

Evelyn Street Primary School

MUSIC

Our Intended Curriculum

Evelyn Street Primary School - **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
 - Safely use and take care of musical instruments
 - Share their creations, explaining the process they have used, both musically and sonically
 - Make use of instruments and vocal sounds to produce different effects when role-playing characters in narratives and stories

Focus	Listening	Performing	Singing	Technical Skills	Composition	Vocabulary- To be used daily.
Nursery Skills	<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 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 Lessons and performances from external Music specialists Story-based lesson system in Autumn 1 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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Evelyn Street Primary School - **Music** - progression through EYFS

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Developing their reading and understanding music notation Performing / singing together with refined intent 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 set out to do 	<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

- Safely use and take care of musical instruments - playing these instruments with careful technique to create a specific sound - Performing rhythmically from real notation, memory and aural cue

- Share their creations, explaining the process they have used, both musically and sonically

- Make use of instruments and vocal sounds to produce different effects when creating their own compositions

Focus	Listening	Performing	Singing	Technical Skills	Composition	Vocabulary- To be used daily.
Reception Skills	<ul style="list-style-type: none"> Listening with intent to copy accurately, joining in with a performance both accompanied by the teacher and independently as a group * Speaking with greater confidence and understanding of the dynamics, mood and speed of music we listen to 	<ul style="list-style-type: none"> Read and play various note values to create multiple sections of 1 bar rhythms Use available resources to create "instruments" to produce various sounds and to be able to discuss how the sound vibrates within bottle / drum to produce the sound 	<ul style="list-style-type: none"> Sing various songs of different speed and dynamic variation Sing with greater degree of accuracy of a 5 note melody * Listen with intent to a song and explain the tempo / dynamic variances 	<ul style="list-style-type: none"> Refining our technical skill of playing percussion instruments Use of different instruments and different techniques to create a specific sound 	<ul style="list-style-type: none"> Create sounds to depict elements within a story that change with time * Put together different sound ideas to create a linear narrative with dynamic and textural change throughout *Creating moods and mood changes as a result of the above 	Like/ dislike Loud / Soft Louder / Softer Fast / Slow Faster / Slower Composition Play / Read Tom / JoJo / Rest / Caterpillar Rhythm / Beat Mood: Excited / Sad / Sleepy / Happy
Reception Knowledge	Autumn 1 Introduction to drumming	Autumn 2 Celebrations	Spring 1 Playing as a band	Spring 2 Playing as a band	Summer 1 Composition	Summer 2 Composition and performance
	<ul style="list-style-type: none"> Can perform together to create a cohesive, definable rhythm Can read and understand notation to perform at sight (un-rehearsed) * Can perform vocal and percussion rhythms simultaneously by ear (aural) 	<ul style="list-style-type: none"> Can affect the tempo and dynamic of a performance as a group to reflect changes in mood to create a specific effect * Can understand basic terms of Tempo, Louder / Softer and follow conductor / drum leader Can follow pitch / tempo / dynamic changes of a song vocally following conductor 	<ul style="list-style-type: none"> Can use a range of techniques to produce different instrumental sounds Can sequence notation cards to create new rhythms Can copy and understand then select from aural rhythms to put into own composition 	<ul style="list-style-type: none"> Can use a range of rhythms to sequence between 1 part and another Can sequence notation cards to create new multi-part rhythms Can copy and understand then select from aural rhythms to put into own composition 	<ul style="list-style-type: none"> Can use a range of rhythmic ideas to create sections of a piece Can sequence notation cards to create a multi-section piece * Can begin to describe how music makes us feel - Happy / Sad / Excited / Sleepy 	<ul style="list-style-type: none"> Can put together this year's ideas into a performance Can explain the notation and ideas behind the piece *Can perform the piece from memory

Practical Technique inc Singing	Theory and Composition	Listening and Appreciation
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 / outdoor provisions will provide a wealth of opportunity. Resources will be enhanced and developed as children develop their skill set.		

KS1 Year A: Music skills progression

<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>
<p>KS1: POS</p> <ul style="list-style-type: none"> • Introduction to 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. • NOTE - These are all NC POS - We will cover all these to an advanced level due to previous learning, skills and knowledge gained in EYFS. 		<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. 	

	<ul style="list-style-type: none"> To follow conductor instructions regarding tempo and dynamics during vocal practice.
Technical Knowledge <ul style="list-style-type: none"> 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	
Performance	<ul style="list-style-type: none"> AUTUMN - The children will play Djembe as an ensemble along with popular music backing tracks with good instrument technique and more confidence. AUTUMN - The children will be able to produce clear sounds from the Djembe (Bass & Tone) by using appropriate technique. SPRING - Children will understand, read and perform rhythmic patterns from written music notation and perform them accurately and fluently. SUMMER - Be able to use singing voice to repeat back given note sequences.
Composing	<ul style="list-style-type: none"> AUTUMN TERM - Compose rhythmic patterns using components such as quarter notes, eighth notes, sixteenth notes and rests with accurately drawn representation of notes. SPRING - Children will compose rhythms and perform them using their instruments with increasing technical skill and knowledge of sound production. . SUMMER - Children will be able to create rhythmic sections for a verse / chorus and simultaneously chant (say as you play) the rhythm from a written score.
Listening	<ul style="list-style-type: none"> AUTUMN - Children will be able to listen to and copy a rhythm back by ear. SPRING - Children will be able to find the pulse of popular music and clap along to the beat. SUMMER - Children will be able to identify the first 5 degrees of a scale pattern and sing them back with greater accuracy.

<u>Experiences</u>	<u>SMSC social moral spiritual cultural</u>	<u>British values</u>	<u>WPAT/school values</u>
<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>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>Individual liberty is taught when children begin to express their feelings and understanding.</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>

KS1 Year B: Music skills progression	
KS1: POS <ul style="list-style-type: none"> Introduction to Singing, Listening, Composing and Performing 	Listening <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 /

<ul style="list-style-type: none"> • 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>happy / sad.</p> <ul style="list-style-type: none"> • 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.
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<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. • How to compose rhythmic sections of music to build into a verse / chorus. 	<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. • 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>Technical 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.

KS1 Year B – End points	
Performance	<ul style="list-style-type: none"> • AUTUMN - The children will play Djembe as an ensemble along with popular music backing tracks with good instrument technique and more confidence. • AUTUMN - The children will be able to produce clear sounds from the Djembe (Bass & Tone) by using appropriate technique. • SPRING - Children will understand, read and perform rhythmic patterns from written music notation and perform them accurately and fluently.

	<ul style="list-style-type: none"> - SUMMER - Be able to use singing voice to repeat back given note sequences.
Composing	<ul style="list-style-type: none"> • AUTUMN TERM - Compose rhythmic patterns using components such as quarter notes, eighth notes, sixteenth notes and rests with accurately drawn representation of notes. • SPRING - Children will compose rhythms and perform them using their instruments with increasing technical skill and knowledge of sound production. . • SUMMER - Children will be able to create rhythmic sections for a verse / chorus and simultaneously chant (say as you play) the rhythm from a written score.
Listening	<ul style="list-style-type: none"> • AUTUMN - Children will be able to listen to and copy a rhythm back by ear. • SPRING - Children will be able to find the pulse of popular music and clap along to the beat. - SUMMER - Children will be able to identify the first 5 degrees of a scale pattern and sing them back with greater accuracy.

<p>Experiences 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 skills 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.

	<ul style="list-style-type: none"> 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
Technical Knowledge <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	<ul style="list-style-type: none"> SINGING <ul style="list-style-type: none"> AUTUMN - Be able to sing back various 5 note scale exercises that demonstrate a focused and tangible approach to improving our singing SPRING - Be able to sing a harmony line by focusing on their own melody. SUMMER - Basic Beatboxing of "Boots and Cats" to keep a beat to a vocal performance Be able to sing a give melody within an octave back by ear. PERCUSSION <ul style="list-style-type: none"> SUMMER - How we can hold the Djembe for better, clearer sound (between the knees, kneeling with the Djembe tilted away from performer) SUMMER - Enhancing our performance of the 2 basic techniques of Bass and Tone. Assessing our own performance so that we can adjust our technique to create the sound we intended. PITCH <ul style="list-style-type: none"> AUTUMN - How to read a simple 5 note tune using C D E F G and perform it on a pitched instrument (Gloc) GUITAR <ul style="list-style-type: none"> SPRING - Be able to perform "pop" songs on the guitar with accuracy and fluency with correct technique. SPRING - Accurately perform an E minor pentatonic scale on the guitar.
Composing	<ul style="list-style-type: none"> AUTUMN - How to compose a rhythm that fits within a 4/4 piece. AUTUMN - Be able to compose a simple piece of non-pitched music which includes structural elements, melody and rhythm.
Listening	<ul style="list-style-type: none"> SPRING - Identify the various parts of the guitar, copy back a simple melody from a set range of 3 notes and aurally identify it's sound in the context of a song.

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.	SMSC Social – Being in a band (working together).	British values Individual liberty is taught when children begin to express their feelings and understanding. Respect is taught when children are working collaboratively together.	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
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			instruments and ensuring to listen and be open to others' ideas and musical contributions.
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LKS2 Year B: Music skills progression			
KS2- POS <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 <p>Develop an understanding of the history of music.</p>		Listening <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 	
Compose <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. 		Performance <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 	
Technical Knowledge <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

Performing	<ul style="list-style-type: none"> • SINGING • AUTUMN - Be able to sing back various 5 note scale exercises that demonstrate a focused and tangible approach to improving our singing • SPRING - Be able to sing a harmony line by focusing on their own melody. • SUMMER - Basic Beatboxing of percussive sounds to keep a beat to a vocal performance • SUMMER - Be able to sing a give melody within an octave back by ear. • PERCUSSION • SUMMER - How we can hold the Djembe for better, clearer sound (between the knees, kneeling with the Djembe tilted away from performer) • SUMMER - Enhancing our performance of the 2 basic techniques of Bass and Tone. Assessing our own performance so that we can adjust our technique to create the sound we intended. • PITCH • AUTUMN - How to read a simple 5 note tune using C D E F G and perform it on a pitched instrument (Keyboard) • KEYBOARD • SPRING - Be able to perform “pop” songs on the guitar with accuracy and fluency with correct technique. • SPRING - Accurately perform the first 5 notes of the C major scale, Right Hand only, on the keyboard. • Demonstrate "See Saw" (legato) technique, Strong and Steady fingers in the 5 note scale exercise
Composing	<ul style="list-style-type: none"> • AUTUMN - How to compose a rhythm that fits within a 4/4 piece. • AUTUMN - Be able to compose a simple piece of non-pitched music which includes structural elements, melody and rhythm.
Listening	AUTUMN - Identify the 5 notes C D E F G on the staff and where they are on the keyboard, copy back a simple melody from a set range of 3 notes (CDE) and aurally identify the sound of a piano in a song.

<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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UKS2 Year A: Music skills 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>Technical 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	
Performing	<ul style="list-style-type: none"> • AUTUMN - Children will be able to sing first five notes of the major scale using the scale degrees as lyrics • AUTUMN - Sing full octave of C major scale. • AUTUMN - Children will be able to perform 5 note (C D E F G) melodies on the recorder, reading from music notation and from aural cues. • SPRING - Will be able to read and understand guitar tablature notation (TAB) and perform a melody along to a backing track. • SPRING - Will be able to perform the "spider" exercise to show developing skill and accuracy of playing • SUMMER - Will be able to play both open strings and fretted strings • SUMMER - Children will be able to perform simple 5 note melodies along to backing tracks using the acoustic guitar and keyboard with accuracy. • SUMMER - Perform "pop" songs on the guitar accurately, fluently with good technique. Children can perform 2 different strum patterns on guitar
Composing	<ul style="list-style-type: none"> - AUTUMN - Compose melodies using the first 5 notes of the C major scales (C D E F G) on Keyboard - SPRING - Compose melodies using the E minor Pentatonic scale on Guitar - SUMMER - Be able to harmonise their composition with chords of E minor and A minor on Guitar - SUMMER - Be able to change the feel of a piece of music via the strumming pattern, dynamics or by changing the note values within it. • SUMMER - Compose a chord sequence with a tune, with multiple sections of verse / chorus etc.
Listening	<ul style="list-style-type: none"> - AUTUMN - The children will be able to work out a 3-note melody by ear on Keyboard - AUTUMN - Children will be able to identify the main Orchestral Families of Strings, Wind, Brass and Percussion by sound and sight. - SUMMER - Children will be able to identify a range of instruments by ear including Orchestral and the basic instruments of a band including Bass, Guitar, Drums, Piano and Voice. • SPRING - Will be able to copy a strum pattern on guitar

<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.</p> <p>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.</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 skills 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 staff, using a 4/4 Time Sig. • How to compose a melody using notes of the E minor pentatonic scale. 	<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)

<ul style="list-style-type: none"> • 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"> • Singing as part of a multi-instrument ensemble, keeping focus on our part
<p>Technical 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>Technical 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.

UKS2 Year B – End points	
Performing,	<ul style="list-style-type: none"> • AUTUMN - Children will be able to sing first five notes of the major scale using the scale degrees as lyrics • AUTUMN - Sing full octave of C major scale. • AUTUMN - Children will be able to perform 5 note (C D E F G) melodies on the keyboard reading from music notation and from aural cues. • SPRING - Will be able to read and understand guitar tablature notation (TAB) and perform a melody along to a backing track. • SPRING - Will be able to perform the "spider" exercise to show developing skill and accuracy of playing • SUMMER - Will be able to play both open strings and fretted strings • SUMMER - Children will be able to perform simple 5 note melodies along to backing tracks using the acoustic guitar and keyboard with accuracy. • SUMMER - Perform "pop" songs on the guitar accurately, fluently with good technique. Children can perform 2 different strum patterns on guitar
Composing	<ul style="list-style-type: none"> • AUTUMN - Compose melodies using the first 5 notes of the C major scales (C D E F G) on Keyboard • SPRING - Compose melodies using the E minor Pentatonic scale on Guitar • SUMMER - Be able to harmonise their composition with chords of E minor and A minor on Guitar • SUMMER - Be able to change the feel of a piece of music via the strumming pattern, dynamics or by changing the note values within it. • SUMMER - Compose a chord sequence with a tune, with multiple sections of verse / chorus etc.
Listening	<ul style="list-style-type: none"> • AUTUMN - The children will be able to work out a 3-note melody by ear on Keyboard • AUTUMN - Children will be able to identify the main Orchestral Families of Strings, Wind, Brass and Percussion by sound and sight. • SUMMER - Children will be able to identify a range of instruments by ear including Orchestral and the basic instruments of a band including Bass, Guitar, Drums, Piano and Voice. • SPRING - Will be able to copy a strum pattern on guitar

<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)</p>
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