Copthorne CE Junior School

"Creating confident, curious learners with God's love"

Curriculum Intent

*At Copthorne CE Junior School, we prepare our children for lifelong learning by delivering an **ambitious**, **engaging**, **vibrant** and **inclusive** curriculum. Through ensuring a **progression of knowledge and skills** for all learners, our children will become **subject experts** within a **challenging, broad and balanced** curriculum.*

*Our children are encouraged to gain new knowledge, explore new skills, **develop resilience**, **make connections** and so **become critical thinkers**, who are **creative**, **curious** and **confident**.*

*Our Christian values are woven into all aspects of school life and the learning that takes place. Children become **collaborative**, **respectful** and **compassionate** members of our **diverse** community.*

*We believe that when leaving the school, our children will have the tools to be **active, independent learners**, who **take risks**, are **inquisitive** and have a **thirst for learning**. This allows them to flourish as they continue on their educational journey.*

MUSIC Intent

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations – stimulating responses on both emotional and intellectual levels. It allows opportunity for personal expression and plays an important part in the personal development of an individual. At Copthorne CE Junior School, our Music curriculum aims to promote the enthusiasm for, and the enjoyment of, music in all its forms. Our goal is for the children to develop musical skills and knowledge through effective teaching where children are fully **engaged and active** in their learning. By engaging children in musical experiences, we offer our children opportunities to develop skills, attitudes and attributes that can support learning in other curriculum areas as well as developing life skills such as listening, the ability to concentrate, **be creative**, **collaborate** and show **self-confidence** and a sensitivity towards others; and the environment. To ensure our pupils have the best opportunity to **acquire and nurture** their musical talents and awareness, we use '*Charanga',* a program that teaches the children to listen and respond to a variety of musical genres, through the medium of singing, playing instruments, exploring form and composing their own musical creations. These lessons are linked to the topic where possible. However, the majority is taught discretely outside of the theme.

MUSIC C U R R I C U L U M OVERVIEW

	Autumn		Spring		Summer	
Year 3	**The Copthorne Detectives**		**Rock 'n' Roll Romans**		**Walk like an Egyptian**	
	Glockenspiel Stage 1 Unit	Developing Notation Skills *How does music bring us closer together?*	Enjoying Improvisation *What stories does music tell us about the past?*	Composing Using Your Imagination *How does music make the world a better place?*	Sharing Musical Experiences *How does music help us to get to know our community?*	Learning More About Musical Styles *How does music make a difference to us every day?*
Year 4	**Upstairs, downstairs**		**Explorers, Raiders and Traders**		**Mysterious Mayans**	
	Glockenspiel Stage 2 Unit	Interesting Time Signatures *How does music bring us together?*	Combining Elements To Make Music *How does music connect us with our past?*	Developing Pulse And Groove Through Improvisation *How does music improve our world?*	Creating Simple Melodies Together *How does music teach us about our community?*	Connecting Notes And Feelings *How does music shape our way of life?*
Year 5	**Henry VIII – Hero or Villain?**		**Who Let the Gods Out?**		**Journey into the Unknown**	
	Recorder Stage 1 Unit	Getting Started With Music Tech *How does music bring us together?*	Emotions and Musical Styles *How does music connect us with our past?*	Exploring Key and Time Signatures *How does music improve our world?*	Introducing Chords *How does music teach us about our community?*	Words, Meaning and Expression *How does music shape our way of life?*
Year 6	**We'll meet again**		**Exploring the Extreme**		**Back to the Future**	
	Developing Melodic Phrases *How does music bring us together?*	Understanding Structure and Form *How does music connect us with our past?*	Gaining Confidence Through Performance *How does music improve our world?*	Exploring Notation Further *How does music teach us about our community?*	Using Chords and Structure *How does music shape our way of life?*	**Respecting each other through the Year 6 Performance** *How does music connect us with our community?*

Music Curriculum Progression

Our school music teaching is rooted in the 'Charanga' planning platform.

Our music progression through the school, builds on previous years' learning through the interrelated dimensions of music. Starting with pulse, rhythm and pitch, pupils are gradually introduced to dynamics, tempo, timbre, structure, texture and notation. These elements are continually reviewed and knowledge deepened in each successive term. We supplement this with cross-curricular links, such as drumming experiences through workshops led by specialists. Every sequence of music lessons incorporates listening and appraising, creating and exploring - including improvisation - and performance. Below, you can see how this looks as children move through the school.

By the end of Key Stage 2, pupils should be able to effectively demonstrate each skill by:

Recalling knowledge through the quizzes at the start of lessons as well as call-and-response enabling each pupil's attainment to be noted, providing opportunities to support and challenge.

Pupils should be taught to **sing and play musically** with increasing **confidence** and **control**. They should develop an **understanding of musical composition**, organising and manipulating ideas within **musical structures** and **reproducing sounds from aural memory**.
Pupils should be taught to:

- **play** and **perform** in **solo and ensemble** contexts, using their **voices** and **playing musical instruments** with increasing **accuracy, fluency, control and expression**
- **improvise** and **compose** music for a **range of purposes** using the inter-related dimensions of music
- **listen** with attention to detail and recall sounds with increasing **aural memory**
- use and understand staff and other **musical notations**
- appreciate and understand a **wide range** of high-quality **live and recorded music** drawn from different traditions and from great composers and musicians
- develop an understanding of the **history of music**

Foci	Year 2 end points	Year 3 end points	Year 4 end points	Year 5 end points	Year 6 end points
Musicianship: Understanding Music	*Use body percussion, instruments and voices.* *In the key centres of: C major, G major and A minor.* *Find and keep a steady beat.* *Copy back simple rhythmic patterns using long and short.* *Copy back simple melodic patterns using high and low.* *Complete vocal warm-ups with a copy back option to use Solfa.* *Sing short phrases independently.* .	*Use body percussion, instruments and voices.* *In the key centres of: C major, F major, G major and A minor.* *In the time signatures of: 2/4, 3/4 and 4/4.* *Find and keep a steady beat.* *Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.* *Copy back and improvise simple melodic patterns using the notes:* *C, D, E* *G, A, B* *F, G, A* *A, B, C*	*Use body percussion, instruments and voices.* *In the key centres of: C major, F major, G major and A minor.* *In the time signatures of: 2/4, 3/4 and 4/4.* *Find and keep a steady beat.* *Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.* *Copy back melodic patterns using the notes:* *C, D, E* *C, D, E, G, A* *G, A, B* *G, A, B, D, E* *F, G, A* *A, B, C, D, E, F, G*	*Use body percussion, instruments and voices.* *In the key centres of: C major, G major, D major, F major and A minor.* *In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.* *Find and keep a steady beat.* *Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.* *Copy back melodic patterns using the notes:* *C, D, E* *C, D, E, F, G, A, B* *D, E, F♯, G, A* *A, B, C, D, E, F♯, G* *F, G, A, B♭, C, D, E*	*Use body percussion, instruments and voices.* *In the key centres of: C major, G major, D major, A minor and D minor.* *In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.* *Find and keep a steady beat.* *Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.* *Copy back melodic patterns using the notes:* *D, E, F, G, A* *C, D, E, F, G, A, B* *G, A, B, C, D, E, F♯* *D, E, F♯, G, A, B, C♯*
Listening: Respond/Analyse	*Mark the beat of a listening piece (eg Boléro by Ravel) by clasping and recognising tempo* *Walk in time to the beat of a piece of music.* *Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.* *Move and dance with the music confidently.* *Talk about how the music makes you feel.* *Find different steady beats.*	*Share your thoughts and feelings about the music together.* *Find the beat or groove of the music.* *Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.* *Invent different actions to move in time with the music.*	*Talk about the words of a song.* *Think about why the song or piece of music was written.* *Find and demonstrate the steady beat.* *Identify 2/4, 3/4, and 4/4 metre.* *Identify the tempo as fast, slow or steady.* *Recognise the style of music you are listening to.*	*Talk about feelings created by the music.* *Justify a personal opinion with reference to Musical Elements.* *Find and demonstrate the steady beat.* *Identify 2/4, 3/4, 6/8 and 5/4 metre.* *Identify the musical style of a song or piece of music.*	*Talk about feelings created by the music.* *Justify a personal opinion with reference to Musical Elements.* *Identify 2/4, 4/4, 3/4, 6/8 and 5/4.* *Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.* *Identify the following instruments by ear and*

	Describe tempo as fast or slow. *Describe dynamics as loud or quiet.* *Join in sections of the song, eg call and response.* *Start to talk about the style of a piece of music.* *Recognise some band and orchestral instruments*	*Talk about what the song or piece of music means.* *Identify some instruments you can hear playing.* *Identify if it's a male or female voice singing the song.* *Talk about the style of the music.*	*Discuss the structures of songs.* *Identify:* *• Call and response* *• A solo vocal or instrumental line and the rest of the ensemble* *• A change in texture* *• Articulation on certain words* *• Programme music* *Explain what a main theme is and identify when it is repeated.* *Know and understand what a musical introduction is and its purpose.* *Recall by ear memorable phrases heard in the music.* *Identify major and minor tonality.* *Recognise the sound and notes of the pentatonic scale by ear and from notation.* *Describe legato and staccato.* *Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.*	*Identify instruments by ear and through a range of media.* *Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.* *Explain a bridge passage and its position in a song.* *Recall by ear memorable phrases heard in the music.* *Identify major and minor tonality.* *Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.* *Explain the role of a main theme in musical structure.* *Know and understand what a musical introduction is and its purpose.* *Explain rapping.* *Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.*	*through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.* *Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.* *Explain a bridge passage and its position in a song.* *Recall by ear memorable phrases heard in the music.* *Identify major and minor tonality* *Explain the role of a main theme in musical structure.* *Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.* *Recognise the following styles:20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.*
Singing	*Sing as part of a choir.* *Demonstrate good singing posture.* *Sing songs from memory and/or from notation.*	*Sing as part of a choir.* *Sing a widening range of unison songs, of varying styles and structures.*	*Rehearse and learn songs from memory and/or with notation.*	*Rehearse and learn songs from memory and/or with notation.* *Sing in 2/4, 3/4, 4/4 and 6/8 time.*	*Rehearse and learn songs from memory and/or with notation.* *Sing a broad range of songs as part of a choir, including*

	Sing to communicate the meaning of the words. *Sing in unison and sometimes in parts, and with more pitching accuracy.* *Understand and follow the leader or conductor.* *Add actions to a song.* *Move confidently to a steady beat.* *Talk about feelings created by the music/song.* *Recognise some band and orchestral instruments.* *Describe tempo as fast or slow.* *Join in sections of the song, eg chorus.* *Begin to understand where the music fits in the world.* *Begin to talk about and understand the style of the music.* *Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).*	*Demonstrate good singing posture.* *Perform actions confidently and in time to a range of action songs.* *Sing songs from memory and/or from notation.* *Sing with awareness of following the beat.* *Sing with attention to clear diction.* *Sing expressively, with attention to the meaning of the words.* *Sing in unison.* *Understand and follow the leader or conductor.* *Copy back simple melodic phrases using the voice*	*Sing in different time signatures: 2/4, 3/4 and 4/4.* *Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.* *Demonstrate good singing posture.* *Demonstrate vowel sounds, blended sounds and consonants.* *Sing 'on pitch' and 'in time'.* *Sing expressively, with attention to breathing and phrasing.* *Sing expressively, with attention to staccato and legato.* *Talk about the different styles of singing used for different styles of song.* *Talk about how the songs and their styles connect to the world.*	*Sing in unison and parts, and as part of a smaller group.* *Sing 'on pitch' and 'in time'.* *Sing a second part in a song.* *Self-correct if lost or out of time.* *Sing expressively, with attention to breathing and phrasing.* *Sing expressively, with attention to dynamics and articulation.* *Develop confidence as a soloist.* *Talk about the different styles of singing used for different styles of song.* *Talk confidently about how connected you feel to the music and how it connects in the world.* *Respond to a leader or conductor.*	*those that involve syncopated rhythms,* *with a good sense of ensemble and performance.* *This should include observing rhythm, phrasing, accurate pitching and appropriate style.* *Continue to sing in parts where appropriate.* *Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.* *Sing with and without an accompaniment.* *Sing syncopated melodic patterns.* *Demonstrate and maintain good posture and breath control whilst singing.* *Sing expressively, with attention to breathing and phrasing.* *Sing expressively, with attention to dynamics and articulation* *Talk about the different styles of singing.* *Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.*
Notation	*Explore standard notation, using crotchets, quavers, minims and semibreves and simple combinations of C, D, E, F, G, A, B*	*Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.* *Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B*	*Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.* *Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B*	*Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.* *Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B* *F, G, A, B♭, C, D, E* *G, A, B, C, D, E, F♯*	*Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.* *Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of:*

		F, G, A, B♭, C *G, A, B, C, D, E* *Read and respond to semibreves, minims, crotchets and paired quavers.* *Identify:* *• Stave* *• Treble clef* *• Time signature* *• Lines and spaces on the stave* *Identify and understand the differences between crotchets and paired quavers.* *Apply spoken word to rhythms, understanding how to link each syllable to one musical note.*	*F, G, A, B♭, C* *G, A, B, C, D, E, F♯* *D, E, F♯, G, A, B, C* *Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.* *Identify:* *• Stave* *• Treble clef* *• Time signature* *Identify and understand the differences between minims, crotchets, paired quavers and rests.* *Read and perform pitch notation within a range.* *Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.*	*C, G, A♭, B♭* *G, G♯, A, B♭, C* *D, E, F, G, A, B, C* *Identify:* *• Stave* *• Treble clef* *• Time signature* *Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.* *Recognise how notes are grouped when notated.* *Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.* *Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.* *Understand the differences between 2/4, 3/4 and 4/4 time signatures.* *Read and perform pitch notation within an octave (eg C–C′/do–do).*	*C, D, E, F, G, A, B* *F, G, A, B♭, C, D, E* *F, G, A♭, B♭, C, D, E♭* *G, A, B♭, C, D, E, F* *G, A, B, C, D, E, F♯* *D, E, F, G, A* *D, E, F♯, A, B, C♯* *E, F♯, G, G♯, A, B, C, C♯* *E♭, F, G, A♭, B♭, C, D* *Identify:* *• Stave* *• Treble clef* *• Time signature* *Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.* *Recognise how notes are grouped when notated.* *Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.*
Playing Instruments	***INSTRUMENTS PLAYED:*** ***Body percussion*** ***Range of unpitched percussion*** ***Chime bars*** *Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major,* *F major and G major.* *Play a classroom instrument as part of a group / ensemble and as part of a song that is being learnt.* *Know the names of percussive instruments and begin to begin to name orchestral instruments*	***INSTRUMENTS PLAYED:*** ***Glockenspiel*** *Body Percussion* *Wood Block* *Clave* *Tambourine* *Hand drum* *Triangle* *Play a classroom instrument as part of a group / ensemble and as part of a song that is being learnt* *Develop facility in playing tuned percussion or a melodic instrument, (Glockenspiel stage 1)*	***INSTRUMENTS PLAYED:*** ***Glockenspiel*** *Body Percussion* *Wood Block* *Clave* *Tambourine* *Hand drum* *Triangle* *A range of drums* *Play a classroom instrument as part of a group / ensemble and as part of a song that is being learnt.* *Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major,*	***INSTRUMENTS PLAYED:*** ***Recorder*** *Xylophone* *glockenspiel* *Wood block* *Clave* *Maracas* *Guiro* *Bongos* *Triangle* *Play a classroom instrument as part of a group / ensemble and as part of a song that is being learnt.* *Play melodies on tuned percussion, melodic*	***INSTRUMENTS PLAYED:*** ***Glockenspiel and Recorder*** *Body Percussion* *Wood Block* *Clave* *Tambourine* *Hand drum* *Triangle* *Chime Bars* *A range of drums* *Play a classroom instrument as part of a group / ensemble and as part of a song that is being learnt.* *Demonstrate confidence and fluency when playing my instrument in a solo or ensemble context.*

		Respond to basic musical cues from the leader / conductor. *Treat instrument with respect and care by following instructions.* *Improve technique and expression by following instruction.* *Play part of an ensemble / group with a sound-before-symbol (by ear) approach.*	*F major, G major and D major.* *Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, (Glockenspiel stage 2)* *Respond to basic musical cues from the leader / conductor.* *Treat instrument with respect and care by following instructions.* *Improve technique and expression by following instruction.* *Play with increasing confidence as part of an ensemble / group with a sound-before-symbol (by ear) approach or with notation if appropriate.*	*instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.* *Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F,F♯, G, G♯, A, B and B♭.* *Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, (Recorder stage1)* *Respond to musical cues from the leader / conductor.* *Independently treat my instrument with respect and the correct care.* *Begin to identify areas of my own technique and expression to improve.* *Play confidently as part of an ensemble / group with a sound-before-symbol (by ear) approach or with notation if appropriate.* .	*Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major* *Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).* *Independently treat my instrument with respect and the correct care.* *Independently identify areas of my own technique and expression to improve.* *Play confidently as part of an ensemble / group both with a sound-before-symbol (by ear) approach and with notation.* *Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major*
Creating: Improvising	*Explore improvisation within a major scale using the notes:* *C, D, E* *C, G, A* *G, A, B*	*Explore improvisation within a major scale using the notes:* *C, D, E* *C, D, E, F, G*	*Explore improvisation within a major scale using the notes:* *C, D, E* *C, D, E, G, A*	*Explore improvisation within a major scale, using the notes:* *C, D, E♭, F, G* *C, D, E, F, G*	*Explore improvisation within a major scale, using the notes:* *C, D, E, F, G* *G, A, B♭, C, D*

	F, G, A *Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.*	*C, D, E, G, A* *G, A, B* *G, A, B, D, E* *G, A, B, C, D* *F, G, A* *F, G, A, C, D* *Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.* *Compose over a simple groove.* *Compose over a drone.* *Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end*	*C, D, E, F, G* *D, E, F♯, A, B* *D, E, F, G, A* *Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.* *Improvise over a simple chord progression.* *Improvise over a groove.*	*C, D, E, G, A* *F, G, A, B♭, C* *D, E, F, G, A* *Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).*	*G, A, B, C, D* *F, G, A, C, D* *Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.*
Creating: Composing	***Explore and create graphic scores:*** *Create musical sound effects and short sequences of sounds in response to music and video stimulus.* *Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.* *Create a story, choosing and playing classroom instruments.* *Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.*	*Create music and/or sound effects in response to music and video stimulus.* *Use music technology, if available, to capture, change and combine sounds.* *Compose over a simple chord progression.* *Compose over a simple groove.* *Compose over a drone.* *Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.*	*C o m b i n e known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.* *Compose over a simple chord progression.* *Compose over a groove.* *Create music in response to music and video stimulus.* *Use music technology, if available, to capture,*	*Create music in response to music and video stimulus.* *Use music technology, if available, to capture, change and combine sounds.* *Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).* *Use chords to compose music to evoke a specific*	*Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.* *Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.* *Create a simple chord progression.*

	Use music technology, if available, to capture, change and combine sounds. ***Use notation if appropriate:*** *Create a simple melody using crotchets and minims:* *C, D* *C, D, E* *C, D, E, F* *C, D, E, F, G* *Start and end on the note C (C major)* *G, A* *G, A, B* *G, A, B, D* *G, A, B, D, E* *Start and end on the note G (Pentatonic on G)* *F, G* *F, G, A* *F, G, A, C* *F, G, A, C, D* *Start and end on the note F (Pentatonic on F)*	*Use simple dynamics.* *Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.* *Create a simple melody using crotchets, minims and perhaps paired quavers:* *C, D* *C, D, E* *C, D, E, G* *C, D, E, G, A* *Start and end on the note C (Pentatonic on C)* *C, D* *C, D, E* *C, D, E, F* *C, D, E, F, G* *Start and end on the note C (C major)* *F, G* *F, G, A* *F, G, A, B♭* *F, G, A, B♭, C* *Start and end on the note F (F major)* *G, A* *G, A, B* *G, A, B, D* *G, A, B, D, E* *Start and end on the note G (Pentatonic on G)*	*change and combine sounds.* *Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.* *Use simple dynamics.* *Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.* *Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:* *C, D* *C, D, E* *C, D, E, G* *C, D, E, G, A* *Start and end on the note C (Pentatonic on C)* *C, D* *C, D, E* *C, D, E, F* *C, D, E, F, G* *Start and end on the note C (C major)* *A, B* *A, B, C* *A, B, C, D* *A, B, C, D, E* *Start and end on the note A (A minor)* *D, E* *D, E, F* *D, E, F, G* *D, E, F, G, A* *Start and end on the note D (D minor)* *G, A* *G, A, B* *G, A, B, D* *G, A, B, D, E*	*atmosphere, mood or environment.* *Use simple dynamics.* *Use rhythmic variety.* *Compose song accompaniments, perhaps using basic chords.* *Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).* *Use full scales in different keys.* *Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.* *Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.* *Use a pentatonic and a full scale. Use major and minor tonality:* *F, G* *F, G, A* *F, G, A, B♭* *F, G, A, B♭, C* *Start and end on the note F (F major)* *G, A* *G, A, B* *G, A, B, C* *G, A, B, C, D* *Start and end on the note G (G major)*	*Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.* *Create music in response to music and video stimulus.* *Use music technology, if available, to capture, change and combine sounds.* *Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).* *Use simple dynamics.* *Use rhythmic variety.* *Compose song accompaniments, perhaps using basic chords.* *Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).* *Use full scales in different keys.* *Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale.* *Use major and minor tonality:* *C, D* *C, D, E* *C, D, E, F* *C, D, E, F, G* *Start and end on the note C (C major)*

			Start and end on the note G (Pentatonic on G)	*G, A* *G, A, B* *G, A, B, D* *G, A, B, D, E* *Start and end on the note G (Pentatonic on G)* *D, E* *D, E, F* *D, E, F, G* *D, E, F, G, A* *Start and end on the note D (D minor)* *E♭, F* *E♭, F, G* *E♭, F, G, B♭* *E♭, F, G, B♭, C* *Start and end on the note E♭ (E♭ major)*	*G, A* *G, A, B* *G, A, B, D* *G, A, B, D, E* *Start and end on the note G (Pentatonic on G)* *D, E* *D, E, F* *D, E, F, G* *D, E, F, G, A* *Start and end on the note D (D minor)* *F, G* *F, G, A* *F, G, A, C* *F, G, A, C, D* *Start and end on the note F (Pentatonic on F)* *F, G* *F, G, A♭* *F, G, A♭, B♭* *F, G, A♭, B♭, C* *Start and end on the note F (F minor)*
Performing	*Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.* *Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.* *Talk about what the song means and why it was chosen to share.* *Talk about the difference between rehearsing a song and performing it.*	*Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.* *Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.* *Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.* *Talk about what the song means and why it was chosen to share.*	*Rehearse and enjoy the opportunity to share what has been learned in the lessons.* *Perform, with confidence, a song from memory or using notation.* *Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.* *Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.* *Explain why the song was chosen, including its composer and the*	*Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.* *Perhaps perform in smaller groups, as well as the whole class.* *Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.* *Perform from memory or with notation, with confidence and accuracy.* *Include instrumental parts/improvisatory*	*Create, rehearse and present a holistic performance for a specific event, for an unknown audience.* *Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.* *Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.* *Perform from memory or with notation.* *Understand the value of choreographing any aspect of a performance.*

		Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.	*historical and cultural context of the song.* *Communicate the meaning of the words and articulate them clearly.* *Use the structure of the song to communicate its mood and meaning in the performance.* *Talk about what the rehearsal and performance has taught the student.* *Understand how the individual fits within the larger group ensemble.* *Reflect on the performance and how well it suited the occasion.* *Discuss and respond to any feedback; consider how future performances might be different.*	*sections/composed passages within the rehearsal and performance.* *Explain why the song was chosen, including its composer and the historical and cultural context of the song.* *A student leads part of the rehearsal and part of the performance.* *Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.* *Discuss and talk musically about the strengths and weaknesses of a performance.* *Collect feedback from the audience and reflect how future performances might be different.*	*A student or a group of students rehearse and lead parts of the performance.* *Understand the importance of the performing space and how to use it.* *Record the performance and compare it to a previous performance.* *Collect feedback from the audience and reflect how the audience believed in the performance.* *Discuss how the performance might change if it was repeated in a larger/smaller performance space.*
Connecting Across the Curriculum	***Topics include:*** *• The importance of communication* *• Working and playing together* *• Stories* *• Caring about other people* *• Music from different parts of the world* *• Playing in a band together* *• Nature: the sun* *• Identity and accepting one another*	***Topics include:*** *• Your place in your family* *• Making friends and understanding each other* *• Using your imagination* *• Life in different countries* *• The way people lived* *• Families* *• Nature, the environment* *• Connections with the past*	***Topics include:*** *• Friends and people we meet* *• How people and children used to live* *• Connecting with the past* *• Music from different cultures* *• Music and dancing* *• Music and freedom*	***Topics include:*** *• School* *• Heroes* *• The solar system* *• Space* *• Freedom*	***Topics include:*** *• Understanding feelings* *• Friendship, kindness and respect* *• Standing up for democracy and eliminating oppression* *• Knowing our cultural roots* *• Engaging to protect and care for our planet earth: ecosystems, recycling, etc*

Foci	Key Stage 1	Year 3	Year 4	Year 5	Year 6
Vocabulary **(topic specific vocabulary accompanies each specific topic covered)**	Pulse, rhythm, pitch, dynamics and tempo. Styles, Instrumental families, instrument, wind, string, percussion, brass,opinion, ensemble, leader, conductor, melodies, composition, improvisation, notated, graphic, pictorial, video, pattern. **Curriculum words:** Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco **Curriculum words:** Play, perform, solo, ensemble, voices, musical instruments, accuracy, fluency, control, expression, improvise, compose, listen, recall sounds, aural memory, notations, appreciate, understand, history of music, live music, recorded music, composers, musicians. Instrumental families, instrument, wind, string, percussion, brass. leader, conductor, notes, ensemble, musical cues, rhythmic patterns, group, solo, melodies, improvisation, melodies, composition	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality. **Curriculum words:** \pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Styles, genres, Instrumental families, instrument, wind, string, percussion, brass. Musical language, genres, composers, interpretation, inter-related dimensions, note pitches, technique, stylistically, musically, leader, conductor, ensemble, improvisation, composition, melodies, complex melodies, rhythmic patterns, notes.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody. **Curriculum words:** Pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Styles, genres, Instrumental families, instrument, wind, string, percussion, brass. Musical language, inter-related dimensions, ensemble, soloist, stylistically, musically, diction, tuning, leader, conductor, improvisation, composition, melodies, traditional notations.	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, J azz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony. **Curriculum words:** Pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Instrumental families, instrument, wind, string, percussion, brass, musical language, inter-related dimensions, ensemble, soloist, stylistically, musically, diction, tuning,