



Music Curriculum

Intent

The Music curriculum at Slaithwaite CE J & I is designed to encourage awareness, enjoyment and appreciation of Music in all its forms. We aim to inspire children to develop a love of Music and to appreciate its significance in developing and stimulating their imagination and creativity. Children are encouraged to embrace their own abilities in Music and appreciate that not everyone has natural talent or musical understanding but that a simple love and enthusiasm for this subject can provide a fantastic sense of joy and achievement, therefore supporting positive mental health and well-being. This also supports the 5R's throughout school: Relationships, Resilience, Risk-taking, Responsibility and Respect.

We teach children the importance of recognising and embracing differences in the musical ability we have within our school and strongly advocate a clear 'have-a-go and have fun' attitude. This encourages all children to have the confidence to participate in musical activities and to recognise and celebrate their own personal successes and the positive contribution they make collectively.

Implementation

Performing skills: We teach children to sing a wide variety of songs in all year groups throughout school and to use their voices expressively with correct technique building up to part-singing in Upper KS2. Children are given the opportunity to perform in assemblies and in shows/concerts throughout the year.

Composing skills: We teach children to create musical patterns and how to explore, select and organise musical ideas, recording these in a variety of ways (e.g. pictorial score, by means of a digital recorder, tape recorder or video or using notation). We teach children how to create compositions from both a musical and non-musical starting point.

Appraising skills: We give children the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. We teach children to analyse and compare sounds and help them to become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding: We teach children to listen with concentration and to internalise and recall sounds with increasing aural memory. They develop a growing awareness of the eight Musical elements: pitch, duration, pace, dynamics, texture, timbre, form and silence. We help children to understand that time and place can influence the way music is created, performed

and heard, that Music is produced in different ways and is described through invented and standard notations.

In addition to music lessons in class, whole-school singing sessions take place weekly and are usually led by the music leader. Pupils are given the opportunity to listen to a range of music during their lessons and whole-school singing sessions, as well as during assemblies. Pupils who share a particular love of music and singing are invited to join our school choir.

We use 'Music Express' throughout school to deliver our Music Curriculum, which provides a carefully structured scheme of work comprising of 12 units per year group, lasting 3 weeks each: 2 per half term (in UKS2 there are only 6: 1 per half term), and providing interrelated progression through:

KS1: exploring sounds, beat, pitch and performance.

KS2: exploring sounds, beat, pitch, performance, composition, notation and structure.

Each of the units within the *Music Express* scheme of work are taught in numerical order to ensure natural progression of knowledge and skills. Each unit is also linked to another curriculum area providing opportunities to support, develop and enhance learning in that subject area through Music.

Differentiation

We recognise that in all classes there are children of widely different abilities in music and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Resources and support for individuals or groups can allow all children to access the curriculum. Allowing the tasks to be of different difficulties, open ended, open for personal interpretation and discussion, independent and collaborative, means we can allow all children to reach their potential.

SEND

By maintaining an inclusive learning environment, we ensure that lessons are tailored to suit the needs of all individuals in class. Multi-sensory approaches, including the use of computing, allow all children to access the learning objectives. We aid children with both peer and adult support to assist their learning.

Mastery and Greater Depth

Children with a particular interest or aptitude in music are given the opportunity to extend their learning in a variety of ways, e.g. School Choir, singing and instrumental performances in assemblies, concerts and other Performance Events. Peripatetic teachers are used to teach piano, brass and guitar lessons in school, using Musica Kirklees. Children who are greater depth in Music are encouraged to support their peers in their learning by explaining and demonstrating their understanding and skills, engaging in discussion and peer tutoring.

Implicit curriculum links

Through this, where possible, we make links to other areas of the curriculum as well as teaching Music as a discrete subject.

English - Music is used as both a stimulus for writing and as a tool for enhancing and enriching skills in reading, writing, speaking and listening. This includes re-writing lyrics to well-known songs to suit a particular purpose and Biography writing focused on famous musicians and singers. Opportunities for developing speaking and listening skills are given through presenting short introductions to introduce/explain group and individual musical compositions.

Maths - A variety of songs are used to help pupils learn and retain mathematical knowledge, skills and strategies. Counting plays a vital role in both composition and performance so that a specific number of beats in a bar can be adhered to in order to maintain tempo and rhythm.

Science - An obvious link here is Sound (Year 4) where pupils learn about how sounds are produced along with how they can be changed in terms of volume and pitch on a range of musical instruments. We also use songs to encourage pupils to retain key scientific terminology and facts.

Humanities - A variety of songs are used which are linked to different historical periods and geographical phenomenon, aimed at developing and enhancing knowledge in a fun and interactive way. Music, along with famous musicians, from different periods of time are researched and celebrated. Musical instruments from different historical periods are also researched. Where learning is focused around the culture of a specific country, opportunities are provided to enable pupils to experience a particular musical style or method.

RE - We learn and perform a wide range of songs and traditional hymns regularly in our Collective Worship and weekly whole-school singing sessions. These are

shared with our school community through special celebrations. We also incorporate music into teaching and learning in RE by using songs to illustrate/reinforce specific religious beliefs as well as songs aimed at developing pupils' understanding of particular concepts or stories.

PSHE - Music is used to help pupils to recognise, understand and express their different emotions. Music plays a huge part in supporting pupils' mental health and well-being through Mindfulness activities including dedicated relaxation time and Yoga.

PE - Music is used as a stimulus for movement in Gymnastics and Dance - pupils are required to listen carefully and express themselves accordingly either individually or collectively. Pupils are taught a variety of dance styles from around the world and from different periods of time. In addition to becoming familiar with a particular style of dance, pupils are also encouraged to recognise their specific, and often unique, rhythms and beats.

Computing - Pupils are given the chance to use a number of apps such as Garage Band to evidence their musical skills and understanding and enhance their compositional abilities. Pupils also collect, record and manipulate sounds digitally for musical compositions using ipads.

Art/DT - Opportunities for pupils to design and create their own musical instruments are incorporated into Art and DT where possible. Music is also used to inspire various pieces of artwork throughout school to allow pupils to express themselves creatively in response to a particular song or track.

Impact

Assessment forms an integral part of the teaching and learning of Music. This is done by observing children working and performing, by listening to their responses and by examining work produced. Evidence is kept via photographs, examples of work and possibly videos in some instances. Teaching and learning in Music across school is assessed termly alongside all other Foundation Subjects and evidences the key skills being met through each unit, clearly showing which pupils are Working Towards, Working At and Working within Greater Depth of Expected Standards of Achievement in Years 1 to 6.

Teaching and learning, along with Assessment for Learning, is evaluated regularly by the Music Lead and class teachers to ensure curriculum coverage and key skills progression for all cohorts. Key areas which are working well are identified along with any areas for development, which are then addressed through future planning and provision.

Pupil Voice is such an important part of our school and continues to be an integral part of School Improvement Planning. Children's responses, thoughts and ideas are collated regularly through Curriculum questionnaires and are then, where possible, incorporated into future curriculum planning.

Key Stage 1 Music Curriculum

In the KS1 Music Curriculum pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They should be given opportunities to play tuned and untuned instruments musically and learn to listen with concentration and understanding to a range of high-quality live and recorded music. Pupils should also develop an understanding of experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music. [National Curriculum]

Year 1	
Statutory Key Skills & Success Criteria	Music Express Units
<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	
<ul style="list-style-type: none"> • Create, respond to, place and change vocal sounds • Understand (recognise) pitch: make high and low vocal sounds • Sing a song with contrasting high and low melodies • Control vocal dynamics, duration and timbre • Sing a song together as a group • Rehearse and perform a rap with sound effects using voices • Combine voices and movement to perform a chant and a song • Use voices to create descriptive sounds 	Unit 1: Ourselves Unit 3: Animals Unit 3: Animals Unit 4: Weather Unit 7: Our School Unit 9: Storytime Unit 11: Travel Unit 12: Water
<i>Play tuned and untuned instruments musically</i>	
<ul style="list-style-type: none"> • Learn to play percussion with control (e.g. changing dynamics) • Identify and keep a steady beat using instruments • Explore and control dynamics, duration, and timbre with instruments • Play percussion instruments at different speeds (tempi) • Create a soundscape using instruments • Explore sounds on instruments and find different ways to vary their sound • Rehearse and perform a chant/rap with sound effects using instruments 	Unit 2: Number Unit 2: Number Unit 4: Weather Unit 5: Machines Unit 7: Our School Unit 8: Pattern Unit 9: Storytime

<ul style="list-style-type: none"> • Use instruments to create descriptive sounds 	Unit 12: Water
<p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	
<ul style="list-style-type: none"> • Recognise and respond to changes in tempo in music • Identify a sequence of sounds (structure) in a piece of music • Respond to music through movement • Identify changes in pitch and respond to them with movement • Listen in detail to a piece of orchestral music (e.g. identify instruments) • Identify metre by recognising its pattern • Understand how music can tell a story • Respond to change of mood in a piece of music with a slow and fast steady beat • Identify a repeated rhythm pattern • Understand musical structure by listening and responding through movement 	Unit 2: Number Unit 4: Weather Unit 4: Weather Unit 6: Seasons Unit 6: Seasons Unit 8: Pattern Unit 9: Storytime Unit 10: Our bodies Unit 10: Our bodies Unit 12: Water
<p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</i></p>	
<ul style="list-style-type: none"> • Explore, create and place vocal and body percussion sounds • Explore and develop an understanding of pitch using the voice and body movements • Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments • Improvise descriptive music • Play and control changes in tempo • Relate pitch changes to graphic symbols and perform pitch changes vocally • Explore different sound sources and materials • Create a soundscape using instruments as part of a song performance • Explore sounds on instruments and find different ways to vary their sound • Play fast, slow, loud, and quiet sounds on percussion instruments • Invent and perform new rhythms to a steady beat • Create, play and combine simple word rhythms 	Unit 1: Ourselves Unit 3: Animals Unit 4: Weather Unit 4: Weather Unit 5: Machines Unit 6: Seasons Unit 7: Our School Unit 7: Our School Unit 8: Pattern Unit 9: Storytime Unit 10: Our bodies Unit 11: Travel

• Create a picture in sound	Unit 12: Water
Year 2	
Statutory Key Skills & Success Criteria	Music Express Units
<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	
<ul style="list-style-type: none"> • Develop the use of vocal sounds to express feelings • Chant and sing in two parts while playing a steady beat • Explore voices to create descriptive musical effects • Sing with expression, paying attention to the pitch shape of the melody • Perform a rhythmic chant and play an independent rhythm pattern accompaniment • Perform an updated version of a traditional nursery rhyme with a rap section • Understand pitch through singing, movement, and note names • Prepare and improve a performance using movement, voice and percussion 	Unit 1: Ourselves Unit 4: Our bodies Unit 7: Storytime Unit 8: Seasons Unit 9: Weather Unit 9: Weather Unit 11: Water Unit 12: Travel
<i>Play tuned and untuned instruments musically</i>	
<ul style="list-style-type: none"> • Listen to and repeat rhythmic patterns on body percussion and instruments • Play pitch lines on tuned percussion • Perform a steady beat and simple rhythms using movement, percussion, and body percussion • Accompany a song with vocal, body percussion and instrumental ostinati • Explore and develop an understanding of pitch using percussion instruments • Use instruments expressively in response to visual stimuli 	Unit 4: Our bodies Unit 5: Animals Unit 6: Number Unit 8: Seasons Unit 11: Water Unit 12: Travel
<i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>	
<ul style="list-style-type: none"> • Identify ways of producing sounds (e.g. shake, strike, pluck) • Match descriptive sounds to images • Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) • Use simple musical vocabulary to describe music • Listen, describe and respond to contemporary orchestral music 	Unit 3: Our land Unit 3: Our land Unit 9: Weather Unit 12: Travel Unit 12: Travel
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</i>	

<ul style="list-style-type: none"> • Notate pitch shape and duration using simple line graphics • Understand the structure of call and response songs • Mark beats within a four-beat metre • Explore timbre and texture to understand how sounds can be descriptive • Understand and perform rising and falling pitch direction • Read and write simple pitch line notation • Combine pitch changes with changes in other elements/dimensions • Understand and differentiate between beat and rhythm • Combine sounds to create a musical effect in response to visual stimuli • Identify rising and falling pitch • Compose music to illustrate a story • Perform and create simple three- and four-beat rhythms using a simple score • Explore different ways to organise music • Understand and play from simple notation 	<p>Unit 1: Ourselves Unit 1: Ourselves Unit 2: Toys Unit 3: Our land Unit 5: Animals Unit 5: Animals Unit 5: Animals Unit 6: Number Unit 7: Storytime Unit 8: Seasons Unit 9: Weather Unit 10: Pattern Unit 10: Pattern Unit 12: Travel</p>
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Please Note:

Many of the Key Skills above are covered in several different units of work as aspects of musical learning do not happen in isolation and are naturally inter-related. Some skills also appear under more than one heading for the same reason. The Year group skills tables clearly pinpoint and reference coverage through specific units to demonstrate that all criteria are fulfilled through our scheme of work.

Key Stage 2 Music Curriculum

In the KS2 Music Curriculum pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. [National Curriculum]

Please note:

Due to the nature of our mixed KS2 classes, the Music Curriculum will be taught on a 2 Year Cycle. During Cycle 1, Year 3/4 will cover Year 3; Year 4/5 will cover Year 5 and Year 5/6 will also cover Year 5. In Cycle 2, Year 3/4 will cover Year 4; Year 4/5 will also cover Year 4 and Year 5/6 will cover Year 6. This will ensure that, regardless of which route they take through KS2, children will cover all of the necessary key skills and units of work, without any repetition.

Year 3	
Statutory Key Skills & Success Criteria	Music Express Units
<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	
<ul style="list-style-type: none"> • Sing in two-part harmony • Accompany a song with a melodic ostinato on tuned percussion • Layer rhythms using untuned percussion instruments • Perform a pentatonic song with tuned and untuned accompaniment • Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion • Perform rhythmic ostinati individually and in combination • Copy and create a wide range of vocal sounds to incorporate into a song • Sing in two parts (two different melodies) with movements and percussion • Perform a round in three parts 	Unit 1: Environment Unit 1: Environment Unit 2: Building Unit 2: Building Unit 6: Time Unit 6: Time Unit 8: Communication Unit 9: Human body Unit 11: Ancient worlds

Improvise and compose music for a range of purposes using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)

<ul style="list-style-type: none"> • Select descriptive sounds to accompany a poem • Choose different timbres to make an accompaniment • Make choices about musical structure • Improvise descriptive music • Improvise to an ostinato accompaniment • Develop a song by choosing lyrics and structure • Arrange an accompaniment with attention to balance and musical effect • Explore simple accompaniments using beat and rhythm patterns • Use a score and combine sounds to create different musical textures 	<p>Unit 1: Environment Unit 1: Environment Unit 2: Building Unit 4: Poetry Unit 6: Time Unit 10: Singing French Unit 11: Ancient worlds Unit 12: Food and drink Unit 12: Food and drink</p>
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Listen with attention to detail and recall sounds with increasing aural memory

<ul style="list-style-type: none"> • Identify a sequence of sounds (structure) in a piece of music • Identify the metre in a piece of music • Recognise pitch shapes • Explore musical phrases, melodic imitation and rounds 	<p>Unit 4: Poetry Unit 6: Time Unit 10: Singing French Unit 11: Ancient worlds</p>
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Use and understand staff and other musical notations

<ul style="list-style-type: none"> • Use graphic notation with the pentatonic scale • Recognise rhythm patterns in staff notation • Understand and use pitch notations • Read simple rhythm notation • Create and perform from a symbol score • Read graphic notation to play a melody on tuned instruments 	<p>Unit 5: China Unit 6: Time Unit 7: In the past Unit 7: In the past Unit 8: Communication Unit 10: Singing French</p>
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Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

<ul style="list-style-type: none"> • Learn about ternary form • Understand how music can be organised in sequences and layers 	<p>Unit 1: Environment Unit 2: Building</p>
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<ul style="list-style-type: none"> • Learn a traditional Caribbean song • Listen to and learn about Hindustani classical music • Learn how sounds are produced and how instruments are classified • Understand the pentatonic scale • Listen to and learn about traditional Chinese music • Understand and perform binary form 	Unit 3: Sounds Unit 3: Sounds Unit 3: Sounds Unit 5: China Unit 5: China Unit 9: Human body
<i>Develop an understanding of the history of music</i>	
<ul style="list-style-type: none"> • Listen to and learn about a Romantic piece of music • Listen to and learn about a medieval antiphon • Listen to, learn about, play and dance to Tudor dance music • Learn about an instrument from Ancient Greece 	Unit 6: Time Unit 7: In the past Unit 7: In the past Unit 11: Ancient worlds
Year 4	
Statutory Key Skills & Success Criteria	Music Express Units
<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	
<ul style="list-style-type: none"> • Use beatbox techniques to imitate the sound of a drum kit • Perform a rap or song with a vocal beatbox accompaniment • Perform a poem as an ensemble with rhythmic accuracy to a steady beat • Learn to sing partner songs • Perform verse and chorus structure • Chant in three parts • Combine four body percussion ostinati as a song accompaniment • Play a pentatonic song with leaps in pitch on tuned percussion 	Units 1: Poetry & 3: Sounds Units 1: Poetry & 3: Sounds Unit 1: Poetry Unit 3: Sounds Unit 4: Recycling Unit 4: Recycling Unit 5: Building Unit 6: Around the world

<ul style="list-style-type: none"> • Combine singing with untuned and tuned percussion in a performance • Sing a call and response song in a minor key in two groups • Sing a song with three simple independent parts • Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations • Combine singing, playing and dancing in a performance • Play an instrumental accompaniment of rhythms, chords and riffs 	<p>Units 6: Around the world & 8: Singing Spanish Unit 8: Singing Spanish Unit 10: Time Unit 11: In the past Unit 11: In the past Unit 11: In the past</p>
<p><i>Improvise and compose music for a range of purposes using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</i></p>	
<ul style="list-style-type: none"> • Balance voices in a performance by choosing appropriate dynamics (volume) • Compose an introduction for a song • Improvise in response to visual stimuli, with a focus on timbre • Explore household items as instruments and match rhythms with appropriate sound makers • Improvise melodies with a given set of five notes (a pentatonic scale) • Create descriptive sound pictures with instruments • Compose a rap • Understand syncopation and clap improvised off-beat rhythms • Compose a fanfare • Compose and play sequences of word rhythms 	<p>Unit 1: Poetry Unit 2: Environment Unit 4: Recycling Unit 4: Recycling Unit 5: Building Unit 8: Singing Spanish Unit 9: Communication Unit 10: Time Unit 11: In the past Unit 12: Food and drink</p>
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p>	
<ul style="list-style-type: none"> • Understand how rhythmic articulation affects musical phrasing • Identify different instrument groups from a recording • Demonstrate understanding of how sounds are produced by making instruments • Compare and contrast the structure of two pieces of music • Copy rhythms and a short melody • Identify the metre of a new song or piece 	<p>Unit 1: Poetry Unit 3: Sounds Unit 4: Recycling Unit 7: Ancient worlds Unit 9: Communication Unit 10: Time</p>

<i>Use and understand staff and other musical notations</i>	
<ul style="list-style-type: none"> • Compose and notate pentatonic melodies on a graphic score • Explore layers and layering using a graphic score • Play and sing repeated patterns (ostinati) from staff notation • Match short rhythmic phrases with rhythm notation • Learn to play a Renaissance dance from notations (graphic, rhythm and staff) 	Unit 6: Around the world Unit 7: Ancient worlds Unit 10: Time Unit 10: Time Unit 11: In the past
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
<ul style="list-style-type: none"> • Explore the descriptive music of two famous composers of the 20th and 21st century • Listen to and play along with Bhangra music • Perform a piece in rondo form • Describe the structure of a piece of orchestral music • Use rondo structure to build a performance • Learn about and sing an African-American spiritual • Develop listening skills by analysing and comparing music from different traditions • Learn a traditional West African call and response song 	Unit 2: Environment Unit 4: Recycling Unit 4: Recycling Unit 5: Building Unit 5: Building Unit 6: Around the world Unit 6: Around the world Unit 12: Food and drink
<i>Develop an understanding of the history of music</i>	
<ul style="list-style-type: none"> • Listen to and learn about 1940s dance band music • Identify key features of minimalist music • Listen to and analyse 20th century ballet music • Learn a dance and play music from a 19th century German opera • Listen to and learn about Renaissance instruments • Learn a 1960s pop song and popular dance styles of the time 	Unit 3: Sounds Unit 7: Ancient worlds Unit 10: Time Unit 11: In the past Unit 11: In the past Unit 11: In the past

Year 5	
Statutory Key Skills & Success Criteria	Music Express Units
<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	
<ul style="list-style-type: none"> • Conduct metres of two, three and four • Prepare for a performance by considering narration, performance space, setting up and other logistics • Develop techniques of performing rap using texture and rhythm • Create and present a performance of song, music and poetry • Sing and play scales and chromatic melodies accurately • Sing and play percussion in a group piece with changes in tempo and dynamics • Perform music together in synchronisation with a short movie • Sing a song in unison and three-part harmony • Perform a song with a complex structure in four parts • Sing with attention to accuracy in rhythm, pitch and dynamics • Develop ensemble playing, focusing on steady beat and placing notes accurately together • Control short, loud sounds on a variety of instruments 	Unit 1: Our Community Unit 1: Our Community Unit 2: Solar system Unit 2: Solar system Unit 4: Keeping healthy Unit 5: At the movies Unit 5: At the movies Unit 6: Celebration Unit 6: Celebration Unit 6: Celebration Unit 6: Celebration Unit 6: Celebration
<i>Improvise and compose music for a range of purposes using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</i>	
<ul style="list-style-type: none"> • Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion • Play and improvise using the whole tone scale • Create musical effects using contrasting pitch • Use the musical dimensions to create and perform music for a movie • Evaluate and refine compositions with reference to the inter-related dimensions of music 	Unit 1: Our Community Unit 2: Solar system Unit 3: Life cycles Unit 5: At the movies Unit 5: At the movies
<i>Listen with attention to detail and recall sounds with increasing aural memory</i>	
<ul style="list-style-type: none"> • Listen to music with focus and analyse using musical vocabulary • Hear and understand the features of the whole tone scale 	Unit 2: Solar system Unit 2: Solar system

<ul style="list-style-type: none"> • Compare and contrast two pieces of 19th century Romantic music • Identify changes in tempo and their effects • Demonstrate understanding of the effect of music in movies • Explore and analyse a song arrangement and its structure • Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time 	<p>Unit 3: Life cycles Unit 5: At the movies Unit 5: At the movies Unit 6: Celebration Unit 6: Celebration</p>
<p><i>Use and understand staff and other musical notations</i></p>	
<ul style="list-style-type: none"> • Read a melody in staff notation • Develop a structure for a vocal piece and create graphic scores • Read grid or staff notation to play a bassline • Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities • Learn about and use cue scores • Create sounds for a movie, following a timesheet 	<p>Unit 3: Life cycles Unit 3: Life cycles Unit 4: Keeping healthy Unit 5: At the movies Unit 5: At the movies Unit 5: At the movies</p>
<p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p>	
<ul style="list-style-type: none"> • Learn about jazz scat singing and devise scat sounds • Listen to a 19th century tone poem and describe its effects and use of the musical dimensions • Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores • Sing and play an American spiritual • Learn about and explore techniques used in movie soundtracks 	<p>Unit 1: Our Community Unit 2: Solar system Unit 3: Life cycles Unit 4: Keeping healthy Unit 5: At the movies</p>
<p><i>Develop an understanding of the history of music</i></p>	
<ul style="list-style-type: none"> • Learn to sing a song from English musical heritage (20th century) • Listen to and learn about modern classical/avant garde music (20th century) • Listen to and analyse 19th century impressionist music using musical vocabulary • Learn about the music of an early Baroque opera 	<p>Unit 1: Our Community Unit 2: Solar system Unit 2: Solar system Unit 3: Life cycles</p>

Year 6	
Statutory Key Skills & Success Criteria	Music Express Units
<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	
<ul style="list-style-type: none"> • Demonstrate understanding of beat and syncopation through singing and body percussion • Demonstrate coordination and rhythm skills by participating in a complex circle game • Convey lyrical meaning through expressive singing in a part-song with echoes • Develop song cycles for performance, making decisions about texture, staging and dramatisation • Learn to sing major and minor note patterns accurately • Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers • Play a chordal accompaniment to a piece • Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement • Refine vocal performance with consideration of posture, breathing and enunciation awards • Perform complex song rhythms confidently • Change vocal tone to reflect mood and style 	Unit 1: World unite Unit 1: World unite Unit 2: Journeys Unit 2: Journeys Unit 2: Journeys Unit 2: Journeys Unit 3: Growth Unit 4: Roots Unit 5: Class Unit 6: Moving on Unit 6: Moving on
<i>Improvise and compose music for a range of purposes using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</i>	
<ul style="list-style-type: none"> • Devise, combine and structure rhythms through dance • Improvise descriptive music on instruments and other sound makers • Compose programme music from a visual stimulus 	Unit 1: World unite Unit 4: Roots Unit 5: Class awards
<i>Listen with attention to detail and recall sounds with increasing aural memory</i>	
<ul style="list-style-type: none"> • Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music • Experience and understand the effect of changing harmony • Listen to and understand modulation in a musical bridge 	Unit 3: Growth Unit 6: Moving on Unit 6: Moving on
<i>Use and understand staff and other musical notations</i>	

<ul style="list-style-type: none"> • Demonstrate understanding of pitch through singing from simple staff notation • Follow and interpret a complex graphic score for four instruments • Play tuned instrumental parts confidently from graphic scores with note names 	Unit 1: World unite Unit 3: Growth Unit 6: Moving on
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
<ul style="list-style-type: none"> • Learn a 1980s pop song with understanding of its structure • Learn to sing and play ostinati from an early 20th-century orchestral work • Sing and play traditional Ghanaian music • Sing two West African call and response songs in two groups 	Unit 2: Journeys Unit 3: Growth Unit 4: Roots Unit 4: Roots
<i>Develop an understanding of the history of music</i>	
<ul style="list-style-type: none"> • Learn to sing a 21st-century British choral work • Learn to sing and play ostinati from an early 20th-century orchestral work • Discuss the music of a Russian Romantic composer with reference to a painting from the same period 	Unit 2: Journeys Unit 3: Growth Unit 5: Class awards

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