharp</math>, G, A, B, C</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</li> <li>• Identify:</li> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature <ul style="list-style-type: none"> <li>• Identify and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>• Read and perform pitch notation within a range.</li> <li>• Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul> </li> </ul>
<p><b>Playing Instruments</b></p>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</li> </ul>
<p><b>Playing the Recorder</b></p>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major and D major.</li> </ul>
<p><b>Creating-Improvising</b></p>	<ul style="list-style-type: none"> <li>• Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</li> <li>• Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</li> <li>• Improvise over a simple chord progression.</li> <li>• Improvise over a groove</li> </ul>
<p><b>Creating-Composing</b></p>	<ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</li> <li>• Compose over a simple chord progression.</li> <li>• Compose over a groove.</li> <li>• Create music in response to music and video stimulus.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> <li>• Use simple dynamics.</li> <li>• Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</li> <li>• Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</li> </ul>

	<p>A, B  A, B, C  A, B, C, D  A, B, C, D, E  Start and end on the note A (A minor)  D, E  D, E, F  D, E, F, G  D, E, F, G, A  Start and end on the note D (D minor)  G, A  G, A, B  G, A, B, D  G, A, B, D, E  Start and end on the note G (Pentatonic on G)</p>
<p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>• Rehearse and enjoy the opportunity to share what has been learned in the lessons.</li> <li>• Perform, with confidence, a song from memory or using notation.</li> <li>• Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</li> <li>• Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</li> <li>• Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>• Communicate the meaning of the words and articulate them clearly.</li> <li>• Use the structure of the song to communicate its mood and meaning in the performance.</li> <li>• Talk about what the rehearsal and performance has taught the student.</li> <li>• Understand how the individual fits within the larger group ensemble.</li> <li>• Reflect on the performance and how well it suited the occasion.</li> <li>• Discuss and respond to any feedback; consider how future performances might be different</li> </ul>

Year 5	
<b>Understanding Music</b>	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• In the key centres of: C major, G major, D major, F major and A minor.</li> <li>• In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</li> <li>• Find and keep a steady beat.</li> <li>• Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</li> <li>• Copy back melodic patterns using the notes: <ul style="list-style-type: none"> <li>C, D, E</li> <li>C, D, E, F, G, A, B</li> <li>D, E, F#, G, A</li> <li>A, B, C, D, E, F#, G</li> <li>F, G, A, Bb, C, D, E</li> <li>G, A, B, C, D, E, F#</li> </ul> </li> </ul>
<b>Listening- Responding and Analysing</b>	<ul style="list-style-type: none"> <li>• Talk about feelings created by the music.</li> <li>• Justify a personal opinion with reference to Musical Elements.</li> <li>• Find and demonstrate the steady beat.</li> <li>• Identify 2/4, 3/4, 6/8 and 5/4 metre.</li> <li>• Identify the musical style of a song or piece of music.</li> <li>• Identify instruments by ear and through a range of media.</li> <li>• Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</li> <li>• Explain a bridge passage and its position in a song.</li> <li>• Recall by ear memorable phrases heard in the music.</li> <li>• Identify major and minor tonality.</li> <li>• Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</li> <li>• Explain the role of a main theme in musical structure.</li> <li>• Know and understand what a musical introduction is and its purpose.</li> <li>• Explain rapping.</li> <li>• Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing in 2/4, 3/4, 4/4 and 6/8 time.</li> <li>• Sing in unison and parts, and as part of a smaller group.</li> <li>• Sing 'on pitch' and 'in time'.</li> <li>• Sing a second part in a song.</li> <li>• Self-correct if lost or out of time.</li> <li>• Sing expressively, with attention to breathing and phrasing.</li> <li>• Sing expressively, with attention to dynamics and articulation.</li> <li>• Develop confidence as a soloist.</li> <li>• Talk about the different styles of singing used for different styles of song.</li> <li>• Talk confidently about how connected you feel to the music and how it connects in the world.</li> <li>• Respond to a leader or conductor</li> </ul>
<b>Notation</b>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: <ul style="list-style-type: none"> <li>C, D, E, F, G, A, B</li> <li>F, G, A, Bb, C, D, E</li> <li>G, A, B, C, D, E, F#</li> <li>C, G, Ab, Bb</li> </ul> </li> </ul>

	<p>G, G<math>\sharp</math>, A, B<math>\flat</math>, C  D, E, F, G, A, B, C  E<math>\flat</math>, F, G, A<math>\flat</math>, B<math>\flat</math>, C, D<math>\flat</math></p> <ul style="list-style-type: none"> <li>• Identify:</li> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature <ul style="list-style-type: none"> <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 (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</li> <li>• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>• Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>• Read and perform pitch notation within an octave (eg C–C'/do–do).</li> </ul> </li> </ul>
<p><b>Playing Instruments</b></p>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E<math>\flat</math> major, C minor and D minor.</li> <li>• Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</li> </ul>
<p><b>Playing the Recorder</b></p>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, E<math>\flat</math> major, C minor and D minor.</li> </ul>
<p><b>Creating-Improvising</b></p>	<ul style="list-style-type: none"> <li>• Explore improvisation within a major scale, using the notes:  C, D, E<math>\flat</math>, F, G  C, D, E, F, G  C, D, E, G, A  F, G, A, B<math>\flat</math>, C  D, E, F, G, A</li> <li>• Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</li> <li>• Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)</li> </ul>
<p><b>Creating-Composing</b></p>	<ul style="list-style-type: none"> <li>• Create music in response to music and video stimulus.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</li> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>• Use simple dynamics.</li> <li>• Use rhythmic variety.</li> <li>• Compose song accompaniments, perhaps using basic chords.</li> <li>• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</li> <li>• Use full scales in different keys.</li> <li>• Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</li> </ul> <p>F, G  F, G, A  F, G, A, B<math>\flat</math>  F, G, A, B<math>\flat</math>, C  Start and end on the note F (F major)  G, A  G, A, B  G, A, B, C  G, A, B, C, D  Start and end on the note G (G major)  G, A  G, A, B  G, A, B, D  G, A, B, D, E  Start and end on the note G (Pentatonic on G)  D, E  D, E, F  D, E, F, G  D, E, F, G, A  Start and end on the note D (D minor)  E<math>\flat</math>, F  E<math>\flat</math>, F, G  E<math>\flat</math>, F, G, B<math>\flat</math>  E<math>\flat</math>, F, G, B<math>\flat</math>, C  Start and end on the note E<math>\flat</math> (E<math>\flat</math> major)</p>
<p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>• Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</li> <li>• Perhaps perform in smaller groups, as well as the whole class.</li> <li>• Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</li> <li>• Perform from memory or with notation, with confidence and accuracy.</li> <li>• Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</li> <li>• Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>• A student leads part of the rehearsal and part of the performance.</li> <li>• Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</li> <li>• Discuss and talk musically about the strengths and weaknesses of a performance.</li> <li>• Collect feedback from the audience and reflect how future performances might be different.</li> </ul>

<b>Year 6</b>	
<b>Understanding Music</b>	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• In the key centres of: C major, G major, D major, A minor and D minor.</li> <li>• In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</li> <li>• Find and keep a steady beat.</li> <li>• Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</li> <li>• Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G</li> </ul>
<b>Listening- Responding and Analysing</b>	<ul style="list-style-type: none"> <li>• Talk about feelings created by the music.</li> <li>• Justify a personal opinion with reference to Musical Elements.</li> <li>• Identify 2/4, 4/4, 3/4, 6/8 and 5/4.</li> <li>• Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</li> <li>• Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</li> <li>• Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</li> <li>• Explain a bridge passage and its position in a song.</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>• Explain the role of a main theme in musical structure.</li> <li>• Know and understand what a musical introduction and outro is, and its purpose.</li> <li>• Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</li> <li>• Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>• Continue to sing in parts where appropriate.</li> <li>• Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</li> <li>• Sing with and without an accompaniment.</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>• Lead a singing rehearsal.</li> <li>• Talk about the different styles of singing used for the different styles of songs sung in this year.</li> <li>• Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</li> </ul>

<p style="text-align: center;"><b>Notation</b></p>	<ul style="list-style-type: none"> <li>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C, D, E F, G, A<math>\flat</math>, B<math>\flat</math>, C, D, E<math>\flat</math> G, A, B<math>\flat</math>, C, D, E, F G, A, B, C, D, E, F<math>\sharp</math> D, E, F, G, A D, E, F<math>\sharp</math>, A, B, C<math>\sharp</math> E, F<math>\sharp</math>, G, G<math>\sharp</math>, A, B, C, C<math>\sharp</math> E<math>\flat</math>, F, G, A<math>\flat</math>, B<math>\flat</math>, C, D</li> </ul> <ul style="list-style-type: none"> <li>Identify: <ul style="list-style-type: none"> <li>Stave</li> <li>Treble clef</li> <li>Time signature</li> </ul> </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 (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</li> </ul>
<p style="text-align: center;"><b>Playing Instruments</b></p>	<ul style="list-style-type: none"> <li>Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<math>\flat</math> major, D minor and F minor.</li> <li>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</li> </ul>
<p style="text-align: center;"><b>Playing the Recorder</b></p>	<ul style="list-style-type: none"> <li>Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E<math>\flat</math> major, D minor and F minor.</li> </ul>
<p style="text-align: center;"><b>Creating-Improvising</b></p>	<ul style="list-style-type: none"> <li>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B<math>\flat</math>, C, D G, A, B, C, D F, G, A, C, D</li> <li>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation</li> </ul>
<p style="text-align: center;"><b>Creating-Composing</b></p>	<ul style="list-style-type: none"> <li>Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> <li>Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.</li> <li>Create a simple chord progression.</li> <li>Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> <li>Create music in response to music and video stimulus.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> <li>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</li> <li>Use simple dynamics.</li> <li>Use rhythmic variety.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compose song accompaniments, perhaps using basic chords.</li> <li>• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</li> <li>• Use full scales in different keys.</li> <li>• Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</li> </ul> <p>C, D  C, D, E  C, D, E, F  C, D, E, F, G  Start and end on the note C (C major)  G, A  G, A, B  G, A, B, D  G, A, B, D, E  Start and end on the note G (Pentatonic on G)  D, E  D, E, F  D, E, F, G  D, E, F, G, A  Start and end on the note D (D minor)  F, G  F, G, A  F, G, A, C  F, G, A, C, D  Start and end on the note F (Pentatonic on F)  F, G  F, G, Ab  F, G, Ab, Bb  F, G, Ab, Bb, C  Start and end on the note F (F minor)</p>
<p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>• Create, rehearse and present a holistic performance for a specific event, for an unknown audience.</li> <li>• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> <li>• Create, rehearse and present a holistic performance, with a detailed understanding of the musical,</li> <li>• cultural and historical contexts.</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>• Understand the importance of the performing space and how to use it.</li> <li>• Record the performance and compare it to a previous 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>