

Music Overview

Each music lesson begins with an opportunity for revisit and recall, continuously growing pupils' ability to perform rhythmically and using notation at an appropriate level. All pupils take part in singing each week additional to their music lesson.

In each year group, they work towards a performance to celebrate a particular part of the year, showcasing their singing skills within it.

Year 4 – Harvest Festival

Year 3 – Christingle

Year 5 – Easter Service

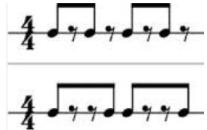
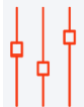
Year 6 -Leavers' Service and end of year show focusing on musical theatre elements

	Lower Key Stage 2		Upper Key Stage 2	
	Year A	Year B	Year A	Year B
Autumn	Transition unit building rhythm and pulse skills – using classroom percussion and creating own ostinato, reading simple rhythmic notation	Transition unit building rhythm and pulse skills – using classroom percussion, creating own ostinato, reading simple rhythmic notation; using tuned percussion	Continuing to build rhythm and pulse development – exploring syncopation, an introduction to scat singing and vocal and tuned percussion improvisation	Exploring Herbie Hancock's music before composing over a groove; then moving to explore 'Madina Tun Nabi' Nasheed music and learning how to improvise over a drone using chords
Outcome	Class performance of 'Chilled out clap rap' including use of untuned percussion as ostinato accompaniment	Class performance of 'I've been to Harlem' with pentatonic and ostinato accompaniment	Class performance of a song celebrating swing, a spiritual song and a tuned percussion performance of 'Wade in the Water'	Class performance improvising over a groove and transferring this to a performance improvising over a drone
Spring	Composition work exploring minimalism before creating graphic score to compose with untuned percussion	Developing an understanding of how composers consider timbre to create texture and tell a story, before creating own composition using tuned percussion and two note chords	Develop understanding of the pentatonic scale further using dot notation to play and write pentatonic melodies; perform over a drone and add chords	Explore the pentatonic scale further adding percussion, drone and chords to enhance a learnt song using the $\frac{3}{4}$ time signature
Outcome	Pupils will create and perform their own graphic score, beginning to consider dynamics, creating percussive accompaniment to a Tom & Jerry clip	Pupils will interpret and analyse 'Carnival of the Animals' excerpts before creating their own composition using a simple score	Composition using Mancini's style, including a drone, chords and melody to accompany 'The Pink Panther' introduction	Perform 'Touch the Sky' as a class performance in three parts with accompaniment
Summer	Pupils will learn more about rock, blues notes and use simple tuned and untuned percussion to perform	Children will look at symmetry and structure when composing (ternary form) and the basic structure of a song (introduction, chorus, verse, middle 8)	Learn more about how gospel and reggae music is structured, experiment with riffs and percussion, transfer digitally	Year 5 and 6 pupils have a section of ukulele lessons taught by an expert. They are taught how to play melody, chords and read a score
Outcome	Pupils will create a whole class performance combining tuned and untuned percussion and using a score	Pupils will create a whole class performance of 'The doot doot song' using tuned and untuned percussion	Create own dance track using Basement Jaxx 'Do your Thing' as a base	Class ukulele performance showcasing their learnt skills, taking into account dynamics and showing awareness of audience

Prior and Subsequent Coverage

Prior Knowledge KS1	Subsequent Knowledge KS3
<u>Singing</u> They will find their singing voice and use them confidently and with expression, singing a melody accurately with control of pitch. They will sing as a group, broadly in time, and with an awareness of other performers. They will <u>Listening</u> They will recall and remember short songs and sequences of patterns of sound and respond physically when performing, composing and appraising music. They will identify well-defined musical features and different sound sources. <u>Controlling pulse and rhythm</u> Identify the pulse, long and short sounds in different pieces of music. They will perform a rhythm to a given pulse and begin to internalise and create rhythmic patterns. They will accompany a chant or song by clapping or playing the pulse or rhythm. <u>Control of instruments</u> Identify and name classroom instruments (handling and playing them with control), groups of instruments and play instruments in different ways and create sound effects <u>Composition</u> Contribute to the creation of a class composition, choosing sounds and instruments carefully and make improvements to their own and others' work. <u>Reading and writing notation</u> Compose and perform using long, short, high and low, loud and soft sounds in response to symbols/dot notation, making scores using their own symbols. <u>Performance</u> Perform together and follow instructions that combine musical elements.	Pupils should be taught to: • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • listen with increasing discrimination to a wide range of music from great composers and musicians • develop a deepening understanding of the music that they perform and to which they listen, and its history.
The Key Stage Two curriculum:	
• 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 • use and understand staff and other musical notations • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	At CPJA: through weekly singing and working with untuned percussion, tuned percussion, then move on to playing the ukulele (both in lessons and through access to peripatetic teachers) At CPJA: using a range of genres as a stimulus for improvising and composing starting from graphic scores, then using dot notation, through to placing it on a staff At CPJA: through breaking down and analysing high quality examples of music in a range of genres, both to improve performance and to improve understanding of composition At CPJA: A range of music is woven into a sequence of lessons to enhance pupils' aural skills, their understanding of musical context and how this influences composition and performance and how music has been shaped and changed in history

Six Key Musical Elements:

Pulse/Meter	Rhythm/duration	Pitch	Tempo	Dynamics	Structure
Steady 'beat' of the music	The sequencing of long and short sounds/durations (patterns)	High/low sounds heard in relation to each other	Speed (fast/slow)	Level of volume (loud/quiet)	The different way sounds are organised – involving repetition and contrast
					

Sequence of teaching in Music: Singing/Listening/Composing/Performing

- Each sequence of learning will build in small steps towards a final outcome which will be a performance of music that the children have practised or composed
- The sequence will build in small steps so that pupils are learning small components that will be put together to achieve the final outcome including a number of musical elements
- The start of each lesson will be a review of the building blocks the children will need to continue their learning and will reactivate their prior knowledge
- Often, pupils will be asked to appraise wide ranging and high quality music from a range of genres and eras and will also evaluate their own work – both performance and composition so that they can reflect upon their new learning, where improvement has been and what they would like to continue to improve in their musical learning

	Strand	Year 3 & Year 4	Year 5 & Year 6	KS3
	Identity as a musician – listening and responding Being able to give an opinion using correct terminology	• Identify different genres of music they have listened to • Identify historic composers and musicians, that link with music they are listening to/link to sequence of learning unit • Talk about the style of a piece of music and find the beat/groove • Identify the tempo and $\frac{3}{4}$, $\frac{4}{4}$, $\frac{5}{4}$ time • Use appropriate musical language to describe and discuss the music listened to • Understand the structure of songs and identify a main theme and its repetition • Identify a wider range of classroom instruments, untuned and tuned percussion • Identify some instruments and identify the difference between band and orchestral instruments • Listen to recorded performances • Recognise how music can reflect different intentions and understand the use of major and minor chords	• Identify different genres of music they have listened to • Identify historic composers and musicians, that link with music they are listening to/link to sequence of learning unit • Talk about feelings created by the music and be specific about the instrument/structural part of the music • Identify a range of instruments by ear such as: instruments of the orchestral family, electric guitars, organs, synthesisers • Can discuss the structure of a song with reference to the verses, bridge, chorus and introduction • Identify major and minor tonalities • Improve their work through analysis, evaluation and comparison •	listen with increasing discrimination to a wide range of music from great composers and musicians Know about range of musical structures, styles, genres and traditions deepening understanding of the music and its history.

	Key vocabulary	• Fast (allegro)/Slow (adagio) • Getting faster (accelerando)/ slower (rallentando) • Pulse, tempo, beat, bar (metre of music) • Rising/falling pitch • Range • Pentatonic scale • Call and response • Ostinato • Rounds • Drone • Unison, duet • Melody/accompaniment • Forte (loud)/ piano (quiet) • Getting louder (crescendo)/quieter (diminuendo) • Smooth (legato)/ detached (staccato)		• Simple time (can be divided into 2s: 4/4; 2/4; 2/8) • Compound time (divided into 3s 6/8; 3/2) • Syncopation • Major and minor tonality • Key • Ternary form (ABA) • Verse and chorus, middle eight • Chords, triads, chord progression • Ensemble • Very loud (fortissimo)/ very quiet (pianissimo) • Mezzo (moderately) eg mezzo forte; mezzo piano • Pizzicato (mysterious); tremolo (dark and expectant) • Pentatonic (five note scale)		
Disciplinary knowledge - musicianship	Singing Pupils taught appropriate vocal warmups and maintaining vocal health before singing. They will be reminded how to use their breathing and posture to support them when performing effectively.	• Understand how mouth shapes can affect voice sounds - creating body percussion and ostinato • Understand and demonstrate the posture needed for effective singing • Sing confidently as a class in unison, in tune – a smaller vocal range • Sing with awareness of pulse and control of rhythm • Internalise sounds by singing parts of songs ‘in their heads’	• Understand the importance of articulation • Demonstrate the posture needed for effective singing and increase breathing control (recognising phrasing) • Sing confidently as a class, in small groups and alone for some • Sing with confidence using a wider vocal range • Sing rounds and partner songs in 2/3/4 time •	• Sing expressively with control of the dynamics • Demonstrate the posture, breathing control needed and use this to project voice • Sing confidently as a class, in small groups (ensemble) and alone (solo) • Sing songs with accurate pitch and an awareness of other parts • Sing three-part rounds, partner songs and songs with a verse and chorus	• Sing songs with expression, and sound projection • Demonstrate the posture, breathing control needed and use this to alter voice volume • Sing confidently in small groups (ensemble) and alone (solo) and begin to have an awareness of improvisation with the voice. • Sing three and four part rounds, partner songs and songs with a verse and chorus, including syncopated rhythms	perform confidently in a range of solo and ensemble contexts using their voice with accuracy and expression perform confidently in ensemble contexts maintain their part whilst understanding the others
	Performing, controlling rhythm and notation	• Present performances understanding the importance of silence to begin and end • Identify and control different ways of playing a range of untuned percussion instruments and make sounds • Play and perform simple	• Present a simple performances with some awareness of audience • Identify and control different ways of playing a wider range of untuned percussion instruments and make sounds with some tuned percussion	• Present performances effectively with awareness of audience • Create different effects using pitched sounds and percussion together • Understand how triads are formed and perform them on tuned percussion /melodic instruments	• Perform in different ways, with awareness of different parts and how they are combined • Create different effects using combinations of pitched sounds • Perform simple chordal accompaniments to familiar songs -explore major and minor chords	play and perform confidently in a range of solo and ensemble contexts playing instruments musically, fluently and with accuracy and expression

		melodies using limited staff notation - Recognise and perform crochets, minims, paired quavers – rhythmic notation - Use ICT to record sound - Can respond to simple dynamic instruction - Perform a repeated pattern to a steady pulse with considerable accuracy and fluency; changing speed as the music changes • Maintain a part as a member of a group when performing an ostinato	- Use the pentatonic scale to perform (not placed on a staff) – If children confident, introduce on staff - Use ICT to create sound effects and record sound - Can respond to a greater range of dynamic instruction - Can copy back more complex rhythms - Understand metre and recognise 3,4 time - Recognise and perform crochets, minims, paired quavers, rests -rhythmic notation Perform as part of a group – keeping to steady beat	- Can add a tuned ostinato to a composition - Use ICT to change and manipulate sounds - Can respond to simple dynamic instruction (quiet and loud, crescendo and diminuendo) with greater control and accuracy - Can copy back melodic patterns on a tuned instrument - Memorise, internalise and repeat rhythmic patterns of increasing length in 3,4,5 time - Understand the difference between $\frac{3}{4}$, 4/4 and 5/4 time signatures - Recognise and perform crochets, minims, semi-breves, paired quavers, semi-quavers, rests -staff notation - Perform an independent part keeping to a steady beat	- Perform syncopated rhythms - Use ICT to change and manipulate sounds and create own composition incorporating musical elements - Can respond to simple dynamic instruction with greater control and accuracy when performing more than one part at once - Can copy back longer and more complex melodic patterns - Play a melody using staff notation – considering dynamic range - Understand the difference between $\frac{3}{4}$, 4/4 and 5/4, 6/8 time signatures - Accompany a melody playing simple chords - Recognise and perform crochets, minims, semi-breves, paired quavers, semi-quavers, rests - staff notation - Perform a simple independent part, keeping to a steady beat, with considerable accuracy and fluency	
	Notation – rhythmic and pitched	- Recognise, identify and recall short rhythmic patterns – linked to notation - Begin to recognise how pitch is represented using dot notation (differentiating between three different notes only on a staff) C-E	Recognise, identify and recall rhythmic and melodic patterns – linked to notation learnt in Y3 - Perform phrases of rhythmic patterns using staff notation Begin to read and perform using staff notation with notes	- Improvise rhythm patterns, writing own using notation, in 3,4 time Perform using staff notation of pentatonic scale (C, D, E, G and A) – start with three notes and increase Read and perform pitch notation within an	- Improvise rhythm & melodic patterns, writing own using notation, in 3,4,5 time Perform and read a composition using the pentatonic scale and chords; performing to a given pulse - Sing songs following staff notation	staff and other relevant notations appropriately

		Recognise simple dynamic symbols and how they change a performance	indicated with letters Begin to compose using note names and dot notation to represent rhythms. CGDAE - Perform using simple dynamic symbols	octave - Compose using a variety of note names, dot notation - begin to recognise how dynamics can develop notation further	Play simple melodic phrases with accuracy using staff notation Compose using a variety of note names, dot notation and words/symbols to represent dynamics and tempo.	
	Composing & improvising	Compose using grids and graphic notation to help pupils structure their work Compose music in pairs and make improvements to their own work using untuned percussion - Create textures by combining sounds in different ways - Can structure simple musical ideas – eg. Call and response, or echo phrases - Can use graphic notation to compose – structure musical ideas that have a beginning, middle and end - Begin to think about including rests when composing/improvising Improvise their own ostinato using echo, or question and answer structures - Become more skilled at improvising – inventing short, on the spot responses	Compose continuing to use graphic notation and dot notation Explore, select and combine sounds -using tuned (pentatonic) and untuned rhythms Create textures by combining sounds in different ways - Create an accompaniment to a known song - Can use graphic notation to compose & to perform from - Can compose simple rhythms using formal notation - Can use rests when composing/improvising - Improvise simple phrases based on the pentatonic scale over a groove - Can improvise with rhythmic patterns using minims, crochets and quavers and their rests	Compose using dot notation and the staff Explore, select and combine a range of different sounds -using percussive and pitched instruments together - Identify different starting points of composing music - Create music that describes contrasting mood/emotions - Can compose simple rhythms and formal notation for the pentatonic scale when composing Compose melodies with rhythmic/ chordal accompaniment -thinking about music as ‘phrases’ - Experiment with using a wider range of dynamics - Can improvise simple vocal patterns using ‘question and answer’ phrases Improvise freely over a drone using tuned percussion	Compose using some formal structure, as well as graphic and other structural devices to aid composition Explore, select and combine a range of different sounds using a range of percussive and pitched instruments together Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition - Plan and compose an 8-16 beat melodic phrase using the pentatonic scale, play on tuned percussion - Can compose simple rhythms using formal notation for the pentatonic scale when composing; including use of chords - Create music that has repetition and contrast and recognise use of major and minor tonality - Use chord changes as part of an improvised sequence - Be able to improvise simply over a groove – a rhythm/melody	improvise and compose; and extend and develop musical ideas tonalities, different types of scales and other musical devices