



## Music

We believe that every child should have the opportunity to inspired, to develop an appreciation and love of music that continues throughout their time at school and beyond. We endeavour for our children to become curious and creative in their learning of music, to be critical and open-minded.

Music is a thread that runs throughout our school, whether learning, observing or performing and we strive to create a culture of appreciation that resonates. Our children are provided with a diverse and ambitious curriculum that ensures learning is progressive and inclusive, so every child has the opportunity to excel.

Music is taught progressively by specialist music tutors who provide consistently high-quality music lessons for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 pupils. They deliver a comprehensive music curriculum scheme of work through weekly lessons and singing assemblies.

| Reception   | Autumn 1 - My story our world  | Autumn 2 - Space  | Spring 1 - Under the sea   | Spring 2 - Story Telling                             | Summer 1 - Growing   | Summer 2 - Dinosaurs   |
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| Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences | <p>Actions to songs.</p> <p>Name our feelings.</p>   | <p>Christmas songs with actions/movements.</p> <p>Listen to music and decide how a piece of music makes you feel.</p> | <p>Dance PE lessons.</p> <p>Snail and the whale soundtrack.</p>  | <p>Create a soundscape for going on a lion hunt.</p> | <p>Listen to music and decide how a piece of music makes you feel.</p>   | <p>Perform a song to an audience using their own actions.</p> <p>Immersed in music e.g. creating art work whilst listening to a song e.g. angry music/ ripping paper and creating a picture painting to a piece of music</p> |
| Responds imaginatively to art works and objects   | <p>Listen to a piece of music and share whether they enjoyed the piece.</p> <p>Children to play an instrument musically to express their ideas.</p>                      |   | <p>Listen and share how a piece of music makes them feel.</p> <p>Children to play an instrument musically to express their feelings and ideas.</p> |  | <p>Listen, move and share how a piece of music makes them feel.</p> <p>Children to create their own gestures/actions to a piece of music.</p> <p>Children will be able to listen to a piece of music and show an appreciation for a piece of music by moving expressively.</p> |  |
| Chooses particular movements, instruments/sounds,   | <p>Dance PE lessons with musical instruments, scarfs/ribbons/ stretchy materials/ feathers</p> <p>Poems and rhymes – Michael Rosen</p> <p>Making musical instruments</p> |   |  |  |  |  |

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| colours and materials for their own imaginative purposes   | Introduce pulse and children to demonstrate by playing or walking to the beat.<br>Children will be taught names of instruments  |                                       | Children to use thinking voice to mime parts of a song to develop a sense of pulse or rhythm.<br>Children will move to different speeds of pulse including a much slower pulse<br>Children will be able to clap to a beat or a rhythm in song.<br>Children will begin to use the correct names for instruments | <i>Children will play an instrument to the same song in different pitches and speeds</i><br>Children to use thinking voice to mime parts of a song with accuracy and control<br>Children would be able to choose an instrument by name to play in a song.  |  |
| Stop and listen carefully to sounds and talk about sounds you can hear using words such as long, short, high and low.  | Exploring instruments and the noises they make.   |                                       | Children to explore making loud and quiet sounds with different instruments.   | Children to explore making fast and slow sounds with different instruments.  | Children to explore making long and short sounds with different instruments. |
|  | Children to differentiate between percussion instruments by sound alone.  |                                       | They will identify the louder and quieter parts of a piece of music.   | They will identify the faster and slower parts of a piece of music.<br><br>Recognise the rhythm of a song and play it back.<br><br>Children will be able to listen to a piece of music and show an appreciation for a piece of music by moving expressively.<br><br>Listen, move and share how a piece of music makes them feel. |  |
| Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music | Five currant buns<br>Recap previous nursery rhymes taught in nursery and little stars   | Five little people in a flying saucer | Ten green bottles<br>Ten in the bed<br>10 fat sausages   | One two buckle my shoe up to 20<br>Recap previous nursery rhymes taught  |  |
|  | <p style="text-align: center;"><i>Have you brought?<br/>Clap, clap clap your hands<br/>Jack in the box<br/>Down the road<br/>Hello what's your name?<br/>Tommy thumb is up<br/>Who's that knocking?<br/>Alice the camel<br/>Tick tock<br/>Hello my name is Jo</i></p> |                                       | <p style="text-align: center;"><i>Sally go round the sun<br/>Walking in the rain<br/>Let's clap our hands<br/>The boatman dance<br/>See saw up and down</i></p>  | <p style="text-align: center;"><i>High low chicka low<br/>Round and round the mill goes round<br/>Introduce thinking voice in some songs<br/>Tommy Tattle mouse<br/>Encourage children to sing some songs alone<br/>Slowly slowly<br/>I have got the ball</i></p>  |  |

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| <p><i>Children to move bodies to two pitches (high C, low C)</i></p> <p><i>Starting and Stopping to a piece of music</i></p> <p><i>Children to sing on two notes/pitches</i></p> | <p><i>Children to move bodies to three pitches (high C, low C, G)</i></p> <p><i>Children to sing on three notes/pitches</i></p> | <p><i>Children will sing to the same song in different pitches and speeds.</i></p> <p><i>Children to perform a song in small groups rhythmically and with a strong sense of pulse.</i></p> |
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| <b>Weekly KS1 and Year 3 Singing Assembly</b> | <b>Year 1</b>   |  |   |  |  |  |
|   | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>   | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>  |
|   | <p><b>Singing – breathing, phrasing and vocal health, Rhythm with tuned / untuned instruments.</b></p> <p>Pitch and pulse – instrument differentiation.</p>   | <p><b>Singing – breathing, phrasing and vocal health, Rhythm with tuned / untuned instruments</b></p> <p>Pitch and pulse.</p>  | <p><b>Singing Rhythm with tuned / untuned instruments</b></p> <p>Pitch and pulse – long and short sounds.</p>   | <p><b>Singing – breathing, phrasing and vocal health, Rhythm with tuned / untuned instruments</b></p> <p>Pitch and pulse.</p>  | <p><b>Singing – breathing, phrasing and vocal health, Rhythm with tuned / untuned instruments</b></p> <p>Pitch and pulse – rhythm.</p>   | <p><b>Singing – breathing, phrasing and vocal health, Rhythm with tuned / untuned instruments</b></p> <p>Adding pitch patterns, i.e. notes to songs.</p>   |
| <b>Overview</b>                               | <p>In this unit, the children will develop the ability to identify different sounds (voice and instrument). Continuing from reception, the children will learn to tap the pulse and rhythm of known songs. The children will be introduced to one new pitch and move their arms from high / med high / med low / low (C,G,E,c). They will</p> | <p>In this unit, the children continue and build upon hidden instrument learning, expanding to up to 6 instruments.</p> <p>They learn new songs, chosen specifically to tap and clap pulse and rhythm.</p> <p>Children take a story such as, <i><b>Peace at Last</b></i> and create sound effects following narration.</p> | <p>In this unit, the children will learn to discriminate between long and short sounds.</p> <p>They will follow a plan to play a piece with a partner, using long and short sounds and perform it to the class. This will create an additional assessment opportunity for teachers.</p> | <p>In this unit, now the children can confidently follow a plan, they will work in pairs to compose their own pattern of long and short sounds. This will be done over a series of lessons.</p> <p>The children will learn to accompany recognisable sounds following a simple structure (singing / clapping).</p> | <p>In this unit, the children will continue to build upon previous learning by playing rhythms of known songs to different speeds.</p> <p>They will also join in with rhythms of recorded music accurately through finger walking or dancing.</p> <p>The children will learn to copy back 4 and 8 rhythms using one of</p> | <p>In this unit, the children will learn to play and sing a known song.</p> <p>E.g. One group plays a repeated pattern on the notes of E. D. C (chime bars), while the other group sings the whole song. They then swap.</p> <p>Skills are built over several lessons, using different songs.</p> <p>Children listen to a variety of music (styles, genres and musicians, e.g. Elvis</p> |

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|                            | <p>build upon previous learning by changing the way songs and instruments are performed (high / low / soft / loud / fast / slow).</p> <p><b><u>Autumn Term</u></b><br/> <b><u>Listening:</u></b> Children will listen to a variety of music from different genres and styles, e.g. reggae and Tchaikovsky.</p> |   | <p>They will use their singing voices to copy long and sort vocal patterns.</p> <p><b><u>Spring Term</u></b><br/> <b><u>Listening:</u></b> Children will listen to music that demonstrates long flowing music or short sharp sounds.</p>                    |   | <p>variety of untuned instruments.</p> <p><b><u>Summer Term</u></b><br/> <b><u>Listening:</u></b> Children will listen to music that demonstrates the difference between pulse and rhythm within an entire song.</p> | <p>Presley, Call of the Mountain King) to recognise the difference between pulse and rhythm within an entire song.</p>  |
| <b>Assessment Criteria</b> | <p>Children will be able to:<br/> Recognise up to 3 hidden instruments (e.g. rattle, wooden, metal and skin).<br/> can move accurately to changes of four pitches.</p>   | <p>Children will be able to:<br/> Recognise up to 6 hidden instruments.</p> <p>Move accurately to changes of four pitches and sing them in call and response.</p> <p>The children can create sound effects for a story – played and used voice in different ways in class piece.</p> <p>Children can distinguish pulse and rhythm in known songs.</p> | <p>Children will move with expression and accuracy to long and short sounds.</p> <p>The children will lay appropriate sounds following hand signs for short and long sounds. 16 quick beats or 4 long lasting beats.</p> <p>Children can play in pairs.</p> | <p>Children can compose in pairs a short pattern / sequence based upon long and short sounds.</p> <p>Children can contribute to a class piece based upon a story.</p> | <p>Children can confidently and accurately follow along with and repeat back different rhythms.</p>  | <p>Children to confidently recognise the difference between pulse and rhythm within a whole song.</p> <p>Children to perform a song in two parts (Ostinato). One plays the Ostinato and the other group sings the melody. Children to know the difference between the to.</p> |

|                 |   | Year 2  |  |   |  |  |   |
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|                 |   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|                 |   | <p><b>Singing – breathing, phrasing and vocal health and rhythm Percussion</b></p> <p>Soh Me / Tea Coffee – Two pitches and two rhythm notations.</p>   | <p><b>Singing – breathing, phrasing and vocal health, Rhythm Percussion</b></p> <p>Soh Me / Tea Coffee – Two pitches and two rhythm notations.</p>   | <p><b>Singing – breathing, phrasing and vocal health, Rhythm Percussion</b></p> <p>Soh, Me, Tea and Coffee.</p>   | <p><b>Singing – breathing, phrasing and vocal health, Rhythm Percussion</b></p> <p>Soh, Me, La, Tea and Coffee.</p>  | <p><b>Singing – breathing, phrasing and vocal health, Rhythm Percussion</b></p> <p>Rhythm and Structure – four phrases.</p>  | <p><b>Singing – breathing, phrasing and vocal health, Rhythm Percussion</b></p> <p>Layering - Rhythm, Structure and Pitch in four phrases. Improvisation.</p> |
| <b>Overview</b> | <p>In this unit, the children will learn to discriminate between high and low sounds.</p> <p>They will be introduced to Soh and Me, with hand signs and sing these two pitches following teacher instructions.</p> <p>They play musical games to start embedding the knowledge of these two pitches, i.e. Swampy Game and Doggy Doggy.</p> <p>The children take turns to improvise simple melodies using Soh and Me combinations on the chime bars.</p> | <p>In this unit, the children consolidate learning of two pitches and two rhythm notations.</p> <p>They also look at the difference between high and low sounds using the high C and low c on instruments and play the appropriate note on the correct word of songs, e.g. ‘We can sing high, we can sing low’.</p> | <p>In this unit, the children will learn to play different sounding instruments following symbols, i.e. Images to represent them. They will learn how to recognise western classical markings that symbolise volume (dynamics) and speed, using the appropriate terminology, i.e. <b>crescendo and accelerando</b>. During these activities, the children will also respond with exaggerated movement to these changes.</p> <p>The children build on their pitch and rhythm notation</p> | <p>In this unit, the children will learn a third pitch, ‘La’.</p> <p>‘Soh, Me and La’</p> <p>They will follow hand signs to play these three pitches on instruments, e.g. chime bars and xylophones.</p> <p>They will then use instruments to make up sounds effect for a story, then write down symbols for recognition of sound effect. Children to make symbols based upon previous learning. This specifically builds upon Year 1 learning.</p> | <p>In this unit, the children learn to develop an understanding of rhythmic phrases, <b>e.g. playing a 4-phrase rhythm using Tea and Coffee beats accurately on claves</b>.</p> <p>Children embed previous learning from previous term, using symbols for soft and loud.</p> <p>Children will progress to play one phrase each sequentially in four different groups and switch up the order of these phrases.</p> <p><b>Summer – Listening: music appreciation</b> - the children will listen to various styles and</p> | <p>In this unit, the children will repeat the structure of four phrase rhythms, but now adding tuned instruments (chime bars, glockenspiel or xylophone).</p> <p>Different parts use the four pitches previously taught in reception and year one as hand signs (E, C, G and high C) – chime bars.</p> <p>Children improvise and compose with changing notes.</p> <p>Children to accompany a known song (continuing from reception and year 1), using different instruments for different animals.</p> |   |

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|  |                                   | <p>The children will now be introduced to rhythm notation, 'Tea Tea Coffee Tea'.</p> <p><b>Autumn – Listening:</b><br/>To explore high and low sounds with in music, including tuned percussions, e.g. African drum piece and Under stars, by Brian Eno.</p> |  | <p>learning in previous term – 'Soh Me, Tea and Coffee'.</p> <p><b>Spring – listening:</b><br/>Music chosen to demonstrate slow, fast, loud and soft parts of music, reinforcing classroom learning. For example, Carillon, by Georges Bizet and Hall of the Mountain King by Grieg.</p> |  | <p>genres of recorded music. They will discuss the mood and how it makes them feel, e.g. Louis Armstrong – It Don't Mean a Thing an Ali Hassan Kuban - 'Henna'.</p> <p>West Side story – listen to and discuss the mood (fight scene).</p> |   |
|  | <p><b>Assessment Criteria</b></p> | <p>Children can copy and sing back Soh and Me hand signs.</p> <p>They can play alone, short improvised melodies on Soh Me.</p> <p>They begin to follow simple unpitched rhythm notation.</p>   | <p>Children can recognise and play accurately on two pitches, e.g. the high and low c.</p> <p>They can play the notes of Soh, Me, following the hand signs of another child.</p> | <p>Children will be able to follow hand signs to play different pitches.</p> <p>Children will identify and play along to standardised symbols for 'loud', 'quiet' etc.</p>   | <p>Children will be able to independently explore different ways to play their instruments and develop their own symbols for others to follow.</p> | <p>Children can remain with strong steady pulse, whilst playing a four-part rhythmic piece in groups. The emphasis will be on their <i>ensemble skills</i>.</p> <p>They must remember their rhythm and come in accurately.</p>             | <p>Children can play four beat rhythms on tuned instruments using Tea and Coffee (quavers and crotchets).</p> |

|  |                 | Year 3  |   |  |  |  |   |
|--|-----------------|---|---|--|--|--|---|
|  |                 | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|  |                 | <p><b>Recorder Singing – breathing, phrasing and vocal health.</b></p> <p>Technique</p>   | <p><b>Recorder Singing – breathing, phrasing and vocal health.</b></p> <p>Technique and Shapes (extending finger positions for pitches).</p>  | <p><b>Recorder Singing – breathing, phrasing and vocal health.</b></p> <p>Improvising play Drone (harmony)</p>   | <p><b>Recorder Singing – breathing, phrasing and vocal health.</b></p> <p>Sight Reading<br/>Cross-year group collaborative performance.</p>  | <p><b>Recorder Singing – breathing, phrasing and vocal health.</b></p> <p>Playing by Ear (aural skills).</p>   | <p><b>Recorder Singing – breathing, phrasing and vocal health.</b></p> <p>Composition and Performance.</p>  |
|  | <b>Overview</b> | <p>In this unit, the children are introduced to the recorder. They learn to hold their instrument correctly, blow using du (tonguing) and the play 3 pitches, B, A and G.</p> <p>Within this half of the term, the children will continue with rhythm notation and Solfege hand signs, whilst using the recorder.</p> <p>All throughout the children will begin with singing warm-ups in preparation for their ensemble work and to continue with their musical appreciation.</p> <p><b>Autumn Listening:</b></p> | <p>In this the unit, the children continue to consolidate their beginners’ skills, extending with a fourth note, C.</p> <p>The children learn about pace and repetition in response to phrases called out by the teacher. This can be replicated with their recorders.</p> <p>The children begin to learn new pieces of music, applying the skill they have learnt to date.</p> <p>In this term, the children have the opportunity to perform to their peers, individually and in small groups. They are encouraged to provide constructive per feedback.</p> | <p>In this unit, the children will now add ‘D’.</p> <p>They will to play alongside backing tracks, to experiment with their five notes, improvising their own sequences.</p> <p>This is an opportunity to compose a short piece within the parameters of their learning to date. Through this they will consider rhythm, pitch and pulse, revisiting prior learning to complete their piece.</p> <p>These skills are developed over several lessons.</p> <p>The children will learn what a ‘drone’</p> | <p>In this unit, the children will focus on the sight reading, which is being able to read pitched music notation.</p> <p>Lessons will focus on fun and engaging ways to explore this skill.</p> <p>The children will listen to various pieces of music, to play along with by following music notation on the board.</p> <p>Each lesson, the children grown in confidence, in addition to developing their sight-reading skills.</p> <p>For their end of term performance, the children will take the opportunity to collaborate with the</p> | <p>In this unit, the children will begin to play more complex phrases, using the given notes and applying prior learning.</p> <p>They will also begin to <i>play by ear</i>. They will listen to a simple song they have previously learnt through singing. They will be given the pitches for the first three lines of the song and then be asked to complete the final line by identifying the correct pitches independently. This greatly improves aural skills and links to their previous learning of solfege.</p> <p>This skill is repeated and consolidated through a variety of songs., working both</p> | <p>In the children’s final unit, in addition to performing their prepared pieces (Summer 1), they will apply their learning to create a descriptive piece of their own.</p> <p>The children will take inspiration from Carnival of the Animals by Saint-Saens.</p> <p>Over a series of lessons, they will listen to and create music for various animals, e.g. fish, birds and lions. They will then go into small groups to:</p> <ul style="list-style-type: none"> <li>- To create a story to go with each animal (spoken word)</li> <li>- Add musical motifs to each chosen animal, exploring the recorders different pitches</li> </ul> |

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|  |                            | Children listen to and watch the playing of a variety of recorder music, from the renaissance to contemporary. They are encouraged to focus on the combination of pitch and sound with fingering and posture, to support their own playing and broaden their repertoire of music. | The children begin to develop their stage craft, i.e. engaging with an audience, respecting fellow performers and acknowledging applause.                                     | (harmony) is and in their improvisation exercises and simple pieces, they will learn how to add a drone to several pieces of music.<br><br><b><u>Spring Listening:</u></b><br><br>The children listen to a variety of Jazz music, in which the artist improvises on their solo instruments. For example, John Coltrane's, 'My Favourite Things'. | year 4 ukulele performers, having rehearsed together during the last lesson or two.  | independently and in pairs. The children develop their confidence in discussing music and musicality by having the opportunity to peer assess.<br><br><b><u>Summer Listening:</u></b><br><br>The children will listen to music based on repeated rhythm patterns, such as Tubular Bells and Bolero. This will support the children in developing their aural recognition. | and sounds (timbre) and applying their previous learning of pitch and rhythmic sequences.<br><br><b><u>Additional listening:</u></b><br><br>All of Carnival of the Animals, to identify skills and reflect upon when planning their own pieces.                         |
|  | <b>Assessment Criteria</b> | Children can hold their recorder correctly, in correct hands.<br><br>Children can produce a soft sound on at least one note (B).<br><br>Children can find three given notes on the recorder, following hand signs.  | Children are able to play all of these notes (B, A, G, C) softly and with correct fingering, in a sequence.<br><br>Children can be extended with more complex pitch patterns. | Children are able to play all five notes (D, C, A, G and B) confidently.<br><br>Children are able to start and stop as an ensemble.<br><br>Children are able to improvise musically and with a sense of pulse.   | Children are able to correctly identify five pitches on music notation.<br><br>Children are able to name and play back all five pitches confidently and independently. | Children will be able to identify pitches by ear and the corresponding fingering, based upon either a simple rising or falling sequence.<br><br>Children are now working towards their final performance at the end of the next half term.  | Children are able to consolidate pieces from most simple to most complex in preparation for their final performance.<br><br>Children are able to apply their learning from throughout their year in a single piece (five notes, soft sound, complex pitch patten, etc). |



|                                    |                 | Year 4   |   |   |  |   |   |
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|                                    |                 | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
| <b>Weekly KS2 Singing Assembly</b> |                 | <p><b>Ukulele Singing – breathing, phrasing and vocal health.</b></p> <p>Introduction to the Ukulele – chords and strings.</p>   | <p><b>Ukulele Singing – breathing, phrasing and vocal health.</b></p> <p>Musical terminology and ensemble playing. Texture – unison, duet, solo accompaniment.</p>  | <p><b>Ukulele Singing – breathing, phrasing and vocal health.</b></p> <p>Broadening of repertoire.</p>  | <p><b>Ukulele Singing – breathing, phrasing and vocal health.</b></p> <p>Performing to a Variety of Audiences. Cross-year group collaborative performance.</p>   | <p><b>Ukulele Singing – breathing, phrasing and vocal health.</b></p> <p>Music Notation and Fretted Notes.</p>  | <p><b>Ukulele Singing – breathing, phrasing and vocal health.</b></p> <p>Small group Composition with Rhythm Notation.</p>  |
|                                    | <b>Overview</b> | <p>In this unit, the children will be introduced to the ukulele.</p> <p>They will begin to understand and explore the pentatonic scale.</p> <p>They will learn how to hold their instrument, the difference between strumming and plucking and how their four strings correspond with solfege (scale).</p> <p>The four string are G, C, E and A / Soh, Do, Me, La).</p> <p>They will also be introduced to ‘chords’, including C, C7, Am and Fsus,</p> | <p>In this unit, the children will grow in confidence with both plucking and strumming their ukuleles, using a variety of techniques on either open strings (plucking), or strumming chords.</p> <p>Musical terminology will be embedded, including ‘chords’, ‘mute’, tempo, dynamics, strum, pluck, structure and major / minor.</p> <p>The children will learn the more complicated chord, G7 and strum along to a variety of both backing tracks and live accompaniment.</p> <p>Children work in pairs to support aid of learning G7 chord, peer assess and perform.</p> | <p>In this unit, the children will begin working towards the Ukulele Festival that takes place at the end of Spring 2.</p> <p>The children will learn from memory nine songs, including a variety of strum and plucked (fretted notes in addition to open strings).</p> <p>The children will be introduced to the new chords of Dm and B7. The children begin to grow in confidence, both in their playing and performance practice.</p> <p><b>Spring Listening:</b> Children listen to and play along with a</p> | <p>In this unit, the children will continue with preparation and learning of the nine songs.</p> <p>The children will also have the opportunity to experience performing in different contexts and group sizes. They will perform to each other, to different classes and phases.</p> <p>The children will continue to develop their stage craft and take the opportunity to collaborate with a year 3 recorder performance with both year groups learning a different element of the piece to perform together. E.g. Recorder</p> | <p>In this unit, the children will refer back to music notation learnt in Year 3 recorder lessons.</p> <p>They will discover how to find these notes on the ukulele using open and fretted notes with correct fingering. They will learn to follow verbal and written instructions, in addition to diagrams, hand signals and choreography (body movement), ensuring all children can access the learning.</p> <p>The children are given the opportunity to apply their learning through a variety of new songs, to consolidate and</p> | <p>In this unit, the children will focus on composition and song structure.</p> <p>Whilst continuing to practice their open and fretted strings and chords, they will also strongly practice their rhythm notation, using the ukulele to apply this.</p> <p>From here, in small groups, they will compose a four times four sequence of various chords, choosing rhythms of Tea and Coffee.</p> <p>They will then perform this to their class in preparation to their final performance to their phase, parents and carers.</p> <p>These tasks will be completed over several</p> |

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|                            | <p>using coloured stickers to represent each shape (fingering), as an alternative to diagrams and verbal explanation. This ensures all children can access this learning.</p> <p>The children warm up by singing a variety of songs with lots of body movement that relates to the open strings on the ukulele (plucking).</p> <p><b><u>Autumn Listening:</u></b><br/>Children will listen to music that is primarily string music to start recognising and becoming familiar with the various stringed instruments and genres they are used in, e.g. classical, contemporary or Baroque ensembles.</p> | <p>In children's singing warm-ups, they will learn about unison, solo and duet singing, as well as acapella and melody accompaniment. This will be put into practice with simple songs.</p> <p>The children will then begin to learn how the ukulele can be part of a variety of textures (unison, solo, duet or melody accompaniment).</p> | <p>variety of genres, including 'Coconut', and 'Gonna Make You Sweat'. This will enable the children to experience different tempos.</p> | <p>will play the melody and the ukuleles will accompany on chords. This demonstrates to the children a melody and chord accompaniment texture.</p> | <p>broaden their repertoire.</p> <p>The children also learn to play on the ukulele, previously learned vocal songs, in rounds. This will require a higher level of technique and competence, switching the focus from singing to playing. This will also challenge the children's listening skills and ability to multi-task.</p> <p><b><u>Summer Listening:</u></b><br/>The children will listen songs with simple song structures, for example nursery rhymes and appropriate pop songs.</p> | <p>weeks, during which time the children will add both lyrics and melody (pitch variation / the tune) before performing.</p> <p>The children will peer assess each other's work, using the correct musical vocabulary to provide their critiques.</p> <p>Once the children have refined their compositions in response to the critiques, they will be ready for their final performances.</p> |
| <b>Assessment Criteria</b> | <p>Children will be able to identify the four open strings<br/>They will play all four chords by recall</p>   | <p>Children will be able to strum, in addition the previous chords learned, a G7 chord.</p>   | <p>Children will be able to play as a small ensemble.<br/><br/>Children will be assessed on two of</p>                                   | <p>Children will be able to recall at least seven songs and play all nine.</p>   | <p>Children will be able to apply their prior learning (year 3) in different contexts / songs.</p>   | <p>Children will be able to structure a simple piece of composed music, including chords, lyrics and melody.</p>  |

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|                 | Children will be able to strum and pluck softly with attention to ensemble.   | Children will be able to play given pieces that involves a combination of plucking, strumming and singing.  | their pieces, focusing on the main five chords, their performance and the memorisation of the piece's structure.<br><br>Children will demonstrate excellent posture and holding / wrist technique.   | Children will be able to play as a small and large ensemble.<br><br>Children will be able to play a soft and clear sound without any twang or muted notes.  | Children will show independence in their learning by discovering for themselves the best way to learn, in response to the multiple avenues provided by the teacher.   | To extend, the children will be able to include other musical aspects, such as crescendo or accel.  |
| <b>Year 5</b>   |   |   |  |   |   |   |
|                 | <b>Unit 1</b>   | <b>Unit 2</b>   | <b>Unit 3</b>  | <b>Unit 1</b>   | <b>Unit 2</b>   | <b>Unit 3</b>   |
|                 | <b>Woodwind (clarinet and singing – breathing, phrasing and vocal health)</b><br>Each class learns one instrument for three half terms and then swaps.<br><br>Introduction to the Clarinet – pitch, posture, embouchure, timbre (woodwind), articulation, aural and notation learning and ensemble performance.             |   |  | <b>Woodwind (flute and singing – breathing, phrasing and vocal health)</b><br>Each class learns one instrument for three half terms and then swaps.<br><br>Introduction to the Flute – pitch, posture, embouchure, timbre (woodwind), articulation, aural and notation learning and ensemble performance.   |   |   |
| <b>Overview</b> | In this unit, the children will be introduced to the clarinet. They will understand how the clarinet is made (mouth piece, the reed, the barrel or tuning socket, the upper joint, the lower joint and the bell) and learn about its history in both western and classical music.<br><br>The children will begin with three | In this unit, the children will continue with learning pitches and will become more familiar with finger positions and will practice more complex sequencing using the first three notes from the term before.<br><br>In addition to this, two new notes are added F and G and are learned using simple call and response and through a variety of musical games. | In this unit, the children will continue with these five pitches, focusing on excellent posture and all other important aspects of clarinet technique, such as, good breath control, fingering and hand position.<br><br>They will learn new pieces, both aurally and with sheet music. This final half term will focus on matching notes, | In this unit, the children will be introduced to the flute. They will understand how the flute is made (lip plate, neck plate body and foot joint) and learn about its history in both western and classical music.<br><br>The children will begin with three notes, B, A and G. They will put these into simple rhythms and pieces with backing tracks. Emphasis is on | In this unit, the children will continue with learning pitches and will become more familiar with finger positions and will practice more complex sequencing using the first three notes from the term before.<br><br>In addition to this, two new notes are added F and C and are learned using simple call and response and through a variety of musical games. | In this unit, the children will continue with these five pitches, focusing on excellent posture and all other important aspects of flute technique, such as, good breath control, fingering and hand position.<br><br>They will learn new pieces, both aurally and with sheet music. This final half term will focus on matching notes, pitches and finger positions, with music notation so they can |

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|  |  | <p>notes, E, D and C. They will put these into simple rhythms and pieces with backing tracks. Emphasis is on implementing correct embouchure, breath control and posture. The children will learn, 2-3 pieces during this half term.</p> <p>Warm-ups continue to be singing, body percussion and clapping.</p> <p><b><u>Clarinet Listening Units 1, 2 and 3):</u></b></p> <p>This term, the children will listen to a variety of genres and styles, all of which will include a clarinet, e.g. Debussy, 'Premier Rhapsody' and 'Autumn Leaves', for a jazz ensemble. Towards the end of the third unit, the children will have listened to a diverse collection of woodwind instruments, from western and non-western cultures, that relate closely to the clarinet, such as</p> | <p>New pieces learned will focus on tonguing and articulation. The children will be given sheet music with the purpose of being introduced to and recognising symbols for articulation. These will also come in the form of larger diagrams, providing a variety of ways the children can access the learning, e.g. staccato.</p> | <p>pitched and finger positions, with music notation so they can become more familiar with reading simple scores. A variety of methods are used to teach, introduction to sight reading, e.g. large diagrams, musical games and mnemonics.</p> <p>By the end of this half term, the children will have learned 11 pieces of music.</p> <p>Their final piece will be performed to a large audience (children, staff, parents and carers), to continue to develop their performative skills.</p> | <p>implementing correct embouchure, breath control (including direction of air flow) and posture. The children will learn, 2-3 pieces during this half term.</p> <p>Warm-ups continue to be singing, body percussion and clapping.</p> <p><b><u>Flute Listening Units 1, 2 and 3):</u></b></p> <p>During these three units, the children will listen to a variety of genres and styles, all of which will include a flute, e.g. Bach, Sonata in B minor, Holst, Wind Quintet in A Flat or Villa-Lobos, <i>Quintetto</i>. By the end of the third unit, the children will have listened to a diverse collection of woodwind instruments, from western and non-western cultures, that relate closely to the flute, such as the Irish Wooden Folk flute, the Ney (Turkish / Persian / Egyptian) and the Medieval Gemshorn and the Flute Beatboxer.</p> | <p>New pieces learned will focus on tonguing and articulation. The children will be given sheet music with the purpose of being introduced to and recognising symbols for articulation. These will also come in the form of larger diagrams, providing a variety of ways the children can access the learning, e.g. staccato.</p> | <p>become more familiar with reading simple scores. A variety of methods are used to teach <i>introduction to sight reading</i>, e.g. large diagrams, musical games and mnemonics.</p> <p>By the end of this half term, the children will have learned 11 pieces of music.</p> <p>Their final piece will be performed to a large audience (children, staff, parents and carers), to continue to develop their performative skills.</p> |
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|                            |  | the traditional Chinese instrument, the Hulusi, or the Egyptian arghul.  |   |  |   |   |  |
| <b>Assessment Criteria</b> | <p>Children will show a good understanding of technique. They will demonstrate this continuously, throughout each lesson, in both call and response and accompanied pieces.</p> <p>The children will show competency in fingering and hand position and produce a clear unfaltering sound.</p> | <p>Children will be able to demonstrate good comprehension of the five pitches. This will be evidenced both aurally and through fingering.</p> <p>Children will be able to demonstrate different sounds based upon their new understanding of clarinet articulation.</p> | <p>Children should be able to identify the five clarinet pitches, notated individually.</p> <p>They will be assessed on their performance in an ensemble, incorporating general musicianship (sense of pulses, clear entrance and finish, and awareness of volume within the group).</p> <p>The children will play a piece from memory and will be expected to demonstrate all aspects of clarinet technique.</p> | <p>Children will show a good understanding of technique. They will demonstrate this continuously, throughout each lesson, in both call and response and accompanied pieces.</p> <p>The children will show competency in fingering and hand position and produce a clear unfaltering sound.</p> | <p>Children will be able to demonstrate good comprehension of the five pitches. This will be evidenced both aurally and through fingering.</p> <p>Children will be able to demonstrate different sounds based upon their new understanding of flute articulation.</p> | <p>Children should be able to identify the five flute pitches, notated individually.</p> <p>They will be assessed on their performance in an ensemble, incorporating general musicianship (sense of pulses, clear entrance and finish, and awareness of volume within the group).</p> <p>The children will play a piece from memory and will be expected to demonstrate all aspects of flute technique.</p> |  |

|                 |  | Year 6  |  |   |  |  |  |
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|                 |  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|                 |  | <p><b>Singing – breathing, phrasing and vocal health and rhythm</b></p> <p>Structure and Composing</p>  | <p><b>Singing – breathing, phrasing and vocal health and rhythm</b></p> <p>Structure and Composing</p>   | <p><b>Samba Drumming</b></p> <p>Ensemble Performing</p>   | <p><b>Samba Drumming</b></p> <p>Ensemble Performing</p>  | <p><b>Singing – breathing, phrasing and vocal health and rhythm</b></p> <p>Notation, fingering and history of music appreciation.</p>  | <p><b>Singing – breathing, phrasing and vocal health and rhythm</b></p> <p>Composition and Performance</p> |
| <b>Overview</b> | <p>In this unit, the children will understand how songs are made up of pitches, rhythms, structures and words.</p> <p>They will work out the set pitches and rhythms of songs learned in KS1, then discuss the structure of the piece, i.e. A A A A – <b><i>Touch Your Shoulders</i></b>.</p> <p>The children will progress to using three pitches and composing the melody to a rhythm notation and structure they have previously worked out.</p> <p>They will continue to sing songs to consolidate all</p> | <p>In this unit, the children will continue their learning from Autumn 1.</p> <p>Now they can read and make note of the rhythm of a simple song, they will attempt to compose a song using five pitches, to given words ('Naughty Pussy Cat').</p> <p>By the end of the term, they compose a song (words and melody) to a given rhythm and work out the structure of their own music.</p> <p>They will perform these to the class and discuss areas for improvement, i.e. next steps.</p> <p><b><u>Autumn – Listening:</u></b><br/>Structure:<br/>To listen to recorded music and identify structures. This also includes clean music the</p> | <p>In this unit, the children will be introduced to the instrument: names of drums, how to hold and play.</p> <p>They will become familiar with the idea of 'leader', stopping together on cue, hand and stick positions, 'rumble', dynamics, whistle blasts, pocket phrases and sectional drop outs.</p> <p>Warm-ups include, rhythmic chants, pulse games and exercises, learning how to sub-divide beats.</p> <p><b><u>Spring Listening:</u></b><br/>The children will listen to variety of Samba compositions,</p> | <p>In this unit, the children will consolidate and extend their learning from Spring 1, now adding Groove Patterns (1, 2 and 3), that are taught both vocally and with body gesture.</p> <p>Bar spaces are introduced by the leader, giving opportunities for solos.</p> <p>By the end of this unit, the children will be able to play multiple grooves and extend their playing and concentration by following leader cues. Pieces will be varied in tempo and dynamics.</p> <p>These lessons and their curriculum learning to date, will prepare the children for two large performances,</p> | <p>In this unit, the children will begin to transfer known songs from Soh, Me and La to staff notation.</p> <p>They will learn where notes are on the keyboard and use printed scores to follow.</p> <p>This learning will build over several lessons.</p> <p>The children will also continue with learning and understanding of compound time.</p> <p><b><u>Summer – listening:</u></b><br/>All recorded music comes from listening to music history with each session covering music from Medieval, Renaissance, Baroque, Classical, Romantic, leading through to the twentieth century. All</p> | <p>In this unit, the children will continue with previous half term's learning and consolidate with additional songs.</p> <p>To extend, they will begin to play with two I hand instead of one, e.g. adding a beat to known songs, working simultaneously.</p> <p>The children's final assessment will come in the form of using multiple musical elements to compose a piece of music, in small groups, that they can perform to the rest of the class. They will build on their learning from KS1 to KS2 (structure, Soh, Me, La pitch and Tea Coffee rhythms). Each session layering each skill on top, producing a full-scale performance. until the last class when the rest of</p> |  |

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|  |                                   | <p>previous learning and foster a love of singing.</p> <p>Children will move their understanding of rhythm on from simple time (Tea, Coffee, Cappuccino, Milk and Latte) to compound time (6 quaver beats in a bar instead of 4).</p> | <p>children are listening to at home, i.e. familiar music.</p>   | <p>played in different contexts.</p> <p>This will provide them with a deeper understanding of how Samba music is structured and carried out. The children are encouraged to provide critiques.</p>  | <ol style="list-style-type: none"> <li>1) Percussion Festival – Cross School festival at Southbank Centre (Spring Term).</li> <li>2) Samba performance at the end of the year during the whole school carnival. An event carried out in front of the local community.</li> </ol>   | <p>throughout the children will reflect on the stylistic changes, applying previous learning and vocabulary.</p>  | <p>the class improvise over the top of their confident rhythmic pattern.</p>  |
|  | <p><b>Assessment Criteria</b></p> | <p>Children can make sequences in both time signatures (simple and compound time).</p> <p>Children will be able to follow hand signs for the whole musical scale, Soh, Fa....</p>   | <p>Children will be able to compose a song (words and melody) to a given rhythm and work out the structure of their own music.</p> | <p>Children will be able to follow with confident sense of pulse and groove, multiple hand and whistle cues.</p> <p>Children will identify various Samba instruments and understand the practice of Samba drumming in various contexts.</p> | <p>Children will be able to play a variety of Samba compositions, which include, three grooves and bar space for solos (greater depth).</p> <p>Throughout, children show great comprehension of rhythms as all is done from memory.</p> <p>The children show an ability to switch tempos and rhythmic patterns, seamlessly within a piece.</p> | <p>Children can accurately identify Soh, Me and La as staff notation and perform to others.</p> <p>Children can sing back full range of hand signs (Soh, La...)</p> <p>Greater depth – Children can improvise their own hand signs while singing them with accurate pitch</p> | <p>Specialist and Class Teacher will make final judgement, based upon final piece and lessons leading up to it.</p> |

