



Whipton Barton Federation Music Long-Term Curriculum Map

Musical Education at Whipton Barton Federation encompasses many different forms, each of which gives children knowledge and understanding of the subject in order to become more competent, confident and motivated in musical exploration. Music is so much a part of children's lives, that they often do not even notice it. The curriculum is designed to not only build awareness, but also to raise aspirations and open the children up to not only the potential of music in their lives as a way of enjoyment, but also as a valid career that they might wish to take on later in life.

Children in Early Years develop knowledge of sound, songs, music and instruments from the very beginning of nursery and throughout their time in the EYFS. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children's understanding of pattern and children learn dance as part of their PE lessons in Reception. In the Autumn term, Reception children learn to perform a range of songs and dances as part of their Nativity play.

~Plato~



Success in music takes different forms. This might take place during Friday's Celebration Assembly, held in front of the whole school, through Head teacher prizes, dojo points or having successes shared through social media. They could have performed in front of third parties, such as the local community, members of community choirs or as part of a local event.



Peripatetic Music and Clubs

Music clubs, for example, Choir are ongoing during the year and peripatetic music lessons are taught with the children learning piano and guitar. These activities are designed to be focussed, fun and engaging for all who attend, contributing to children's learning in school, wellbeing and mental health.



Special events take place regularly during the year. These take place in all year groups and are designed to foster an inclusive, group approach, so that all children share the joy of taking part in – and making – music. All children have opportunities to attend Music events at different times throughout the year and can represent the school in different ways, whether it is through assembly, during concert events or Christmas Carol concerts.

The curriculum is designed to be both progressive and cumulative, allowing children to not only re-visit skills taught previously as they progress through the school, but also to improve upon them and feel a sense of achievement as they do so. As the children move through the school, so their lessons change and adapt to reflect their growth. Skill based work extends into exploration of World music, which in turn develops their ear for melody and rhythm, thereby giving them confidence to begin analysing music they hear with the correct language and terms. This ground up approach allows children to feel a sense of success, and the differentiation built into the lessons ensures all can take part.



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception Units and key knowledge		<p><u>Exploring Sounds</u> To understand how to listen carefully and talk about what I hear.</p> <p>To know that sounds can be copied by my voice, body percussion and instruments.</p> <p>To understand that instruments can be played loudly or softly.</p> <p>To know that music often has more than one instrument being played at a time.</p>		<p><u>Music and Movement</u> To know that the beat is the steady pulse of a song.</p> <p>To recognise music that is 'fast' or 'slow.'</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>To know that signals can tell us when to start or stop playing.</p>		<p><u>Big Band</u> To know that an orchestra is a big group of people playing a variety of instruments together.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>To understand that performing means playing a finished piece of music for an audience.</p>
	<p style="text-align: center;"><u>EYFS Music Skills</u></p> <p style="text-align: center;"><u>Listening</u></p> <ul style="list-style-type: none">• Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music. (Exploring sound; Music and movement; Big band)• Exploring lyrics by suggesting appropriate actions. (Music and movement)• Exploring the story behind the lyrics or music. (Music and movement; Big band)• Listening to and following a beat using body percussion and instruments. (Exploring sound; Music and movement; Big band)					



- Considering whether a piece of music has a fast, moderate or slow tempo. (Exploring sound; Music and movement; Big band)
- Listening to sounds and matching to the object or instrument. (Exploring sound; Big band)
- Listening to sounds and identifying high and low pitch. (Exploring sound; Music and movement; Big band)
- Listening to and repeating a simple rhythm. (Exploring sound)
- Listening to and repeating simple lyrics. (Music and movement)
- Understanding that different instruments make different sounds and grouping them accordingly. (Exploring sound; Big band)

Composing

- Playing untuned percussion 'in time' with a piece of music. (Big band)
- Selecting classroom objects to use as instruments. (Big band)
- Experimenting with body percussion and vocal sounds to respond to music. (Exploring sound; Music and movement)
- Selecting appropriate instruments to represent action and mood. (Big band)
- Experimenting with playing instruments in different ways. (Exploring sound; Big band)

Performing

- Using their voices to join in with well-known songs from memory. (Music and movement; Big band)
- Remembering and maintaining their role within a group performance. (Exploring sound; Big band)
- Moving to music with instruction to perform actions. (Music and movement)
- Participating in performances to a small audience. (Music and movement; Big band)
- Stopping and starting playing at the right time. (Exploring sound; Music and movement; Big band)

EYFS Outcomes

Communication and Language - ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Learn rhymes, poems and songs.



Expressive Arts and Design -

Children at the expected level of development will:

- Listen attentively, move to and talk about music, 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.
- ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs.
- ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Personal, social and emotional development

- Think about the perspectives of others.

Characteristics of Effective Learning

- Playing and exploring
- Active learning
- Creating and thinking critically



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1						
Units and key knowledge		<p><u>Pulse and Rhythm</u> (Theme: All About Me)</p> <p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that pulse is the regular beat that goes through music.</p> <p>To understand that the pulse of music can get faster or slower.</p> <p>To know that a piece of music can have more than one section, eg a versed and a chorus.</p>		<p><u>Timbre and rhythmic patterns</u> (Theme: Fairytales)</p> <p>To know that an instrument or rhythm pattern can represent a character in a story.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</p>		<p><u>Pitch and tempo</u> (Themes: Superheroes)</p> <p>To understand that tempo can be used to represent mood or help tell a story.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that following a leader when we perform helps everyone play together accurately.</p>

Year 1 Music Skills

Listening

- Recognising and understanding the difference between pulse and rhythm. (Pulse and rhythm; Timbre and rhythmic pattern)
- *Understanding that different types of sounds are called timbres. (Timbre and rhythmic pattern)
- *Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). (Timbre and rhythmic pattern; Pitch and tempo)
- Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. (Pulse and rhythm; Timbre and rhythmic pattern; Pitch and tempo)



- Describing the differences between two pieces of music. (Timbre and rhythmic pattern; Pitch and tempo)
- Expressing a basic opinion about music (like/dislike). (Pitch and tempo)
- Listening to and repeating short, simple rhythmic patterns. (Pulse and rhythm; Timbre and rhythmic pattern)
- Listening and responding to other performers by playing as part of a group. (Pulse and rhythm; Timbre and rhythmic pattern; Pitch and tempo)

Composing

- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. (Timbre and rhythmic pattern; Pitch and tempo)
- Combining instrumental and vocal sounds within a given structure. (Pulse and rhythm; Timbre and rhythmic pattern)
- Creating simple melodies using a few notes. (Pitch and tempo)
- *Choosing dynamics, tempo and timbre for a piece of music. (Timbre and rhythmic pattern; Pitch and tempo)

Performing

- Using their voices expressively to speak and chant. (Pulse and rhythm; Timbre and rhythmic pattern)
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. (Pulse and rhythm)
- Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. (Pulse and rhythm)
- Copying back short rhythmic and melodic phrases on percussion instruments. (Pulse and rhythm; Timbre and rhythmic pattern)
- *Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. (Timbre and rhythmic pattern; Pitch and tempo)

National Curriculum coverage

Use their voices expressively and creatively by singing songs and speaking chants and rhymes (Pulse and rhythm; Timbre and rhythmic pattern; Pitch and tempo)

Play tuned and untuned instruments musically (Pulse and rhythm; Timbre and rhythmic pattern; Pitch and tempo)

Listen with concentration and understanding to a range of high-quality live and recorded music (Pulse and rhythm; Timbre and rhythmic pattern; Pitch and tempo)

Experiment with, create, select and combine sounds using the inter-related dimensions of music (Pulse and rhythm; Timbre and rhythmic pattern; Pitch and tempo)



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2 Units and key knowledge		<p><u>West African call and response song (Theme: Animals)</u></p> <p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that an instrument can be matched to an animal noise based on its timbre.</p>		<p><u>Orchestral instruments (Theme: Traditional stories)</u></p> <p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>		<p><u>Musical Me</u></p> <p>To understand that 'melody' means a tune.</p> <p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>To understand that 'accompaniment' can mean playing instruments along with a song.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>



Year 2 Music Skills

Listening

- *Recognising timbre changes in music they listen to. (West African call and response song; Orchestral instruments; Musical me)
- Recognising structural features in music they *listen to. (West African call and response song; Orchestral instruments; Musical me)
- Listening to and recognising instrumentation. (West African call and response song; Orchestral instruments)
- *Beginning to use musical vocabulary to describe music. (West African call and response song; Orchestral instruments; Musical me)
- Identifying melodies that move in steps. (Musical me)
- Listening to and repeating a short, simple melody by ear. (West African call and response song; Musical me)
- Suggesting improvements to their own and others' work. (West African call and response song; Orchestral instruments; Musical me)

Composing

- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. (West African call and response song; Orchestral instruments; Musical me)
- *Successfully combining and layering several instrumental and vocal patterns within a given structure. (Musical me)
- Creating simple melodies from five or more notes. (Musical me)
- *Choosing appropriate dynamics, tempo and timbre for a piece of music. (West African call and response song; Orchestral instruments; Musical me)
- Using letter name and graphic notation to represent the details of their composition. (West African call and response song; Musical me)
- Beginning to suggest improvements to their own work. (West African call and response song; Orchestral instruments; Musical me)

Performing

- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). (West African call and response song; Musical me)
- Singing short songs from memory, with melodic and rhythmic accuracy. (West African call and response song; Musical me)
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. (West African call and response song; Musical me)
- *Performing expressively using dynamics and timbre to alter sounds as appropriate. (West African call and response song; Orchestral instruments; Musical me)
- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. (Musical me)



National Curriculum coverage

Use their voices expressively and creatively by singing songs and speaking chants and rhymes (West African call and response song; Musical me)

Play tuned and untuned instruments musically (West African call and response song; Orchestral instruments; Musical me)

Listen with concentration and understanding to a range of high-quality live and recorded music (West African call and response song; Orchestral instruments; Musical me)

Experiment with, create, select and combine sounds using the inter-related dimensions of music (West African call and response song; Orchestral instruments; Musical me)



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3 Units and key knowledge		<p><u>Developing singing technique (Theme: The Vikings)</u></p> <p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that written music tells you how long to play a note for.</p>		<p><u>Ballads</u></p> <p>To know that a ballad tells a story through song.</p> <p>To know that lyrics are the words of a song.</p> <p>To know that in a ballad, a 'stanza' is a verse.</p>		<p><u>Traditional instruments and improvisation (Theme: India)</u></p> <p>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</p> <p>To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</p> <p>To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'</p> <p>To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</p> <p>To know that many types of music from around the world consist of more than</p>



one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.

Year 3 Music Skills

Listening

- *Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). (Ballads; Traditional instruments and improvisation)
- Understanding that music from different parts of the world has different features. (Developing singing technique and keeping in time; Traditional instruments and improvisation)
- *Recognising and explaining the changes within a piece of music using musical vocabulary. (Developing singing technique and keeping in time; Ballads; Traditional instruments and improvisation)
- *Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. (Ballads; Traditional instruments and improvisation)
- Beginning to show an awareness of metre. (Developing singing technique and keeping in time; Ballads)
- *Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. (Developing singing technique and keeping in time; Ballads; Traditional instruments and improvisation)

Composing

- Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). (Developing singing technique and keeping in time; Ballads; Traditional instruments and improvisation)
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). (Developing singing technique and keeping in time)
- *Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. (Developing singing technique and keeping in time; Traditional instruments and improvisation)



- *Suggesting and implementing improvements to their own work, using musical vocabulary. (Developing singing technique and keeping in time; Ballads; Traditional instruments and improvisation)

Performing

- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. (Developing singing technique and keeping in time; Ballads)
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. (Developing singing technique and keeping in time; Ballads; Traditional instruments and improvisation)
- *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. (Developing singing technique and keeping in time; Traditional instruments and improvisation)

History of music

- Understanding that music from different times has different features. (Developing singing technique and keeping in time; Ballads; Traditional instruments and improvisation)

National Curriculum coverage

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (Developing singing technique and keeping in time; Ballads; Traditional instruments and improvisation)

Improvise and compose music for a range of purposes using the inter-related dimensions of music. (Developing singing technique and keeping in time; Ballads; Traditional instruments and improvisation)

Listen with attention to detail and recall sounds with increasing aural memory. (Developing singing technique and keeping in time; Ballads; Traditional instruments and improvisation)

Use and understand staff and other musical notations. (Developing singing technique and keeping in time; Ballads; Traditional instruments and improvisation)

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (Developing singing technique and keeping in time; Ballads; Traditional instruments and improvisation)

Develop an understanding of the history of music. (Traditional instruments and improvisation)



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4 Units and key knowledge		<p><u>Adapting and transposing motifs (Theme: Romans)</u></p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>		<p><u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u></p> <p>To know that when you sing without accompaniment it is called 'A Capella'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>		<p><u>Body and tuned percussion (Theme: Rainforests)</u></p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To know that a 'loop' in music is a repeated melody or rhythm.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>



Year 4 Music Skills

Listening

- Recognising the use and development of motifs in music. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)
- *Identifying gradual dynamic and tempo changes within a piece of music. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). (Changes in pitch, dynamics and tempo)
- Identifying common features between different genres, styles and traditions of music. (Adapting and transposing motifs)
- *Recognising, naming and explaining the effect of the interrelated dimensions of music. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)
- *Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)
- *Using musical vocabulary to discuss the purpose of a piece of music. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)
- *Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)

Composing

- Composing a coherent piece of music in a given style with voices, bodies and instruments. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)
- Beginning to improvise musically within a given style. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo)
- Developing melodies using rhythmic variation, transposition, inversion, and looping. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)
- *Creating a piece of music with at least four different layers and a clear structure. (Body and tuned percussion)
- *Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo)
- *Suggesting improvements to others' work, using musical vocabulary. (Adapting and transposing motifs; Body and tuned percussion)

Performing

- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo)
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. (Adapting and transposing motifs; Body and tuned percussion)

History of music



- *Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)

National Curriculum coverage

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)

Improvise and compose music for a range of purposes using the inter-related dimensions of music. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)

Listen with attention to detail and recall sounds with increasing aural memory. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)

Use and understand staff and other musical notations. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo)

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (Adapting and transposing motifs; Changes in pitch, dynamics and tempo; Body and tuned percussion)

Develop an understanding of the history of music. (Adapting and transposing motifs)



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5 Units and key knowledge		<p><u>South and West Africa</u></p> <p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>		<p><u>Blues</u></p> <p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p>		<p><u>Compositions for the festival of colour (Theme: Holi Festival)</u></p> <p>To know that a vocal composition is a piece of music created only using voices.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>



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Year 5 Music Skills

Listening

- *Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). (South and West Africa; Blues)
- *Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. (Blues; Composition to represent the festival of colour)
- *Comparing, discussing and evaluating music using detailed musical vocabulary. (South and West Africa; Blues; Composition to represent the festival of colour)
- *Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. (South and West Africa; Composition to represent the festival of colour)

Composing

- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). (Composition to represent the festival of colour)
- Improvising coherently within a given style. (South and West Africa; Blues)
- *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. (South and West Africa)
- *Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. (Blues; Composition to represent the festival of colour)
- Suggesting and demonstrating improvements to own and others' work. (Blues)



Performing

- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. (South and West Africa; Blues)
- *Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. (South and West Africa; Blues; Composition to represent the festival of colour)
- Performing with accuracy and fluency from graphic and simple staff notation. (South and West Africa; Blues; Composition to represent the festival of colour)
- Playing a simple chord progression with accuracy and fluency. (South and West Africa; Blues)

History of music

- *Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (South and West Africa; Blues; Composition to represent the festival of colour)

National Curriculum coverage

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (South and West Africa; Blues; Composition to represent the festival of colour)

Improvise and compose music for a range of purposes using the inter-related dimensions of music. (South and West Africa; Blues; Composition to represent the festival of colour)

Listen with attention to detail and recall sounds with increasing aural memory. (South and West Africa; Blues; Composition to represent the festival of colour)

Use and understand staff and other musical notations. (South and West Africa; Blues)

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (South and West Africa; Blues; Composition to represent the festival of colour)

Develop an understanding of the history of music. (Blues)



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6 Units and key knowledge		<p><u>Dynamics, pitch and texture (Theme: Fingal's Cave)</u></p> <p>To know that the conductor beats time to help the performers work well together.</p> <p>To understand that improvisation means making up music 'on the spot'.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>		<p><u>Themes and Variations (Themes: Pop Art)</u></p> <p>To know that a 'theme' is a main melody in a piece of music.</p> <p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</p> <p>To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>		<p><u>Composing and performing a leavers' song</u></p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p> <p>To understand that all types of music notation show note duration.</p>



Year 6 Music Skills

Listening

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Dynamics, pitch and texture; Theme and variations; Composing and performing a leavers' song)
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). (Theme and variations; Composing and performing a leavers' song)
- *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. (Dynamics, pitch and texture; Theme and variations)
- Identifying the way that features of a song can complement one another to create a coherent overall effect. (Theme and variations; Composing and performing a leavers' song)
- *Use musical vocabulary correctly when describing and evaluating the features of a piece of music. (Dynamics, pitch and texture; Theme and variations; Composing and performing a leavers' song)
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. (Composing and performing a leavers' song)
- *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. (Dynamics, pitch and texture; Theme and variations)

Composing

- Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. (Dynamics, pitch and texture; Theme and variations; Composing and performing a leavers' song)
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. (Dynamics, pitch and texture; Theme and variations; Composing and performing a leavers' song)
- *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. (Dynamics, pitch and texture; Theme and variations)
- Recording own composition using appropriate forms of notation and/or technology and incorporating. (Dynamics, pitch and texture; Composing and performing a leavers' song)
- *Constructively critique their own and others' work, using musical vocabulary. (Dynamics, pitch and texture; Theme and variations; Composing and performing a leavers' song)

Performing

- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. (Theme and variations; Composing and performing a leavers' song)
- *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. (Dynamics, pitch and texture; Theme and variations; Composing and performing a leavers' song)
- Performing a solo or taking a leadership role within a performance. (Dynamics, pitch and texture; Composing and performing a leavers' song)
- Performing with accuracy and fluency from graphic and staff notation and from their own notation. (Dynamics, pitch and texture; Theme and variations; Composing and performing a leavers' song)
- Performing by following a conductor's cues and directions. (Dynamics, pitch and texture; Composing and performing a leavers' song)



History of Music

- *Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Dynamics, pitch and texture; Theme and variations; Composing and performing a leavers' song)

National Curriculum coverage

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (Dynamics, pitch and texture; Theme and variations; Composing and performing a leavers' song)

Improvise and compose music for a range of purposes using the inter-related dimensions of music. (Dynamics, pitch and texture; Theme and variations; Composing and performing a leavers' song)

Listen with attention to detail and recall sounds with increasing aural memory. (Theme and variations; Composing and performing a leavers' song)

Use and understand staff and other musical notations. (Theme and variations)

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (Dynamics, pitch and texture; Theme and variations; Composing and performing a leavers' song)

Develop an understanding of the history of music. (Theme and variations)