

Evelyn Street Primary School

Music Intent

As we support a diverse community that can face social and economic challenges, we have designed a curriculum to respond to the school's context, giving rich knowledge and experiences that some of our children may not naturally access, while still operating within the framework that our Multi Academy Trust has developed with all our stakeholder schools. So, in relation to music, we have taken note that our school operates within an area where the challenges faced mean that the children often miss out on certain experiences, such as seeing and performing in live performances. Therefore, we have enriched our curriculum with a musical specialist from presto who carries out music and instrumental lessons alongside the class teacher to allow the children and staff to access/provide an ambitious curriculum where the children learn instruments and are given opportunities to record a performance at the end of each unit of work. In addition, we have introduced a musical theatre teacher to complement our music curriculum by allowing further opportunities to take part in live performances for their families and to enhance the singing element of the curriculum.

Nursery - MUSIC - progression through EYFS

Playing & Exploring - Performance and Composition	Active Learning - Motivation	Creating & Thinking
<ul style="list-style-type: none"> • Reading and understanding music notation • Performing / singing together • Playing from notation and memory • Playing from aural cue • Being willing to 'have a go' 	<ul style="list-style-type: none"> • Being involved & concentrating • Keep on trying • Enjoying achieving what they set out to do • Self assessment to improve next time 	<ul style="list-style-type: none"> • Having their own ideas (creative thinking) • Making links (building theories) • Working with ideas (critical thinking) • Creating their own music
ELG		

<p>- Safely use and take care of musical instruments</p> <p>- Share their creations, explaining the process they have used, both musically and sonically</p> <p>- Make use of instruments and vocal sounds to produce different effects when role-playing characters in narratives and stories</p>						
Focus	Listening	Performing	Singing	Technical Skills	Composition	Vocabulary- To be used daily.
Nursery Disciplinary Knowledge	<ul style="list-style-type: none"> Copying and joining in with a performance * "Say as you play" - the children copy then verbalise their instrumental performances. 	<ul style="list-style-type: none"> Read and play various note values to create 1 bar rhythms Use available resources to create "instruments" to produce various sounds 	<ul style="list-style-type: none"> Sing various songs of different speed and dynamic variation * Listen with intent to a song and explain the tempo / dynamic variances 	<ul style="list-style-type: none"> Develop a greater sense of timing through vestibular learning, internal and external rhythms. Use of instruments to create a specific sound 	<ul style="list-style-type: none"> Create sounds to depict elements within a story. * Put together different sound ideas to create a linear narrative. 	Like/ dislike Loud / Soft Fast / Slow Composition Play / Read Tom / JoJo / Rest
Nursery Substantive Knowledge	Autumn 1 Reading, Understanding and performing basic notation	Autumn 2 Playing and Singing as a band	Spring 1 Funky Junk and Singing	Spring 2 Funky Junk and Singing	Summer 1 Practical Skills and Singing Development + Improvisation	Summer 2 Composition
	<ul style="list-style-type: none"> Can understand Tom / JoJo rhythms * Can follow and join in after a "count-in" * Can clap, plus use and care for basic hand percussion 	<ul style="list-style-type: none"> Can draw a range of symbols to depict a sound * Can sing and follow the shape of a melody. 	<ul style="list-style-type: none"> Creating sounds from different household items * Choosing sounds to create an effect (dynamics and tone) * Changing between percussion and singing 	<ul style="list-style-type: none"> Singing and playing percussion simultaneously * Changing dynamics to create an effect whilst singing 	<ul style="list-style-type: none"> Self evaluating for improved performance: "How can we make this music better?" * Singing with greater pitch accuracy and dynamic control * Beginning to improvise (compose) 	<ul style="list-style-type: none"> Can sequence basic note values of Tom and JoJo * Can follow the drum leader to create an improvised piece
Children to be exposed to key vocabulary daily in provision. High quality resources will be provided for daily accessibility. Funky Junk Drums / Boom Bottles / Wood Blocks and outdoor provisions will provide a wealth of opportunity. Resources will be enhanced and developed as children develop their skill set.						

<p>Experiences</p> <p>Lessons and performances from external Music specialists</p> <p>Story-based lesson system in Autumn 1</p> <p>Christmas themed percussion / song performance</p>	<p>SMSC</p> <p>Moral – children are taught how to look after their instruments during percussion activities.</p> <p>Social - Children discuss the importance of working as a team in a band</p> <p>Social - Children discuss supporting each other to improve performances</p>	<p>British values</p> <p>Individual liberty is taught when children begin to express their feelings and understanding.</p> <p>Respect is taught when children are working collaboratively together.</p>	<p>WPAT/school values</p> <p>Resilience is taught when we do our best and don't worry about mistakes so long as we do our best.</p> <p>Responsibility is taught by looking after instruments</p> <p>Humility is taught by appreciating good work and effort from our band mates.</p>
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Reception - Creating with Materials and Being Imaginative

MUSIC progression through EYFS

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

ELG: EAD / Creating with Materials and Being Imaginative

- Sing a range of well-known nursery rhymes & songs
- Perform songs, rhymes, poems & stories with others, & - when appropriate – try to move in time with music

Focus	Singing		Listening	Composing	Performing	Vocabulary- To be used daily.
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 		<ul style="list-style-type: none"> Respond imaginatively to music e.g., this music sounds like dinosaurs Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Choose particular movements, instruments/sounds for their own imaginative purposes Explore & engage in music making & dance, performing solo or in groups 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch & following the melody Make Music in a range of ways e.g., plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. 	Chant, high/low, Repeat, Rhythm, Sound, Beat, follow, fast, slow, tempo.
Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in the Community
	Sing along to a familiar song as a class group. Makaton – learn and sing new songs, adding actions to learn new ways of communicating.	Sing along to new songs (nativity) as a group. Sing songs in small groups and perform them to their peers. Use musical instruments in the outdoor provision to explore sounds and understand that different instruments make different sounds. Follow signals for 'stop and go' 'louder and quieter'.	Move in time to music and move with the tempo of the music (dance). Create movement to match different sounds in stories.	Follow the beat with a range instrument. Follow a simple musical pattern.	Use a range of natural resources to create sounds – stones, sticks, leaves. Make own musical instrument and explain the sounds that it makes. Use musical instruments in the outdoor area (stage area) to follow a beat to a familiar song.	Play a musical instrument in time to the beat of a song. Create their own repeating song, rhyme and perform to peers.
Singing & Performing		Listen			Composing	
<input type="checkbox"/> Presto music session input weekly. <input type="checkbox"/> A range of high-quality instruments are made available to enhance children's continuous provision. <input type="checkbox"/> Children join in with rhymes and songs such as Makaton. <input type="checkbox"/> Children learn new songs in Spanish during European Day of Languages. <input type="checkbox"/> Children perform songs for their Nativity performance.						

EYFS – Musical theatre end points

Singing	Know how to hold breath to sustain notes. Begin to know how to relax facial muscles for better singing. Know how to use a whisper voice and to sing loudly and quietly. Sing a range of songs. Begin to know how to pitch match. Know how to sing in a group.
Performance	Know how to perform songs and try to move in time with the music. Begin to build the confidence to perform in front of class mates.

<p>Experiences Lessons and performances from external Music specialists Christmas themed percussion / song performance</p>	<p>SMSC Moral – children are taught how to look after their instruments during percussion activities. Social - Children discuss the importance of working as a team in a band Social - Children discuss supporting each other to improve performances</p>	<p>British values Individual liberty is taught when children begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.</p>	<p>WPAT/school values Resilience is taught when we do our best and don't worry about mistakes so long as we do our best. Responsibility is taught by looking after instruments Humility is taught by appreciating good work and effort from our band mates.</p>
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<p>KS1 Year A: Music Substantive and Disciplinary Knowledge Progression</p>	
<p>KS1: POS</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p>Listening</p> <ul style="list-style-type: none"> • Listening to African Music and describe how it makes us feel, plus talk about its tempo as fast / slow / happy / sad. • Identification and copy of a simple rhythm by ear. • Aural Identification of rhythms within a written score. • Ability to listen to a pop track, find the beat, and drum / clap along with a simple rhythm. • Understanding pitch and size of instrument correlation - can we start to predict what it might sound like based on the size? • Exploring timbre and instrument material correlation - can we start to predict the sound of a percussion instrument based on what it is made of? • Identification of a rhythm by ear and immediate recall performance with accompanying chant. • Aural Identification of rhythms within a written score.
<p>Composing</p> <ul style="list-style-type: none"> • Rearranging rhythmic elements to create new ones (rhythm cards). • To be able to draw basic note and rest values clearly. • Identification and copy of a rhythm by ear. • Composing a performance piece using various Funky Junk. • How to compose rhythmic sections of music to build into a verse / chorus. 	<p>Performing</p> <ul style="list-style-type: none"> • Singing a 5 note major scale, ascending and descending along with an instrumental guide • How to "warm-up" our voice to look after it (Horse Sounds = Lip Trill and "Squeaky Door" exercise) • Children can sing together, following the shapes of pitch and rhythm with care • Take part in a variety of singing exercises and songs. • Demonstrate an ability to vary the pitch of the voice to follow the shape of the melody. • To start to work on vocal technique for improving tone = "a better sound" - ("one two thray four fahv") • Djembe Techniques of Bass and Tone and reading Djembe score. • Djembe Technique and reading Djembe score. • To learn a variety of simple through to more advanced traditional African rhythms. • To perform multiple rhythms within larger musical works. • How to follow a Drum Leader. • To perform a written percussion part from written score along to a pop track. • How to start (count-in) and end a performance (auditory and visual cues) together. • Compose, notate (write), read, understand and perform 2 bar rhythms of multiple note / rest values, using names of Tom, JoJo, Caterpillar and Rest. • Choose and use a variety of house-hold items (Funky Junk) to create rhythmic music of various timbres and pitches, whilst chanting the rhythm names ("Say as you Play") or co-ordination (eg "RLRL") to learn them faster and through vocalising these rhythms, ensure more accurate and synchronised performances. • To follow conductor instructions regarding tempo and dynamics during vocal practice.
<p>Disciplinary Knowledge</p>	

- Children will develop a basic understanding of the cultural importance of Djembe (used in celebration and coming together in peace).
- Children will learn where the name Djembe is said to come from: Anke Dje, Anke Be = Everyone come together in peace.
- The children will learn that it is said that the Djembe originated in Mali in Africa.
- Children understand what "The role of the Maestre - The Drum Leader in Samba".
- Samba is celebratory music and dance from Brazil.
- Samba is played on percussion instruments.
- The main instruments of Samba include Repique, Sudro and Tamborim.
- Samba is taught mainly through call and response.
- A Samba band is called a Bateria.
- "Breaks" are used to chop up the music into sections.
- Unison means performing all together, not as separate parts.

KS1 Year A – End points

KS1 Year A – End points	
Performance	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to play base and tone on a djembe • Know how to follow a Drum Leader • Know how to perform a written percussion part from written score along to a pop track. • Know how to start (count-in) and end a performance (auditory and visual cues) together. • Know how to perform multiple rhythms within larger musical works. <p>Spring:</p> <ul style="list-style-type: none"> • Know how to understand, read and perform rhythmic patterns from written music notation and perform them accurately and fluently. • Know how to use a variety of house-hold items (Funky Junk) to create rhythmic music of various timbres and pitches, whilst chanting the rhythm names ("Say as you Play") or co-ordination (eg "RLRL") to learn them faster and through vocalising these rhythms, ensuring more accurate and synchronised performances. • Know how to perform a percussion part of multiple sections from written score along to a pop track <p>Summer:</p> <ul style="list-style-type: none"> • Know how to use singing voice to repeat back given note sequences. • Know how to read, understand and perform rhythms of multiple note values including Tom, JoJo, Rest, and Caterpillar. • Know how to perform basic traditional Djembe rhythms including I Love Apple Pie, One Banana, Pineapple Plum and to vocalise these to ensure more accurate and synchronised performances. • Know how to effect the sound of a Djembe performance by using 2 different techniques of Bass and Tone. • Know how to perform rhythm along to a pop track (Roar - Katy Perry)
Composing	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to draw basic note and rest values clearly <p>Spring:</p> <ul style="list-style-type: none"> • Compose, notate (write), read, understand and perform 2 bar rhythms of multiple note / rest values, using names of Tom, JoJo, Caterpillar and Rest. • Know how to compose a performance piece using various Funky Junk. • Know how to compose rhythmic sections of music to build into a verse / chorus <p>Summer:</p> <ul style="list-style-type: none"> • Know how to read, understand and perform rhythms of multiple note values including Tom, JoJo, Rest, and Caterpillar. • Know how to create rhythmic sections for a verse / chorus and simultaneously chant (say as you play) the rhythm from a written score.
Listening	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to listen to and copy a rhythm back by ear. • Know that listening to music makes us feel different emotions, plus talk about its tempo as fast / slow / happy / sad • Know how to identify and copy of a rhythm by ear <p>Spring:</p> <ul style="list-style-type: none"> • Know how to find the pulse of popular music and clap along to the beat. <p>Summer:</p> <ul style="list-style-type: none"> • Know how to identify the first 5 degrees of a scale pattern and sing them back with greater accuracy. • Know how to identify a rhythm by ear and immediate recall performance with accompanying chant • Know how to listen to a pop track, find the beat, and drum / clap along with a simple rhythm
Singing	<p>Autumn:</p>

	<ul style="list-style-type: none"> • Know how to "warm-up" their voice to look after it • Know how to sing a 5 note major scale, ascending and descending along with an instrumental guide • Know how to sing together, following the shapes of pitch and rhythm with care • Know how to take part in a variety of singing exercises and songs. • Know how to work on vocal technique for improving tone = "a better sound" <p>Spring:</p> <ul style="list-style-type: none"> • Know how to "warm-up" our voice to look after, Mum Mum Mum Mum Mum warm-up scales. • Know how to sing 5 notes melodies back by ear, including the degrees of the scale as lyrics • Know of the 5 finger "C Position" on the keyboard and linking the playing and singing of C D E F G / 1 2 3 4 5 to the physical keyboard performance by the teacher.
Key knowledge	<p>Autumn:</p> <ul style="list-style-type: none"> • Know that the djembe has cultural importance (used in celebration and coming together in peace) • Know that the name Djembe is said to come from Anke Dje, Anke Be = Everyone come together in peace • Know that it is said that the Djembe originated in Mali in Africa <p>Spring:</p> <ul style="list-style-type: none"> • Know that there is a pitch and size of instrument correlation - Start to predict what it might sound like based on the size. • Know that there is a timbre and instrument material correlation - Start to predict the sound of a percussion instrument based on what it is made of. <p>Summer</p> <ul style="list-style-type: none"> • Know the role of the Maestre - The Drum Leader in Samba • Know that samba is celebratory music and dance from Brazil • Know that samba is played on percussion instruments • Know that the main instruments of Samba include Repique, Sudro and Tamborim • Know that samba is taught mainly through call and response • Know that a Samba band is called a Bateria • Know that "Breaks" are used to chop up the music into sections • Know that unison means performing all together, not as separate parts

KS1 – Musical theatre end points

Singing	Begin to know why we warm our voices up before singing. Begin to know how to develop control over airflow. Begin to know how to sing the 5 note scale. Know how to sing with a relaxed jaw. Know that there is a difference between a 'siren' and a 'bubble'. Know how to use a loud and quiet singing voice within the same song without shouting. Know how to control vocal pitch and begin to match the pitch they hear with accuracy.
Performance	Begin to develop a sense of confidence and ownership over performing. Know how to engage with an audience. Know that it is important to respect fellow performers and acknowledge applause. Know how to collaborate with different classes/groups.

<p>Experiences</p> <p>To be a part of a drum circle and experience how it feels to play as an ensemble.</p> <p>To be a part of a vocal group singing in unison and basic harmony.</p> <p>Performance workshops with external specialist music provider (Presto Music)</p>	<p>SMSC social moral spiritual cultural</p> <p>Cultural – Explore the context of the Djembe through its history and cultural themes.</p> <p>Social – Being a part of a larger group and being a band. Working as a team and working together. Contributing suggestions and ideas to compositions and performances</p>	<p>British values</p> <p>Individual liberty is taught when children begin to express their feelings and understanding.</p>	<p>WPAT/school values</p> <p>Resilience – during rehearsal, we discuss keeping on trying and never giving up even if the task gets tricky.</p> <p>Honesty – during the evaluation stages we discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work.</p> <p>Respect – Will discuss respecting (taking care of) musical instruments and ensuring to listen and be open to others' ideas and musical contributions.</p>
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KS1 Year B: Music Substantive and Disciplinary Knowledge Progression

<p>KS1: POS</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 	<p>Listening</p> <ul style="list-style-type: none"> • B YEAR differentiation factors in different resource / reference material and working to greater depth in all areas. • Listening to African Music and describe how it makes us feel, plus talk about its tempo as fast / slow / happy / sad. • Identification and copy of a rhythm by ear. • Aural Identification of rhythms within a written score. • Ability to listen to a pop track, find the beat, and drum / clap along with a simple rhythm. • Understanding pitch and size of instrument correlation - can we start to predict what it might sound like based on the size? • Exploring timbre and instrument material correlation - can we start to predict the sound of a percussion instrument based on what it is made of? • Identification of a rhythm by ear and immediate recall performance with accompanying chant. • Aural Identification of rhythms within a written score.
<p>Composing</p> <ul style="list-style-type: none"> • B YEAR differentiation factors in different resource / reference material and working to greater depth in all areas. • Rearranging rhythmic elements to create new ones (rhythm cards). • To be able to draw basic note and rest values clearly. • Identification and copy of a rhythm by ear. • Composing a performance piece using various Funky Junk. 	<p>Performing</p> <ul style="list-style-type: none"> • B YEAR differentiation factors in different resource / reference material and working to greater depth in all areas. • Singing a 5 note major scale, ascending and descending along with an instrumental guide • How to "warm-up" our voice to look after it (Horse Sounds = Lip Trill and "Squeaky Door" exercise) • Children can sing together, following the shapes of pitch and rhythm with care • Take part in a variety of singing exercises and songs. (Che Che Koolay) • Demonstrate an ability to vary the pitch of the voice to follow the shape of the melody.

<ul style="list-style-type: none"> • How to compose rhythmic sections of music to build into a verse / chorus. 	<ul style="list-style-type: none"> • To start to work on vocal technique for improving tone = "a better sound" - ("one two thray four fahv") • Djembe Techniques of Bass and Tone and reading Djembe score. • Djembe Technique and reading Djembe score. • To learn a variety of simple through to more advanced traditional African rhythms. • To perform multiple rhythms within larger musical works. • How to follow a Drum Leader. • To perform a written percussion part from written score along to a pop track. • How to start (count-in) and end a performance (auditory and visual cues) together. • Compose, notate (write), read, understand and perform 2 bar rhythms of multiple note / rest values, using names of Tom, JoJo, Caterpillar and Rest. • Choose and use a variety of house-hold items (Funky Junk) to create rhythmic music of various timbres and pitches, whilst chanting the rhythm names ("Say as you Play") or co-ordination (eg "RLRL") to learn them faster and through vocalising these rhythms, ensure more accurate and synchronised performances. • To follow conductor instructions regarding tempo and dynamics during vocal practice.
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<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • To develop a basic understanding of the cultural importance of Djembe (used in celebration and coming together in peace). • Where the name Djembe is said to come from: Anke Dje, Anke Be = Everyone come together in peace. • That it is said that the Djembe originated in Mali in Africa. • "Breaks" are used to chop up the music into sections. • Unison means performing all together, not as separate parts.
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KS1 Year B – End points	
<p>Performance</p>	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to play base and tone on a djembe • Know how to follow a Drum Leader • Know how to perform a written percussion part from written score along to a pop track. • Know how to start (count-in) and end a performance (auditory and visual cues) together. • Know how to perform multiple rhythms within larger musical works. <p>Spring:</p> <ul style="list-style-type: none"> • Know how to understand, read and perform rhythmic patterns from written music notation and perform them accurately and fluently. • Know how to use a variety of house-hold items (Funky Junk) to create rhythmic music of various timbres and pitches, whilst chanting the rhythm names ("Say as you Play") or co-ordination (eg "RLRL") to learn them faster and through vocalising these rhythms, ensuring more accurate and synchronised performances. • Know how to perform a percussion part of multiple sections from written score along to a pop track <p>Summer:</p> <ul style="list-style-type: none"> • Know how to use singing voice to repeat back given note sequences. • Know how to read, understand and perform rhythms of multiple note values including Tom, JoJo, Rest, and Caterpillar. • Know how to perform basic traditional Djembe rhythms including I Love Apple Pie, One Banana, Pineapple Plum and to vocalise these to ensure more accurate and synchronised performances. • Know how to effect the sound of a Djembe performance by using 2 different techniques of Bass and Tone. • Know how to perform rhythm along to a pop track (Roar - Katy Perry)
<p>Composing</p>	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to draw basic note and rest values clearly <p>Spring:</p> <ul style="list-style-type: none"> • Compose, notate (write), read, understand and perform 2 bar rhythms of multiple note / rest values, using names of Tom, JoJo, Caterpillar and Rest. • Know how to compose a performance piece using various Funky Junk. • Know how to compose rhythmic sections of music to build into a verse / chorus <p>Summer:</p> <ul style="list-style-type: none"> • Know how to read, understand and perform rhythms of multiple note values including Tom, JoJo, Rest, and Caterpillar. • Know how to create rhythmic sections for a verse / chorus and simultaneously chant (say as you play) the rhythm from a written score.
<p>Listening</p>	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to listen to and copy a rhythm back by ear.

KS1 – Musical theatre end points

Singing	<p>Begin to know why we warm our voices up before singing. Begin to know how to develop control over airflow. Begin to know how to sing the 5 note scale. Know how to sing with a relaxed jaw. Know that there is a difference between a 'siren' and a 'bubble'. Know how to use a loud and quiet singing voice within the same song without shouting. Know how to control vocal pitch and begin to match the pitch they hear with accuracy.</p>
Performance	<p>Begin to develop a sense of confidence and ownership over performing. Know how to engage with an audience. Know that it is important to respect fellow performers and acknowledge applause. Know how to collaborate with different classes/groups.</p>
	<ul style="list-style-type: none"> • Know that listening to music makes us feel different emotions, plus talk about its tempo as fast / slow / happy / sad • Know how to identify and copy of a rhythm by ear <p>Spring:</p> <ul style="list-style-type: none"> • Know how to find the pulse of popular music and clap along to the beat. <p>Summer:</p> <ul style="list-style-type: none"> • Know how to identify the first 5 degrees of a scale pattern and sing them back with greater accuracy. • Know how to identify a rhythm by ear and immediate recall performance with accompanying chant • Know how to listen to a pop track, find the beat, and drum / clap along with a simple rhythm
Singing	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to "warm-up" their voice to look after it • Know how to sing a 5 note major scale, ascending and descending along with an instrumental guide • Know how to sing together, following the shapes of pitch and rhythm with care • Know how to take part in a variety of singing exercises and songs. • Know how to vary the pitch of the voice to follow the shape of the melody. • Know how to work on vocal technique for improving tone = "a better sound" <p>Spring:</p> <ul style="list-style-type: none"> • Know how to "warm-up" our voice to look after, Mum Mum Mum Mum Mum warm-up scales. • Know how to sing 5 notes melodies back by ear, including the degrees of the scale as lyrics • Know of the 5 finger "C Position" on the keyboard and linking the playing and singing of C D E F G / 1 2 3 4 5 to the physical keyboard performance by the teacher.
Key knowledge	<p>Autumn:</p> <ul style="list-style-type: none"> • Know that the djembe has cultural importance (used in celebration and coming together in peace) • Know that the name Djembe is said to come from Anke Dje, Anke Be = Everyone come together in peace • Know that it is said that the Djembe originated in Mali in Africa <p>Spring:</p> <ul style="list-style-type: none"> • Know that there is a pitch and size of instrument correlation - Start to predict what it might sound like based on the size. • Know that there is a timbre and instrument material correlation - Start to predict the sound of a percussion instrument based on what it is made of.

<p>Experiences</p> <p>To be a part of a drum circle and experience how it feels to play as an ensemble.</p> <p>To be a part of a vocal group singing in unison and basic harmony.</p> <p>Performance workshops with external specialist music provider (Presto Music)</p>	<p>SMSC social moral spiritual cultural</p> <p>Cultural – Explore the context of the Djembe through its history and cultural themes.</p> <p>Social – Being a part of a larger group and being a band. Working as a team and working together. Contributing suggestions and ideas to compositions and performances.</p>	<p>British values</p> <p>Individual liberty is taught when children begin to express their feelings and understanding.</p> <p>Respect is taught when children are working collaboratively together.</p>	<p>WPAT/school values</p> <p>Resilience – during rehearsal, we discuss keeping on trying and never giving up even if the task gets tricky.</p> <p>Honesty – during the evaluation stages we discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work.</p> <p>Respect – Will discuss respecting (taking care of) musical instruments and ensuring to listen and be open to others' ideas and musical contributions.</p>
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LKS2 Year A: Music Substantive and Disciplinary Knowledge Progression	
<p>KS2- POS</p> <ul style="list-style-type: none"> • Singing, Listening, Composing and Performing • 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. 	<p>Listening</p> <ul style="list-style-type: none"> • Students copy back 8-note melody using their voice and identify the notes through listening in order to repeat with accuracy. • Students copy back a 2 bar rhythm on percussion using different note values up to 4 sixteenths and 2 basic Djembe techniques of Bass and Tone
<p>Compose</p> <ul style="list-style-type: none"> • How to compose a simple tune of 4 bars • How to structure a full piece out of smaller musical ideas • Repeating ideas - both melodic and rhythmic - is the key to making compositions catchy. 	<p>Performance</p> <ul style="list-style-type: none"> • How to "warm-up" our voice to look after it is using Arpeggios and Scales with Lip Trills and Squeaky Door techniques. • Sing 8 notes melodies back by ear (tunes within 1 octave), including the degrees of the scale as lyrics. • Singing as part of an ensemble to include multi-Part arrangements • How to hold a melody line within a harmonised performance. • Basic Beatboxing of "Boots and Cats" to keep a beat to a vocal performance. • How to read a simple 5 note tune using C D E F G and perform it on a pitched instrument (Glockenspiel / Keyboard). • How to play open strings and the correct hand position on guitar. • How to fret notes and play the "Spider" finger exercise on guitar. • Repeating ideas - both melodic and rhythmic - is the key to making pop music catchy. • How to practice technical scales / exercise to assist with future development. • How to sing a harmony line by focusing on their own melody. • How to play an E minor Pentatonic Scale
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Identify the 6 strings names of the guitar and its main components. • What the numbers mean in TAB (Tablature) guitar music. • "Pop" music is just short for "Popular" and so covers a huge range of music styles. • How to pluck the strings of the guitar to gain a more uniform sound. • How to fret notes on the guitar. 	

- How to read TAB fretted notes and translate to guitar.
- The importance of the Pentatonic Scale in the development of Pop / Rock.
- How Pop and Rock originated from African music.
- "Pop" music is just short for "Popular" and so covers a huge range of music styles.

LKS2 Year A – End points

Performance	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to read a simple 5 note tune using C D E F G and perform it on a pitched instrument (Keyboard) • Know how to clap back a 2 bar rhythm using different note values up to 4 sixteenths <p>Spring:</p> <ul style="list-style-type: none"> • Know how to play open strings and the correct hand position • Know how to fret notes and play the "Spider" finger exercise <p>Summer:</p> <ul style="list-style-type: none"> • Know how to read, understand and perform multi-bar rhythms of multiple note values including Tom, JoJo, Rest, and Caterpillar. • Know how to perform traditional Djembe rhythms whilst chanting the required co-ordination or beat number. Vocalise these rhythms to ensure more accurate and synchronised performances. • Know how to perform rhythm along to a pop track. • Know how to improvise a rhythm that fits within a 4/4 piece. • Know how to read these rhythms from the score
Composing	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to compose a simple tune of 4 bars • Know how to structure a full piece out of smaller musical ideas • Know that repeating ideas - both melodic and rhythmic - is the key to making compositions catchy <p>Spring:</p> <ul style="list-style-type: none"> • Know how to compose a simple tune on guitar • Know that repeating ideas - both melodic and rhythmic - is the key to making compositions catchy
Listening	<p>Summer:</p> <ul style="list-style-type: none"> • Know how to identify a rhythm by ear and immediate recall performance.
Singing	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to "warm-up" our voice to look after it using Arpeggios and Scales with Lip Trills and Squeaky Door techniques. • Know how to sing 8 notes melodies back by ear (tunes within 1 octave), including the degrees of the scale as lyrics • Know how to sing as part of an ensemble to include Multi-Part arrangements • Know how to hold a melody line within a harmonised performance • Know basic Beatboxing of "Boots and Cats" to keep a beat to a vocal performance
Key knowledge	<p>Spring:</p> <ul style="list-style-type: none"> • Know the 6 strings names of the guitar and its main components • Know what the numbers mean in TAB (Tablature) guitar music

LKS2 – Musical theatre end points

Singing	<p>Know how to control airflow to sing longer phrases.</p> <p>Know how to sing back the 5 note scale.</p> <p>Know how to massage the face to develop a more relaxed posture.</p> <p>Know how to perform forte and piano, loud and soft.</p> <p>Know how to perform actions confidently and in time to a range of action songs.</p> <p>Know how to walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Know how to sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p>
Performance	<p>Develop a sense of confidence and ownership over performing.</p> <p>Know how to engage with an audience.</p> <p>Know that it is important to respect fellow performers and acknowledge applause.</p> <p>Know how to collaborate with different classes/groups.</p>

<p>Experiences Performing as a group / ensemble, being creative with sound and using it as a material to build and create musical ideas which result in compositions.</p>	<p>SMSC Social – Being in a band (working together).</p>	<p>British values Individual liberty is taught when children begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.</p>	<p>WPAT/school values Resilience – during rehearsal, we discuss keeping on trying and never giving up even if the task gets tricky. Honesty – during the evaluation stages we discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work. Respect – Will discuss respecting (taking care of) musical instruments and ensuring to listen and be open to others' ideas and musical contributions.</p>
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LKS2 Year B: Music Substantive and Disciplinary Knowledge Progression	
<p>KS2- POS</p> <ul style="list-style-type: none"> • Singing, Listening, Composing and Performing • 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. 	<p>Listening</p> <ul style="list-style-type: none"> • Students copy back 8-note melody using their voice and identify the notes through listening in order to repeat with accuracy. • Students copy back a 2 bar rhythm on percussion using different note values up to 4 sixteenths and 2 basic Djembe techniques of Bass and Tone
<p>Compose</p> <ul style="list-style-type: none"> • How to compose a simple tune of 4 bars • How to structure a full piece out of smaller musical ideas • Repeating ideas - both melodic and rhythmic - is the key to making compositions catchy. 	<p>Performance</p> <ul style="list-style-type: none"> • How to "warm-up" our voice to look after it is using Arpeggios and Scales with Lip Trills and Squeaky Door techniques. • Sing 8 notes melodies back by ear (tunes within 1 octave), including the degrees of the scale as lyrics. • Singing as part of an ensemble to include multi-Part arrangements • How to hold a melody line within a harmonised performance. • Basic Beatboxing of "Boots and Cats" to keep a beat to a vocal performance. • How to read a simple 5 note tune using C D E F G and perform it on a pitched instrument (Glockenspiel / Keyboard). • How to play open strings and the correct hand position on guitar. • How to fret notes and play the "Spider" finger exercise on guitar. • Repeating ideas - both melodic and rhythmic - is the key to making pop music catchy. • How to practice technical scales / exercise to assist with future development. • How to sing a harmony line by focusing on their own melody. • How to play an E minor Pentatonic Scale
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Identify the 6 strings names of the guitar and its main components. • What the numbers mean in TAB (Tablature) guitar music. • "Pop" music is just short for "Popular" and so covers a huge range of music styles. • How to pluck the strings of the guitar to gain a more uniform sound. • How to fret notes on the guitar. 	

- How to read TAB fretted notes and translate to guitar.
- The importance of the Pentatonic Scale in the development of Pop / Rock.
- How Pop and Rock originated from African music.
- "Pop" music is just short for "Popular" and so covers a huge range of music styles.

LKS2 Year B – End points

Performance	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to read a simple 5 note tune using C D E F G and perform it on a pitched instrument (Keyboard) • Know how to clap back a 2 bar rhythm using different note values up to 4 sixteenths <p>Spring:</p> <ul style="list-style-type: none"> • Know how to play open strings and the correct hand position • Know how to fret notes and play the "Spider" finger exercise <p>Summer:</p> <ul style="list-style-type: none"> • Know how to read, understand and perform multi-bar rhythms of multiple note values including Tom, JoJo, Rest, and Caterpillar. • Know how to perform traditional Djembe rhythms whilst chanting the required co-ordination or beat number. Vocalise these rhythms to ensure more accurate and synchronised performances. • Know how to perform rhythm along to a pop track. • Know how to improvise a rhythm that fits within a 4/4 piece. • Know how to read these rhythms from the score
Composing	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to compose a simple tune of 4 bars • Know how to structure a full piece out of smaller musical ideas • Know that repeating ideas - both melodic and rhythmic - is the key to making compositions catchy <p>Spring:</p> <ul style="list-style-type: none"> • Know how to compose a simple tune on guitar • Know that repeating ideas - both melodic and rhythmic - is the key to making compositions catchy
Listening	<p>Summer:</p> <ul style="list-style-type: none"> • Know how to identify a rhythm by ear and immediate recall performance.
Singing	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to "warm-up" our voice to look after it using Arpeggios and Scales with Lip Trills and Squeaky Door techniques. • Know how to sing 8 notes melodies back by ear (tunes within 1 octave), including the degrees of the scale as lyrics • Know how to sing as part of an ensemble to include Multi-Part arrangements • Know how to hold a melody line within a harmonised performance • Know basic Beatboxing of "Boots and Cats" to keep a beat to a vocal performance
Key knowledge	<p>Spring:</p> <ul style="list-style-type: none"> • Know the 6 strings names of the guitar and its main components • Know what the numbers mean in TAB (Tablature) guitar music

LKS2 – Musical theatre end points

Singing	<p>Know how to control airflow to sing longer phrases.</p> <p>Know how to sing back the 5 note scale.</p> <p>Know how to massage the face to develop a more relaxed posture.</p> <p>Know how to perform forte and piano, loud and soft.</p> <p>Know how to perform actions confidently and in time to a range of action songs.</p> <p>Know how to walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Know how to sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p>
Performance	<p>Develop a sense of confidence and ownership over performing.</p> <p>Know how to engage with an audience.</p> <p>Know that it is important to respect fellow performers and acknowledge applause.</p>

	Know how to collaborate with different classes/groups.
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<p>Experiences Performing as a group / ensemble, being creative with sound and using it as a material to build and create musical ideas which result in compositions.</p>	<p>SMSC Social – Being in a band (working together).</p>	<p>British values Individual liberty is taught when children begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.</p>	<p>WPAT/school values Resilience – during rehearsal, we discuss keeping on trying and never giving up even if the task gets tricky. Honesty – during the evaluation stages we discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work. Respect – Will discuss respecting (taking care of) musical instruments and ensuring to listen and be open to others’ ideas and musical contributions.</p>
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UKS2 Year A: Music Substantive and Disciplinary Knowledge Progression	
<p>KS2- POS</p> <ul style="list-style-type: none"> • Singing, Listening and Performing. • 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. • Develop an understanding of the history of music. 	<p>Listening</p> <ul style="list-style-type: none"> • Identifying the family of instruments by ear - example Brass, Strings, Percussion, Wind. • Working out a simple 3 note melodies by ear on guitar

<p>Composing</p> <ul style="list-style-type: none"> • How to write the 8 notes of a C major scale on the staff, using a 4/4 Time Sig. • How to compose a melody using notes of the E minor pentatonic scale. • How to harmonise their composition by putting in power chords of E minor and A minor. • How to change the feel of an accompaniment by changing the note values within it and the dynamic performance of it. • How to put (compose) a melody to chords of E minor, A minor, G, D5. 	<p>Performing</p> <ul style="list-style-type: none"> • How to play a simple tune on recorder using 5 notes. • Improvise a melody on the acoustic guitar using the scale E minor pentatonic. • How to strum a chord using various strum rhythms of various note lengths. • How to change the feel of an accompaniment by changing the strum pattern within it and the dynamic performance of it.
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • To explain the relationship between pitch and instrument size (large = ability to play a deeper pitch). • Range is the specific selection of notes from low to high that an instrument (inc voice) can perform. • What is the effect of fretting (shortening) the string in comparison to plucking an open string? (it changes the pitch) • How to strum a simple chord. 	<p>Singing</p> <ul style="list-style-type: none"> • How to sing from a score, following the shape of the music (5 notes C D E F G), gradually increasing throughout the year to an 8-note melody (C D E F G A B C) • Singing as part of a multi-instrument ensemble, keeping focus on our part

UKS2 Year A – End points	
<p>Performance</p>	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to play a simple tune on keyboard using 5 notes <p>Spring:</p> <ul style="list-style-type: none"> • Know how to improvise on Em pentatonic • Know what the effect of fretting (shortening) the string on the pitch of a open string • Know how to strum a simple chord • Know how to change the feel of an accompaniment by changing the note values within it and the dynamic performance of it <p>Summer:</p> <ul style="list-style-type: none"> • Know how to put a melody to chords of Em, Am, G, D5 • Know how to improvise on Em pentatonic • Know how to strum a chord using various strum rhythms of various note lengths • Know how to change the feel of an accompaniment by changing the strum pattern within it and the dynamic performance of it •
<p>Composing</p>	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to write the 8 notes of a C major scale on the staff, using a 4/4 Time Sig <p>Spring:</p> <ul style="list-style-type: none"> • How to compose a melody using notes of the Em pentatonic scale • How to harmonise their composition by putting in power chords of Em and Am
<p>Listening</p>	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to identify the family of instruments by ear - example Brass, Strings, Percussion, Wind <p>Spring:</p> <ul style="list-style-type: none"> • Know how to work out simple 3 note melodies by ear <p>Summer:</p> <ul style="list-style-type: none"> • Know how to work out simple 5 note melodies by ear
<p>Singing</p>	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to sing from a score, following the shape of the music (5 notes C D E F G) • Know that singing as part of a multi-instrument ensemble, keeping focus on our part <p>Spring:</p> <ul style="list-style-type: none"> • Know how to sing from a score, following the shape of the music (8 notes C to C) • Know that singing as part of a multi-instrument ensemble, keeping focus on our part. <p>Summer:</p> <ul style="list-style-type: none"> • Know how to sing from a score, following the shape of the music (8 notes C to C) to include jumps of a 3rd • Know singing as part of a multi-instrument ensemble, keeping focus on our part
<p>Key knowledge</p>	<p>Autumn:</p>

	<ul style="list-style-type: none"> • Know how to explain the relationship between pitch and instrument size (large = ability to play a deeper pitch) • Know that range is the specific selection of notes from low to high that an instrument (inc voice) can perform <p>Summer:</p> <ul style="list-style-type: none"> • Know the basic History of Rock and Pop from the African Slave Trade to the modern charts
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UKS2 Year A – Musical theatre end points	
Singing	<p>Know how to use airflow to adjust dynamics and to understand what a snap breath is.</p> <p>Develop a relaxed but stable stance using the whole body.</p> <p>Know how to sing back various 5 note scale exercises that demonstrate a focused and tangible approach to improving their singing.</p> <p>Know how to sing a harmony line by focusing on their own melody.</p> <p>Know how to sing a given melody within an octave back by ear.</p> <p>Know how to sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Know how to begin to sing with an accent e.g. general American.</p>
Performance	<p>Have a sense of confidence and ownership over performing.</p> <p>Know how to collaborate with different classes/groups.</p> <p>Know how to sing melodies expressively using ‘acting through song’.</p> <p>Through small dynamic changes, children begin to emphasise important syllables and create musical interest in the melody.</p> <p>Know what a crescendo and a diminuendo is and how to use them.</p> <p>Know how to sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>Know how to sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Know how to include: observing phrasing, accurate pitching and appropriate style.</p>

<p>Experiences</p> <p>Performing as a group / ensemble, being creative with sound and using it as a material to build and create musical ideas which result in compositions.</p>	<p>SMSC</p> <p>Social – Being in a band (working together).</p>	<p>British values</p> <p>Individual liberty is taught when children begin to express their feelings and understanding.</p> <p>Respect is taught when children are working collaboratively together.</p>	<p>WPAT/school values</p> <p>Resilience – during rehearsal, we discuss keeping on trying and never giving up even if the task gets tricky.</p> <p>Honesty – during the evaluation stages we discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work.</p> <p>Respect – Will discuss respecting (taking care of) musical instruments and ensuring to listen and be open to others’ ideas and musical contributions.</p>
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UKS2 Year B: Music Substantive and Disciplinary Knowledge Progression	
<p>KS2- POS</p> <ul style="list-style-type: none"> • Singing, Listening and Performing. • 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. <p>Develop an understanding of the history of music.</p>	<p>Listening</p> <ul style="list-style-type: none"> • Identifying the family of instruments by ear - example Brass, Strings, Percussion, Wind. • Working out a simple 3 note melodies by ear on keyboard /gloc
<p>Composing</p> <ul style="list-style-type: none"> • How to write the 8 notes of a C major scale on the stave, using a 4/4 Time Sig. 	<p>Singing</p>

<ul style="list-style-type: none"> • How to compose a melody using notes of the E minor pentatonic scale. • How to harmonise their composition by putting in power chords of E minor and A minor. • How to change the feel of an accompaniment by changing the note values within it and the dynamic performance of it. • How to put (compose) a melody to chords of E minor, A minor, G, D5. 	<ul style="list-style-type: none"> • How to sing from a score, following the shape of the music (5 notes C D E F G), gradually increasing throughout the year to an 8-note melody (C D E F G A B C) <ul style="list-style-type: none"> • Singing as part of a multi-instrument ensemble, keeping focus on our part
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> • To explain the relationship between pitch and instrument size (large = ability to play a deeper pitch). • Range is the specific selection of notes from low to high that an instrument (inc voice) can perform. • What is the effect of fretting (shortening) the string in comparison to plucking an open string? (it changes the pitch) • How to strum a simple chord. 	<ul style="list-style-type: none"> • To explain the relationship between pitch and instrument size (large = ability to play a deeper pitch). • Range is the specific selection of notes from low to high that an instrument (inc voice) can perform. • What is the effect of fretting (shortening) the string in comparison to plucking an open string? (it changes the pitch) • How to strum a simple chord.

UKS2 Year B – End points	
Performance	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to play a simple tune on keyboard using 5 notes <p>Spring:</p> <ul style="list-style-type: none"> • Know how to improvise on Em pentatonic • Know what the effect of fretting (shortening) the string on the pitch of a open string • Know how to strum a simple chord • Know how to change the feel of an accompaniment by changing the note values within it and the dynamic performance of it <p>Summer:</p> <ul style="list-style-type: none"> • Know how to put a melody to chords of Em, Am, G, D5 • Know how to improvise on Em pentatonic • Know how to strum a chord using various strum rhythms of various note lengths • Know how to change the feel of an accompaniment by changing the strum pattern within it and the dynamic performance of it •
Composing	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to write the 8 notes of a C major scale on the staff, using a 4/4 Time Sig <p>Spring:</p> <ul style="list-style-type: none"> • How to compose a melody using notes of the Em pentatonic scale • How to harmonise their composition by putting in power chords of Em and Am
Listening	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to identify the family of instruments by ear - example Brass, Strings, Percussion, Wind <p>Spring:</p> <ul style="list-style-type: none"> • Know how to work out simple 3 note melodies by ear <p>Summer:</p> <ul style="list-style-type: none"> • Know how to work out simple 5 note melodies by ear
Singing	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to sing from a score, following the shape of the music (5 notes C D E F G) • Know that singing as part of a multi-instrument ensemble, keeping focus on our part <p>Spring:</p> <ul style="list-style-type: none"> • Know how to sing from a score, following the shape of the music (8 notes C to C) • Know that singing as part of a multi-instrument ensemble, keeping focus on our part. <p>Summer:</p> <ul style="list-style-type: none"> • Know how to sing from a score, following the shape of the music (8 notes C to C) to include jumps of a 3rd

	<ul style="list-style-type: none"> • Know singing as part of a multi-instrument ensemble, keeping focus on our part
Key knowledge	<p>Autumn:</p> <ul style="list-style-type: none"> • Know how to explain the relationship between pitch and instrument size (large = ability to play a deeper pitch) • Know that range is the specific selection of notes from low to high that an instrument (inc voice) can perform <p>Summer:</p> <ul style="list-style-type: none"> • Know the basic History of Rock and Pop from the African Slave Trade to the modern charts

UKS2 Year B – Musical theatre end points

Singing	<p>Know how to use airflow to adjust dynamics and to understand what a snap breath is. Develop a relaxed but stable stance using the whole body. Know how to sing back various 5 note scale exercises that demonstrate a focused and tangible approach to improving their singing. Know how to sing a harmony line by focusing on their own melody. Know how to sing a given melody within an octave back by ear. Know how to begin to sing with an accent e.g. cockney</p>
Performance	<p>Have a sense of confidence and ownership over performing. Know how to collaborate with different classes/groups. Know how to sing melodies expressively using ‘acting through song’. Through small dynamic changes, children begin to emphasise important syllables and create musical interest in the melody. Know what a crescendo and a diminuendo is and how to use them. Know how to sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Know how to include: observing phrasing, accurate pitching and appropriate style.</p>

<p><u>Experiences</u> Performing as a group / ensemble, being creative with sound and using it as a material to build and create musical ideas which result in compositions.</p>	<p><u>SMSC</u> Social – Being in a band (working together).</p>	<p><u>British values</u> Individual liberty is taught when children begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.</p>	<p><u>WPAT/school values</u> Resilience – during rehearsal, we discuss keeping on trying and never giving up even if the task gets tricky. Honesty – during the evaluation stages we discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work. Respect – Will discuss respecting (taking care of) musical instruments and ensuring to listen and be open to others’ ideas and musical contributions.</p>
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