

Music Intent



Aspects of learning for EYFS planning are taken from 2020 Development Matters and are prerequisite skills for PSHE within the national curriculum. The table below outlines the relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year-Olds and Reception to match the programme of study for PSED

Areas of Learning	3 and 4 Year Olds Pupils will know how to:	Reception Pupils will know how to:	ELG Pupils will know how to:
Understanding the World	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources Explore and engage in music making and dance, performing solo or in groups • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music

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TERM IN WHICH EACH UNIT IS TAUGHT						
Year 1	Advent 1 Rhythm in the way we walk	Advent 2 Hey You	Lent 1 In the groove blues	Lent 2 Round and round	Pentecost 1 Imagination	Pentecost 2 Hands, feet, heart
Core Knowledge	<p>know how move and clap to a steady beat through listening and singing.</p> <p>know how to play along to a steady beat on classroom percussion.</p> <p>know how to clap rhythms along to a steady beat through listening, singing and repetition.</p> <p>know and understand pitch through listening.</p> <p>know how to apply sound to syllables through listening.</p> <p>know how to compose their own animal rhythms.</p>	<p>know how to perform a song by ear with their voices and clapping/body percussion through listening and repetition.</p> <p>know how to perform a song using call and response rhythms in the middle section through listening and repetition.</p> <p>know how to perform a song from simple rhythm notation using classroom instruments through listening and reading basic notation.</p> <p>know to improvise on untuned classroom instruments within the song through listening.</p> <p>know how to extend improvisation through listening using tuned classroom percussion.</p>	<p>know the music style “Blues” through listening.</p> <p>know how to clap in time to the beat and play the rhythms on un-tuned instruments to the new piece.</p> <p>know the music style “Baroque” through listening.</p> <p>know how to clap the rhythms, reading from basic rhythm notation to the music of the new piece.</p> <p>know the music style “Latin” through listening.</p> <p>know how to perform the piece, reading from simple rhythm notation using un-tuned classroom instruments through listening and reading notation.</p> <p>know the music style “Bhangra” through listening.</p> <p>know to improvise on un-tuned classroom instruments within the piece through listening.</p> <p>know the music style “Funk” through listening.</p> <p>know how to play the new piece on tuned percussion through reading simple rhythm notation, playing on a given note.</p>	<p>know the music style “Bossa Nova” through listening.</p> <p>know how to perform in time to the beat and play the rhythms on un-tuned instruments reading from simple rhythm notation.</p> <p>know how to perform their part on tuned percussion reading from letter notation.</p> <p>know how to play an <u>extended</u> part on tuned percussion reading from letter notation.</p> <p>know how to create question and answer phrases through listening.</p> <p>know how to improvise question and answer phrases on tuned percussion through listening.</p> <p>know how to perform all parts of the piece through listening and reading simple rhythm notation.</p> <p>know how to perform improvised question and answer phrases on tuned percussion.</p> <p>know how to rehearse and perform the piece, using call and response, improvisation and reading simple rhythm notation on given note.</p>	<p>know the style “Musical theatre” through <u>listening</u>.</p> <p>know how to sing the new song through <u>listening</u>.</p> <p>know how to <u>perform</u> the extension parts, in time to the beat on tuned percussion through reading from letter notation.</p> <p>know how to <u>improvise</u> within the piece, in time to the beat, on tuned percussion.</p> <p>know how to <u>compose</u> an 8 beat melody and <u>perform</u> that in the Coda section of the piece.</p> <p>know how to <u>sing</u> and <u>perform</u> all sections of the piece through <u>listening</u> and reading simple stave notation.</p> <p>know how to rehearse and <u>perform</u> the piece, implementing their <u>compositions</u> and <u>improvisation</u>.</p>	<p>know the sounds of South African music through <u>listening</u>.</p> <p>know how to sing the new through <u>listening</u>.</p> <p>know how to <u>perform</u> the extension parts to the piece, in time to the beat on tuned percussion through reading from letter notation.</p> <p>know how to <u>perform</u> their part to the piece, in time to the beat, on tuned percussion instruments.</p> <p>know how to <u>improvise</u> on tuned instruments through <u>listening</u>.</p> <p>know how to <u>compose</u> an 8 beat melody and <u>perform</u> that in the middle section of the piece.</p> <p>know how to <u>sing</u> and <u>perform</u> all sections of the piece through <u>listening</u> and reading simple stave notation.</p> <p>know how to rehearse and <u>perform</u> the piece, implementing their <u>compositions</u> and reading from simple stave notation.</p>

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Wider Knowledge						
Disciplinary knowledge	Compose Walk, move, clap and play a steady beat. Compose using simplified music notation	Improvise Create improvised question and answer phrases on classroom instruments. Compare high and low sounds through listening and singing.	Music History Listen, review, and evaluate music from a range of historical periods, cultures and traditions	Compose/ Improvise Create improvised question and answer phrases on classroom instruments using at least 2 notes	Compose/Improvise Explore ways to represent sound with symbol, understanding the difference between a melody and an accompaniment	Reading rhythms Begin to understand basics rhythm notation
Diversity Links	British Value: Democracy Protected Characteristics: age CST: dignity	British Value: Rule of Law Protected Characteristics: Disability CST: Solidarity	British Value: Individual Liberty Protected Characteristics: Race CST: The Common Good	British Value: Mutual Respect Protected Characteristics: Religion or belief CST: Peace	British Value: Tolerance Protected Characteristics: Sex CST: Creation and Environment	British Value: Democracy Protected Characteristics: age CST: The dignity of work and participation
Vocabulary	Beat, rhythm, pitch, notation, compose,	Beat, rhythm, notation, improvise, perform	The blues, baroque, Latin, bhangra, funk	Bossa Novan, rhythm, notation, call and response, perform	Musical theatre, notation, improvise, compose, perform	South African music, notation, improvisation, composition, perform

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TERM IN WHICH EACH UNIT IS TAUGHT						
Year 2	Advent 1 I wanna play in a band	Advent 2 Christmas rap	Lent 1 Zoo time	Lent 2 Friendship	Pentecost 1 The lion sleeps tonight	Pentecost 2 Summer sun
Core Knowledge	<p>know the style of Rock through <u>listening</u>.</p> <p>know how to <u>sing</u> the song.</p> <p>know how to read and play the rhythms of the new song through <u>listening</u> and <u>repetition</u>.</p> <p>know how to <u>perform</u> the tuned percussion part, reading from notation.</p> <p>know how to <u>improvise</u> within the piece clapping and using tuned instruments.</p> <p>know how to lead call and response with the middle section of the piece through <u>listening</u>, clapping and using a tuned instrument.</p> <p>know how to <u>compose</u> a short rhythmic phrase using crotchets, paired quavers, and crotchet rests.</p> <p>know how to rehearse, <u>perform</u>, record, and appraise the full piece, implementing their improvisation, call and response and composition reading from letter notation.</p>	<p>know the style of Hip Hop through <u>listening</u>.</p> <p>know how to <u>sing</u> and rap the new song.</p> <p>know how to <u>perform</u> part 1 of the tuned percussion part, reading from letter notation.</p> <p>know how to <u>perform</u> the extended melody part on tuned instruments, reading from letter notation.</p> <p>know how to lead call and response with the middle section of the piece by clapping or using a tuned instrument.</p> <p>know how to improvise question and answer phrases by clapping or using a tuned instrument.</p> <p>know how to rehearse, <u>perform</u>, record, and appraise the full piece, implementing their call and response, and reading from letter notation.</p>	<p>Know the style "Reggae" through <u>listening</u>.</p> <p>know how to clap on the off beats two and four.</p> <p>know how to sing the new song through <u>recall</u>, and repetition.</p> <p>know how to <u>perform</u> part 1 of the tuned percussion part, reading from letter notation.</p> <p>know how to <u>perform</u> the extended melody part on tuned instruments reading from letter notation.</p> <p>know how to perform their composition within the piece on tuned instruments using up to two notes.</p> <p>know how to rehearse, <u>perform</u>, record, and appraise the full song implementing their <u>composition</u>, and reading from letter notation.</p>	<p>know the new song through recall and repetition.</p> <p>know the genre pop music through listening.</p> <p>know how to <u>perform</u> part 1 of the tuned percussion part, reading from letter notation.</p> <p>know how to <u>perform</u> the extended melody part on tuned instruments reading from letter notation.</p> <p>know how to <u>improvise</u> within the piece using one note on a tuned instrument.</p> <p>know how to extend their <u>improvisation</u> within the piece using up to four notes on a tuned instrument.</p> <p>know how to rehearse, <u>perform</u>, record, and appraise the full piece, implementing their <u>improvisation</u>, and reading from letter notation.</p>	<p>know the style of "South African music" through <u>listening</u>.</p> <p>know how to sing the song through <u>listening</u>.</p> <p>know how to describe music with musical vocabulary.</p> <p>know the style of "Funk" through <u>listening</u>.</p> <p>know what chords/triads are, and how they are constructed through <u>listening</u> and <u>performing</u>.</p> <p>know how to play a chord as part of a group through <u>listening</u> and reading letter notation.</p> <p>know how to play the chord accompaniment on tuned percussion, reading from letter notation.</p> <p>know the style of music "Jazz" through <u>listening</u>.</p> <p>know how create and <u>perform</u> an 8 bar improvised question and answer phrase through <u>listening</u> and using at least 2 different notes, basic dynamics and tuned percussion.</p> <p>know how to perform this in pairs, whilst their peers are performing the chordal accompaniment.</p>	<p>know how to sing the new song through <u>listening</u>, <u>recall</u> and <u>repetition</u> with actions.</p> <p>know the genre Reggae through <u>listening</u>.</p> <p>know how to clap and read the rhythms, reading from stick notation.</p> <p>know how to <u>perform</u> part 1 of the melody on a tuned instrument.</p> <p>know how to <u>perform</u> part 2 with confidence and the extended harmony part 1.</p> <p>know to <u>sing</u> and <u>perform</u> on their instruments along to the backing track.</p> <p>Know to <u>compose</u> question and answer phrases using basic stick notation (crotchet, paired quaver, and crotchet rest).</p> <p>know basic <u>performance</u> techniques.</p> <p>know the structure of the piece.</p>

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					<p>know how to perform the chordal accompaniment on tuned percussion.</p> <p>know the style of music "Rock" through <u>listening</u>.</p> <p>know how to <u>compose</u> an 8 bar composition using rhythm notation.</p> <p>know how to <u>perform</u> their composition along to the backing track, keeping in time to the beat.</p> <p>know the style of music "Pop punk" through <u>listening</u>.</p> <p>know how to perform the chord accompaniment and the melody in 2 groups through <u>listening</u> and reading from letter notation.</p> <p>know how to perform with the backing track, keeping in time to the beat through <u>listening</u>.</p> <p>know how to rehearse, <u>perform</u>, and appraise the full piece, implementing their <u>compositions/ improvisation</u> and reading from simple stave notation.</p>	
Wider Knowledge						
Disciplinary knowledge	<p>Rhythm notation</p> <p>Compose a four-beat rhythm using and understanding the different between crotchets, paired quavers and crochet rest</p>	<p>Improvisation</p> <p>Improvise simple question and answer phrases creating a musical conversation</p>	<p>Composing</p> <p>compose, using known rhythmic notation and notes known on instrument</p>	<p>Compose/improvise</p> <p>Sing with increased control and accuracy of pitch</p> <p>Compose short rhythmic phrases</p>	<p>Chords</p> <p>Identify the difference in sound between major and minor</p>	<p>Perform</p> <p>Perform together, following instructions that combine the musical elements</p>

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Vocabulary	Rock, notation, improvisation, call and response, composition	Hip hop, rap, notation, call and response, question and answer	Reggae, off beats, notation, composition, perform	Pop music, notation, melody, improvise, perform	South African Music, chord, call and response, composition, performance	Rhythm, notation, harmony, improvise, performance

TERM IN WHICH EACH UNIT IS TAUGHT						
Year 3	Advent 1 Movin 'n' groovin	Advent 2 GMGGGF	Lent 1 Rockin' out	Lent 2 Alright	Pentecost 1 Sunshine	Pentecost 2 Toca Bonito
Core Knowledge	<p>know the rhythms to the new piece through <u>listening</u>.</p> <p>know the style of the music Jazz.</p> <p>know how to hold their instrument correctly and make a controlled sound. know how to play the rhythms to the piece on one note through <u>listening</u>.</p> <p>know the meaning of a 4-beat call and response and <u>perform</u> it on their instrument.</p> <p>know how to play the rhythms from week 1 and 2 with increased accuracy on their instruments.</p> <p>know the word "<u>improvising</u>" and begin to demonstrate this on their instrument.</p> <p>know how to play new notes.</p>	<p>Know to begin to read basic stave notation.</p> <p>Know how to read stave notation</p> <p>Know to expand their notation reading skills.</p> <p>Know to read from stave notation.</p> <p>Know the difference between C and R and question/answer phrase.</p> <p>Know to <u>perform</u> together as a group with control, <u>musicianship</u>, and rhythmic accuracy.</p>	<p>know how to play the beginning of the new piece.</p> <p>Know to work together on a four-bar group rhythm <u>composition</u>.</p> <p>know how to <u>compose</u> between one and four bars of rhythm notated <u>composition</u> in pairs or small groups.</p> <p>Know to <u>perform</u> and know where to play their <u>compositions</u> in the piece.</p> <p>know how to combine rhythmic notation with note letter names.</p> <p>know the structure of the piece and be able to <u>perform</u> together the notated parts and compositions with the backing track.</p> <p>know how to <u>perform</u> the piece with <u>musicianship</u>.</p>	<p>Know the style of Latin music.</p> <p>Know to read rhythm notation for the layering/ostinato section.</p> <p>know how to <u>perform</u> the ostinato/layering section of the piece on their instruments.</p> <p>know a crotchet rest.</p> <p>know how to <u>perform</u> the notated part of the first section of the piece from stave notation.</p> <p>know a quaver rest.</p> <p>know how to <u>perform</u> the first and second section of the piece with controlled <u>musicianship</u>.</p> <p>know the dynamics <i>Piano</i> and <i>forte</i>.</p> <p>know how to <u>perform</u> the whole piece from stave</p>	<p>know the style Reggae through music <u>listening</u>.</p> <p>know how to <u>perform</u> section A and B of the new piece from stave notation.</p> <p>know how to <u>perform</u> sections C and D from stave notation.</p> <p>know how to <u>perform</u> sections A, B, C and D together.</p> <p>know the structure of sections E- H.</p> <p>know how to apply <u>improvisation</u> and call and response to sections F and G.</p> <p>know how to <u>compose</u> a 4-bar notated rhythm and <u>perform</u> this for section H.</p> <p>know how to combine rhythmic notation with note letter names.</p> <p>know the structure of the whole piece.</p>	<p>know the style Latin through music <u>listening</u>.</p> <p>know how to <u>sing</u> the new lyrics within the new piece.</p> <p>know how to clap the syncopated rhythms to the piece along to the lyrics.</p> <p>know how to <u>perform</u> the rhythms by ear on one note.</p> <p>know how their chosen skill fits within the middle section of the piece.</p> <p>know the structure and <u>musicianship</u> required to <u>perform</u> the whole piece.</p> <p>know how to rehearse and evaluate their performance.</p> <p>know which of the past <u>performance</u> pieces they will be re-visiting for an end of year summer concert.</p>

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	<p>know how to <u>improvise</u> with increased confidence, accuracy and control.</p> <p>know the full structure of the piece.</p> <p>know how to <u>perform</u> the piece with <u>musicianship</u>. know how to <u>improvise</u> and use their <u>listening skills</u> to identify call and response and theme.</p>			<p>notation with dynamic contrast and <u>musicianship</u>.</p> <p>know how to <u>perform</u> Alright with <u>musicianship</u>.</p>	<p>know how to <u>perform</u> from stave notation.</p> <p>know how to <u>perform</u> the call and response section.</p> <p>know how to <u>perform</u> the <u>improvisation</u> section.</p> <p>know how to perform <u>composition</u>.</p> <p>know how to <u>perform</u> the whole piece with <u>musicianship</u>.</p>	<p>know how to play the piece in full along with their chosen summer concert piece.</p> <p>know how to put together a programme for a summer concert <u>performance</u>.</p> <p>know how to <u>perform</u> together as a group with control, <u>musicianship</u>, and rhythmic accuracy.</p>
Wider Knowledge						
Disciplinary knowledge	<p>Improvisation</p> <p>Develop skills on a new instrument in a class carousel of Trumpet/ Ukulele and recorder</p>	<p>Reading notation</p> <p>Introduce the stave, lines and spaces. Notate a composition on the stave within a range of two notes</p>	<p>Improvisation carousel; developing skills on new instrument through improvisation</p>	<p>Layering/ Ostinato</p> <p>Understand and perform layered, rhythmic ostinato patterns</p>	<p>Reggae music</p> <p>Final Carousel; developing skills on new instrument through improvisation</p>	<p>Latin music</p> <p>Compose a four-bar rhythmic phrase using crochets, paired quavers, minims, semibreves and rests</p>
Diversity Links	<p>British Value: Democracy</p> <p>Protected Characteristics: age</p> <p>CST: dignity</p>	<p>British Value: Rule of Law</p> <p>Protected Characteristics: Disability</p> <p>CST: Solidarity</p>	<p>British Value: Individual Liberty</p> <p>Protected Characteristics: Race</p> <p>CST: The Common Good</p>	<p>British Value: Mutual Respect</p> <p>Protected Characteristics: Religion or belief</p> <p>CST: Peace</p>	<p>British Value: Tolerance</p> <p>Protected Characteristics: Sex</p> <p>CST: Creation and Environment</p>	<p>British Value: Democracy</p> <p>Protected Characteristics: age</p> <p>CST: The dignity of work and participation</p>
Vocabulary	<p>Beat, string family, call and response, improvising, rhythm</p>	<p>Crotchet, quaver, EGBDF, stave notation, time signature</p>	<p>Rock, composition, bar (4-4 time), stave notation, structure</p>	<p>Ostinato, layering, crotchet rest, quaver rest, structure</p>	<p>Reggae, whole bar rest, composer, song writer, composition</p>	<p>Syncopation, question and answer, improvisation, rehearse, programme</p>

TERM IN WHICH EACH UNIT IS TAUGHT						
Year 4	Advent 1 Toca Bonito	Advent 2 Techno Echo	Lent 1 Graphic score	Lent 2 Stack attack	Pentecost 1	Pentecost 2

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<p>Core Knowledge</p>	<p>know the style Latin through music <u>listening</u>. know how to sing the lyrics within the piece. know how to clap the syncopated rhythms in the piece along to the lyrics. know how to <u>perform</u> the rhythms by ear on one note. know how to play new notes within the piece by <u>listening</u>. know what a syncopated rhythm is. know how to <u>compose</u> with at least 3 notes for their instrument. know how to write their <u>composition</u> on a musical stave. know how to play their <u>composition</u> on their instrument, reading from stave notation. know the dynamic markings <i>forte, piano, crescendo, diminuendo</i>. know how to add dynamics to their <u>composition</u>. know how to <u>perform</u> the piece in full of stave notation. know where their <u>composition</u> fits within the whole piece. know how to sing and play using dynamics. know how to perform musically and with good <u>musicianship</u> within a <u>performance</u>.</p>	<p>know how to recognise the Techno style of music through <u>listening</u>. know how to play the notes required for the new piece on their instrument. know how to read their notes for Techno Echo from stave notation. know how to <u>perform</u> sections A- C of the piece. know how to read stave notation for sections A-C know the words <i>staccato</i> and <i>legato</i>. know how to play staccato and legato notes on their instrument. know how to create question and answer phrases using a range of at least 3 notes for section D of the piece. know how to incorporate legato and staccato into their question-and-answer phrase. know how to use dynamics within their question-and-answer phrases. know how to <u>perform</u> their question-and-answer phrases on their instruments with good <u>musicianship</u>. know how to play new notes on their instruments for the extended parts. know how to read the extension parts from stave notation. know how to <u>perform</u> the whole piece.</p>	<p>Know to be introduced to graphic scores – how sounds could be represented by something you can see. know how to use a Graphic score timeline – how time flows across the page. know what different kinds of score look like – different scores can look very different from each other. Know to consolidate everything they have done so far on Graphic scores. know how rehearse– How and why do musicians rehearse? Know to <u>perform</u> their graphic score, including framing the performance.</p>	<p>know the style of Country music through <u>listening</u>. know to <u>listen</u> to and know the structure of the new piece. know how to read and play the stave notation for the layering/ostinato section C. know how to play the notes required for sections A and B of the new piece. know how to read these new notes from stave notation. know how to <u>perform</u> sections A and B to the backing track, reading stave notation. know how to play the notes required for sections D and E of the piece. know how to read these new notes from stave notation know how to <u>perform</u> sections D and E to the backing track, reading from stave notation. know how to play the new notes for the extension harmony parts of sections A, B, D and E. know how to read these new extension notes from stave notation. know how to <u>perform</u> their harmony parts with sections A, B, D and E. know how to put together the whole piece. know how to incorporate the ostinato/layering section within the middle of the piece. Know to rehearse and</p>	<p>know and recognise the style of music of the Far East through listening. know what a pentatonic scale is. know some instruments from the far East. Know to <u>perform</u> a simple pentatonic melody. know how to sing a pentatonic action song in 3 parts. know how to read the rhythm notation for the pentatonic piece. know to clap the rhythm notation for Sunset in Bali. know how to play the notes for the new piece on their instrument. know how to clap the rhythm and read the notation from the stave. Know to play their part with the backing track. know how to compose a 4-bar C-pentatonic scale <u>composition</u> written on the stave using crotchets. know how to play their compositions. know how to structure the piece. know how to incorporate their pentatonic <u>composition</u> within the whole piece. Know to rehearse the pentatonic action song for the end of topic <u>performance</u>.</p>	<p>know the style of a Gregorian Chant through <u>listening</u>. know the style and structure of the new piece. know how to play and read the notes for the introduction of the piece. know how to play the beginner section of the piece. Know to perform the beginning section together with the backing track. know how to play their parts from reading stave notation. know how to <u>improvise</u> within the middle section of the piece. know how to make the music more interesting by adding articulation and dynamics within the style of the music. know how to perform the piece with <u>improvisation</u>. know to play musically and with <u>musicianship</u>. Know to self-assess their own performance. know how to put together a programme for a summer concert <u>performance</u>. Know to revisit and rehearse their chosen pieces/ songs to sing and <u>perform</u>. Know to <u>perform</u> the piece with <u>musicianship</u>.</p>
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		<p>know how to <u>perform</u> musically, using dynamics and articulation.</p> <p>know how to read their part from stave notation.</p> <p>know how to use a D.S al Fine.</p> <p>know how to <u>perform</u> musically and with good <u>musicianship</u> at a school concert.</p>		<p>evaluate their <u>performance</u>.</p> <p>Know to play with confidence and <u>musicianship</u>.</p> <p>Know to listen to and appraise their <u>performance</u>, discussing what went well and what they might improve on.</p>	<p>Know to <u>perform</u> 2 pentatonic pieces and a song with <u>musicianship</u>.</p> <p>Know to listen to and appraise their performance, discussing what went well and what they might improve on.</p>	
Wider Knowledge						
Disciplinary knowledge	<p>Latin music</p> <p>Play and perform melodies using stave notation and a small note range as part of a group</p>	<p>Techno music</p> <p>Perform in two or more parts from simple stave notation</p>	<p>Music to film</p> <p>Explore knowledge of musical components by creating music/sound effects to accompany a short film clip</p>	<p>Country music</p> <p>Understand and perform layered, melodic ostinatos patterns</p>	<p>Music of the far east</p> <p>Compose short, pentatonic phrases, notation on a stave</p>	<p>Medieval Music</p> <p>Follow and perform a simple score to a steady beat, maintaining individual part accurately, achieving a sense of ensemble</p>
Diversity Links	<p>British Value: Democracy</p> <p>Protected Characteristics: age</p> <p>CST: dignity</p>	<p>British Value: Rule of Law</p> <p>Protected Characteristics: Disability</p> <p>CST: Solidarity</p>	<p>British Value: Individual Liberty</p> <p>Protected Characteristics: Race</p> <p>CST: The Common Good</p>	<p>British Value: Mutual Respect</p> <p>Protected Characteristics: Religion or belief</p> <p>CST: Peace</p>	<p>British Value: Tolerance</p> <p>Protected Characteristics: Sex</p> <p>CST: Creation and Environment</p>	<p>British Value: Democracy</p> <p>Protected Characteristics: age</p> <p>CST: The dignity of work and participation</p>
Vocabulary	<p>Syncopation, pitch, composition, stave notation, mezzo-piano, Latin</p>	<p>Time signature, crescendo, stave notation, legato, stave, semibreve</p>	<p>Graphic score, timeline, theme, found sound, rehearsal, performance</p>	<p>Structure, layering, ostinato, crotchet rest, harmony</p>	<p>Far eastern music, pentatonic, crotchet, quavers, minims, harmony, perform</p>	<p>Gregorian chant, time signature, improvisation, musicianship, rehearse</p>

Music Intent



TERM IN WHICH EACH UNIT IS TAUGHT						
Year 5	Advent 1	Advent 2	Lent 1 Blues song	Lent 2 Blowin' cool	Pentecost 1 Moonglow	Pentecost 2 What's the jazz/buzz
Core Knowledge	<p>know the instruments of the orchestra. Pupils will know the families of instruments through <u>listening</u>.</p> <p>know what a conductor is and their role within the orchestra. Pupils will know what a "Down beat" is within music.</p> <p>know how to <u>perform</u> the piece with <u>improvisation</u> by recapping and recalling the work in year 4.</p> <p>know how to play musically and with <u>musicianship</u>.</p> <p>know how to rehearse the new notes for the extension parts of the piece.</p> <p>know how to play new notes required for these new parts. Know to <u>perform</u> together the first part of the new harmonised parts with a backing track.</p> <p>know how to <u>improvise</u> in with the backing.</p> <p>know how to use at least 4 notes to <u>improvise</u>.</p> <p>know how to <u>perform</u> the whole piece reading from stave notation.</p> <p>know how to <u>improvise</u> within the middle section, by ear, using at least 4 notes.</p> <p>Know to appraise and evaluate their <u>performance</u>.</p>	<p>know what orchestral film music sounds like through <u>listening</u>.</p> <p>know how to play with dynamic contrasts <i>mp</i> and <i>mf</i>.</p> <p>know how to play the notes for the new piece.</p> <p>know how to <u>perform</u> the piece from stave notation.</p> <p>know how to conduct crescendos and diminuendos</p> <p>know how to conduct a 4/4-time signature.</p> <p>know how to lead a school ensemble.</p> <p>know the new piece through <u>listening</u>.</p> <p>know how to <u>perform</u> section A of the piece from stave notation.</p> <p>know what a crescendo and a diminuendo is.</p> <p>know how to <u>perform</u> section B within the piece, linking to Section A.</p> <p>know what an accent looks like and how to play it.</p> <p>know how play section C to the end, understanding and demonstrating crescendo.</p> <p>know how to link all sections of the piece.</p> <p>Know to appraise and evaluate their rehearsal and <u>performance</u>.</p> <p>Know to rehearse and <u>perform</u> the pieces in a whole</p>	<p>know the style of the blues through <u>listening</u>.</p> <p>know how to <u>sing</u> a blues some through <u>listening</u>.</p> <p>know the history of the Blues.</p> <p>know the chords used in a twelve-bar blue.</p> <p>know how to play the chords on their instruments.</p> <p>know the style of Rock and Roll through <u>listening</u>.</p> <p>know how it links to the Blues.</p> <p>know how to <u>compose</u> and structure and <u>sing</u> lyrics to the Blues.</p> <p>know how to <u>perform</u> the chords and <u>sing</u> their lyrics.</p> <p>know how to structure their Blues song.</p> <p>know what a pentatonic scale is.</p> <p>know how to <u>improvise</u> within the middle section of their Blues song using the C pentatonic scale.</p> <p>know how to <u>perform</u> with the backing track.</p> <p>know how to play all sections of their Blues song.</p> <p>Know to appraise and evaluate the rehearsal and <u>musicianship</u> techniques.</p>	<p>know the Jazz style through <u>listening</u>.</p> <p>know what accidentals are in music.</p> <p>know the rhythms to the new piece through <u>singing</u> section A.</p> <p>know what Ternay form is.</p> <p>Pupils will know what a tied note is.</p> <p>Pupils will know how to play section A of the piece from stave notation with <u>musicianship</u>.</p> <p>know how to play the middle section of piece as a soloist or as part of an instrumental group.</p> <p>Pupils will know how to read the piece from stave notation.</p> <p>know how to play the end section of the piece, reading stave notation.</p> <p>know how to link the middle and end sections of the piece with increased <u>musicianship</u> incorporating dynamics.</p> <p>know how to link all three sections into a <u>performance</u>.</p> <p>Pupils will appraise and evaluate the rehearsal and <u>musicianship</u> techniques.</p> <p>Know to rehearse and <u>perform</u> in a school assembly. Pupils will <u>perform</u> musically and with <u>musicianship</u>.</p>	<p>know the style of swing through <u>listening</u>.</p> <p>know how clap and play the rhythms to section A of the new piece.</p> <p>Know to understand bars rest and how to count them.</p> <p>know what staccato note looks like and how to play it.</p> <p>know how to swing paired quavers.</p> <p>know how to play the rhythms to section A from stave notation. know how to clap and play the swing rhythms at section B.</p> <p>know to rehearse all sections of the piece.</p> <p>know what a repeat sign looks like and how it is used.</p> <p>know how to create question and answer phrases working in pairs.</p> <p>know how to <u>compose</u> their question-and-answer phases with a backing track.</p> <p>know how to use the appropriate articulation.</p> <p>Know to rehearse the whole piece as a class ensemble.</p> <p>Know to evaluate their <u>musicianship</u> by <u>listening</u> and watching a practice <u>performance</u>.</p>	<p>know the music style "funk" through <u>listening</u>.</p> <p>know how to clap the rhythm part of section A through <u>listening</u>.</p> <p>Know to <u>perform</u> section A reading from stave notation.</p> <p>know how to <u>perform</u> sections A to C from stave notation with a backing track.</p> <p>know how their chosen skill fits within the middle section of What's the Jazz?</p> <p>know how to implement their chosen skill set within the piece with a backing track.</p> <p>know how to <u>perform</u> with <u>musicianship</u>, accuracy, and confidence.</p> <p>know how to play section E to the end.</p> <p>know how play a crescendo.</p> <p>Know to evaluate and appraise their <u>performance</u> through listening/watching.</p> <p>know how to make improvements to their own work.</p> <p>Know to rehearse and <u>perform</u> the pieces with <u>musicianship</u> and musicality in a school assembly.</p>

Music Intent

	know to rehearse and <u>perform</u> the piece in a school assembly. know to <u>perform</u> musically and with <u>musicianship</u> .	school performance. Know to <u>perform</u> musically and with <u>musicianship</u> .	Know to rehearse and <u>perform</u> in a school assembly. Know to <u>perform</u> musically and with <u>musicianship</u> .		know how to <u>improvise</u> using notes from a <u>pentatonic</u> scale. Know to rehearse and <u>perform</u> with <u>musicianship</u> and musicality in a school assembly.	
Wider Knowledge						
Disciplinary knowledge	The Orchestra Explore instrument families and their place in the orchestra. Develop an understanding of time signatures through conducting	Film music Explore and understand a wide dynamic range	The Blues Understand how chords are formed, creating an accompaniment to their piece	Jazz Develop the skill of playing by ear through improvising, developing a sense of shape and character and exploring a wider dynamic range	Swing compose a melody using note values, introducing semiquavers	Funk Read and perform melodies using pitch notation within an octave range
Diversity Links	British Value: Democracy Protected Characteristics: age CST: dignity	British Value: Rule of Law Protected Characteristics: Disability CST: Solidarity	British Value: Individual Liberty Protected Characteristics: Race CST: The Common Good	British Value: Mutual Respect Protected Characteristics: Religion or belief CST: Peace	British Value: Tolerance Protected Characteristics: Sex CST: Creation and Environment	British Value: Democracy Protected Characteristics: age CST: The dignity of work and participation
Vocabulary	Percussion, improvisation, crotchet, time signature, appraise, conductor	Dynamics, layering, down beat, crescendo, accent, conductor	Blues, chords, twelve-bar, verse, chorus, pentatonic scale	Jazz, soloist, improvisation, dynamics, appraise	Swing rhythms, dotted noted, repeat sign, staccato, improvisation	Fun, semi quavers, blue scale, composition, appraise

TERM IN WHICH EACH UNIT IS TAUGHT						
Year 6	Advent 1 Ostinato	Advent 2 Scales and chords	Lent 1 Florence price	Lent 2	Pentecost 1 Hip hop Shakespeare/Wellerman	Pentecost 2

Music Intent

<p>Core Knowledge</p>	<p>know what an ostinato/riff is through <u>listening</u>. know how to identify the difference between a melodic and rhythmic ostinato. Know to clap a rhythmic ostinato. Know to <u>sing</u> along to a melodic ostinato. know how to <u>compose</u> a 4 to 8 beat vocal ostinato. know what layering is. Know to layer their vocal ostinato. know how to <u>compose</u> a 2-4 bar rhythmic ostinato using rhythm notation. know how to <u>perform</u> their ostinato on un-tuned percussion/clapping. know how to layer their rhythmic ostinato. know how to <u>compose</u> a melodic ostinato. know how to write their notes on a stave. know how to play their melodic ostinato on a tuned instrument. know how to put together their vocal, rhythmic, and melodic ostinatos into a <u>performance</u> piece. Know to appraise and evaluate their rehearsal. Know to perform their ostinato piece in a school assembly. know how to <u>perform</u> with confidence and <u>musicianship</u>.</p>	<p>know what a scale is. Pupils will know what a chord is. know the difference between major and minor chords through <u>listening</u>. know the style Pop music through <u>listening</u>. know what a chord progression is through <u>listening</u>. know how to play a chord progression on their instrument. Know to <u>sing</u> the chorus of Dance Monkey. know how to <u>improvise</u> within the middle section of Dance Monkey using a pentatonic scale and <u>sing</u> the chorus. know how to <u>perform</u> the whole piece Dance Monkey with <u>musicianship</u>. know the difference between <u>singing</u> in unison and <u>singing</u> in harmony. know how to <u>sing</u> the individual parts to the three-part harmony in unison. Know to understand phrasing and style. know how to <u>sing</u> three individual parts in harmony. Know to <u>sing</u> their part with accurate pitch, phrasing and within the appropriate style. Know to <u>perform</u> on their instruments with control and accuracy and <u>musicianship</u>.</p>	<p>Know the history of music drawn from different traditions through <u>listening</u>. know to listen with attention to detail and recall sounds with increasing aural memory. know how to <u>perform</u> body percussion ostinatos. know what semi-quavers are. know how to <u>perform</u> the percussion part of section A as body percussion reading rhythm notation from the score. know how to <u>perform</u> all sections of the percussion/Djembe part on untuned percussion. know how to <u>perform</u> section A and C of the piece on a tuned instrument. Know to read from stave notation. know how to <u>perform</u> sections A, C and D on a tuned instrument, reading notation from a score. Know to appraise and evaluate their rehearsal. know how to make improvements to their <u>performance</u> and <u>musicianship</u>. Know to <u>perform</u> both pieces in a whole class <u>performance</u>. Know to <u>perform</u> in groups of melodic and percussion instruments.</p>	<p>know the style Samba through listening. know the instruments of Samba. know how to recall the basic samba rhythms through call and response. know the term syncopation. know how to read syncopated Samba rhythms from rhythm notation. know how to layer four independent samba rhythms together to form a <u>performance</u>. know how household objects can be used to create music. know the origin of musical instruments. know the history of instrument making. know how to use their home-made musical instruments within a Samba rhythm piece. know how to <u>compose</u> and <u>improvise</u> their own question and answer samba rhythms. know how to <u>perform</u> their three pieces on their home-made instruments. Know to appraise and evaluate their rehearsal. Pupils will know how to make improvements to their <u>performance</u> and <u>musicianship</u>. Know to <u>perform</u> on their home-made instruments. Pupils will <u>perform</u> three pieces, which they have <u>composed</u>, <u>improvised</u>, and learnt by ear. know how to <u>perform</u> with confidence and <u>musicianship</u>.</p>	<p>know the style and history of Hip Hop through <u>listening</u>. know the meaning of iambic pentameter. know to speak the words of Sonnet 18 along to a backing beat. Know to differentiate between Shakespeare's words and Hop artist's words. know how to <u>compose</u> new lyrics for a chorus. know the terms hook and loop through <u>listening</u>. know the structure to their Summertime Shakespeare rap. know how to layer the rap and the chorus together. Know to appraise and evaluate their work. know how to make improvements to their work. know what a Sea Shanty is through listening. know to sing the Wellerman Sea Shanty know how to play the Sea Shanty rhythms. Know to play the boomwhackers along to the Wellerman. know how to compose their own Sea Shanty rhythm to accompany the song. Know to play in three parts: Singing, rhythm section and bass line.</p>	<p>Know to further understand the difference between semibreves, minims, crotchets, quavers and semi-quavers and their equivalent rests through <u>listening</u>, <u>recall</u> and <u>repetition</u>. <u>know</u> how to plan and <u>compose</u> a 12 bar rhythmic pattern in Ternary form (ABA). Know to further develop the skills to read, write and <u>perform</u> pitch notation through <u>listening</u> and <u>repetition</u>. <u>know</u> how to notate their rhythm notation with an understanding of pitch, written on one stave, using notes within an octave range. Know to read and <u>perform</u> their composed melody on classroom instruments, reading from stave notation. <u>know</u> how to use dynamics and tempo effectively within their composition through <u>listening</u>. know how to <u>perform</u> their <u>composition</u> implementing dynamics. know how to accompany their <u>composition</u> using block chords through <u>listening</u> and <u>repetition</u>. <u>know</u> how to structure their <u>composition</u> through <u>listening</u> and <u>repetition</u>.</p>
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Music Intent



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Wider Knowledge						
Disciplinary knowledge	Ostinato Compose and notate a rhythmic and melodic ostinato	Scales Explore scales, arpeggios and chords sing as part of a choir with a sense of ensemble and performance	Trailblazers Read and perform from rhythm notation in up to four parts, identifying note names, expanding on known rhythm notation	Samba music further develop an understanding of syncopated rhythms	Hip-hop/Folk Explore hip-hop composing new lyrics to a known song Explore folk songs through composition	Transition project Plan, compose, and notate an 8 or 16 beat melody in ternary form Accompany composition chords
Diversity Links	British Value: Democracy Protected Characteristics: age CST: dignity	British Value: Rule of Law Protected Characteristics: Disability CST: Solidarity	British Value: Individual Liberty Protected Characteristics: Race CST: The Common Good	British Value: Mutual Respect Protected Characteristics: Religion or belief CST: Peace	British Value: Tolerance Protected Characteristics: Sex CST: Creation and Environment	British Value: Democracy Protected Characteristics: age CST: The dignity of work and participation
Vocabulary	Melodic ostinato, layering, riff, composing, ostinato, harmonic, melodic	Minor, structure, scale, unison, larynx, ensemble	Body percussion, semi-quaver, stave notation, melodic, rhythmic, appraise	Samba, syncopation, call and response, crotchet, quaver, semiquaver, performance	Hip hop, lambic, pentameter, hook, loop, appraise, evaluate, sea shanty, bass line	Ternary, structure, melody, harmony, dynamics, tempo