



Curriculum Map for Music



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>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.</p>					
EYFS - Nursery	<p>Year A & B Why do you love me so much?</p>	<p>Year A Where does snow go? Year B Why is water wet?</p>	<p>Year A Do dragons exist? Year B How do buildings stay up?</p>	<p>Year A Are eggs alive? Year B How are shadows made?</p>	<p>Year A How many colours in a rainbow? Year B Why can't I have chocolate for breakfast?</p>	<p>Year A How many pebbles on a beach? Year B How high can you jump?</p>
	<p>Autumn - 1 & 2: Songs & Rhymes Prime Areas - none Specific Areas - Move and dance to music. Join in with songs and rhymes and take part in action songs, such as 'Twinkle, Twinkle Little Star'</p>		<p>Spring - 1 & 2: Drumming; Songs & Rhymes Prime Areas - Sing a large repertoire of songs. Specific Areas - Listen with increased attention to sounds.</p>		<p>Summer - 1 & 2: Drumming; Songs & Rhymes Prime Areas - none Specific Areas - Remember and sing entire songs. Sing in a group or on their own,</p>	
EYFS - Reception	<p>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.</p>					
	<p>Do you want to be friends?</p>	<p>Will you read me a story?</p>	<p>What happens when I fall to sleep?</p>	<p>Who lives in a rock pool?</p>	<p>Why do ladybirds have spots?</p>	<p>Are we there yet?</p>
	<p>Autumn - 1 & 2: Songs & Rhymes Autumn 2: NATIVITY Prime Areas - none Specific Areas - Sing a range of well-known nursery rhymes and song</p>		<p>Spring - 1 & 2: Songs & Rhymes Spring 1: STRICTLY ST ANDREW'S Spring 2: MOTHER'S DAY WORSHIP Prime Areas - none Specific Areas - Explore and engage in music making and dance, performing solo or in groups.</p>		<p>Summer - 1 & 2: Songs & Rhymes Summer 2: GRADUATION Prime Areas - none Specific Areas - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively sharing ideas, resources and skills.</p>	
			<p>Under the sea ball - Expressive arts and design focus</p>			

Year 1 Assessment Foci

Singing	Listening	Composing	Musicianship
<p>A Sing simple songs, chants and rhymes</p> <p>B Sing simple songs with a very small range, mi-so</p> <p>C Sing a wide range of call and response songs</p>	<p>D Listen to a range of high-quality live and recorded pieces of music</p> <p>E Develop an awareness of musical dimensions</p> <p>F Comment on music they have heard using appropriate music-specific vocabulary</p>	<p>G Improvise simple vocal chants, using question and answer phrases</p> <p>H Create musical sound effects and short sequences of sounds in response to stimuli</p> <p>I Understand the difference between creating a rhythm pattern and a pitch pattern</p> <p>J Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns</p> <p>K Use music technology, if available, to capture, change and combine sounds</p> <p>L Recognise how graphic notation can represent created sounds. Explore and invent own symbols</p>	<p style="text-align: center;">Pulse & Beat</p> <p>M Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p>N Use body percussion and classroom percussion, playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.</p> <p>O Respond to the pulse in recorded/live music through movement and dance</p> <p style="text-align: center;">Rhythm</p> <p>P Perform short copycat rhythm patterns accurately, led by the teacher</p> <p>Q Perform short repeating rhythm patterns while keeping in time with a steady beat</p> <p>R Perform word-pattern chants and create, retain and perform their own rhythm patterns</p> <p style="text-align: center;">Pitch</p> <p>S Listen to sounds in the local school environment, comparing high and low sounds</p> <p>T Sing familiar songs in both low and high voices and talk about the difference in sound</p> <p>U Explore percussion sounds to enhance storytelling</p> <p>V Follow pictures and symbols to guide singing and playing</p>

KS1 - Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>National Curriculum - KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Singing- use their voices expressively and creatively by singing simple songs, chants, rhymes and call and response songs ♣ Listening- listen with focus and concentration to a range of high-quality live and recorded pieces of music ♣ Composing- create patterns of rhythm and/ or pitch with intent. Compose sequences of sounds. ♣ Musicianship- perform pieces with a strong sense of pulse and defined simple rhythms. Be able to differentiate between high and low pitches. 					

	<u>Superheroes</u> <u>Marvelous Materials</u> <u>Sensing Seasons 1</u>	<u>Dinosaur Planet</u> <u>Sensing Seasons 2</u>	<u>Paws, Claws and Whiskers</u> <u>My Family & Other Animals</u>	<u>Enchanted Woodland</u> <u>Plant Detectives</u> <u>Sensing Seasons 3</u>	<u>Beachcomber</u> <u>Sensing Seasons 4</u>
KS1- Year 1	<ul style="list-style-type: none"> ➤ Become familiar with basic skills and musical dimensions- pulse, pitch, dynamics and tempo through singing and using body percussion and classroom percussion ➤ Seasons- explore and sing songs about the seasons ➤ Listen to Vivaldi's The Four Seasons- discuss dimensions of music and how music inspires imagination ➤ <i>Nativity/Christmas</i> 		<ul style="list-style-type: none"> ➤ Basic skills/ Listening activities, discussing the dimensions of music ➤ Listening- BBC Ten Pieces- encouraging the use of an expanding musical vocabulary ➤ Linking movement to songs- expressively responding to different tempos, articulation and moods ➤ Echo and perform a variety of simple rhythms ➤ Compose and improvise simple rhythms on body percussion and classroom percussion ➤ Compose word chants (rhythm) 		<ul style="list-style-type: none"> ➤ Sing with expression and enjoyment ➤ Sequence sounds on body percussion and classroom percussion- perform sequences and compose sequences ➤ Consolidation of singing and performance skills (including pitch, rhythm and dynamics, singing posture and diction) ➤ <i>St Andrew's Got Talent</i>

Year 2 Assessment Foci

Singing	Listening	Composing	Musicianship
<p>A Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>B Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</p> <p>C Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p>	<p>D Listen to a range of high-quality live and recorded pieces of music</p> <p>E Develop an awareness of musical dimensions</p> <p>F Comment on music they have heard using appropriate music-specific vocabulary</p>	<p>G Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)</p> <p>H Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation</p> <p>I Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces</p> <p>J Use music technology, to capture, change and combine sounds</p>	<p style="text-align: center;"><u>Pulse/Beat</u></p> <p>K Understand that the speed of the beat can change, creating a faster or slower pace (tempo)</p> <p>L Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo</p> <p>M Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others</p> <p>N Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats</p> <p>O Identify the beat groupings in familiar music that they sing regularly and listen to</p> <p style="text-align: center;"><u>Rhythm</u></p> <p>P Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</p> <p>Q Create rhythm using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?)</p> <p>R Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests</p> <p>S Create and perform their own chanted rhythm patterns with the same stick notation</p> <p style="text-align: center;"><u>Pitch</u></p> <p>T Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track</p> <p>U Sing short phrases independently within a singing game or short song</p>

			<p>V Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low)</p> <p>W Recognise dot notation and match it to 3-note tunes played on tuned percussion</p>
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KS1 - Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>National Curriculum - KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Singing- regularly sing simple songs, with a good working knowledge of dynamics and tempo ♣ Listening- listen and be able to comment on a range of high-quality live and recorded pieces of music ♣ Composing- create improvised question and answer phrases with classroom percussion ♣ Musicianship- perform pieces with a strong sense of pulse and defined rhythms. Be able to differentiate between and accurately repeat a series of pitches. 					
	<u>Wriggle and Crawl</u> <u>Mini Worlds</u>	<u>Bright Lights, Big City</u> <u>Healthy Me</u>	<u>Towers, Tunnels & Turrets</u>	<u>Muck, Mess & Mixtures</u>	<u>Land Ahoy</u> <u>The Apprentice Gardener</u>	
			<u>Materials Monster</u>			
KS1- Year 2	<ul style="list-style-type: none"> ➤ Build on basic skills and musical dimensions- pulse, pitch, dynamics and tempo through singing and using body percussion and classroom percussion ➤ Animals- explore and sing songs about animals ➤ Listen to the Carnival of the Animals- use musical vocabulary to listen to and describe the music they hear ➤ Sing songs with varying dynamics and tempos ➤ Recorder- begin to learn to play recorder, reading and playing noted from note names ➤ Use dynamics in a performance piece on recorder or using voices ➤ Nativity/Christmas 		<ul style="list-style-type: none"> ➤ Basic skills/ Listening activities, discussing the dimensions of music, using Holst's The Planets ➤ Consolidate singing and performance skills, singing confidently with a range of dynamics within a piece ➤ Sing pieces with more than one part, part singing ➤ Echo and perform a variety of simple rhythms on a small range of notes on recorder ➤ Compose and improvise short phrases with the voice or on body percussion and classroom percussion ➤ Consolidate performance skills on recorder, building a greater range of notes and being able to play longer, more challenging pieces 		<ul style="list-style-type: none"> ➤ Sing with expression and enjoyment, using several dimensions of music to enhance their performance ➤ Listening activities, developing a wider musical vocabulary and being able to talk about pieces of music they hear- listening to pieces from BBC 10 pieces ➤ Playing 2-part pieces in pairs and as a class on the recorder ➤ Compositions with the theme of "Space" using recorders and classroom percussion ➤ St Andrew's Got Talent 	

Year 3 Assessment Foci

Singing	Listening	Composing	Musicianship
<p>A Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>B Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</p> <p>C Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>D Perform as a choir in school assemblies</p>	<p>E Listen to a range of high-quality live and recorded pieces of music</p> <p>F Develop an awareness of musical dimensions and how they can create a change in music they hear</p> <p>G Comment on music they have heard using a developing range of music-specific vocabulary</p>	<p style="text-align: center;"><u>Improvise</u></p> <p>H Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class/ group/ individual/ instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>I Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources</p> <p style="text-align: center;"><u>Compose</u></p> <p>J Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>K Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>L Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups (e.g. trios and quartets).</p> <p>M Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi</p> <p>N Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <p style="text-align: center;"><u>Reading Notation</u></p> <p>O Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>P Introduce and understand the differences between crotchets and paired quavers.</p> <p>Q Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>

KS2 - Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>National Curriculum - KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Singing- sing songs with a range of dynamics and with actions. Sing as a large group or choir ♣ Listening- listen and be able to comment on a range of high-quality live and recorded pieces of music using an expanding range of music-specific vocabulary ♣ Composing- create short pieces with a beginning, middle and an end, using note names to help record their ideas on paper ♣ Musicianship- perform pieces with an understanding of note names and how pitches can rise and fall within a phrase. Be able to perform and read simple rhythms on classroom percussion and other available instruments 					
	<u>Tribal Tales</u> <u>Mirror Mirror</u>	<u>Tremors</u> <u>Earth Rocks</u>	<u>Flow</u> <u>Amazing Bodies</u>	<u>Mighty Metals</u> <u>Opposites Attract</u>	<u>I am Warrior</u> <u>How Does Your Garden Grow?</u>	
KS2- Year 3	<ul style="list-style-type: none"> ➤ Consolidate existing skills and musical dimensions knowledge- pulse, pitch, dynamics, timbre, duration and tempo through singing and using body percussion and classroom percussion ➤ World Music- listen to and explore instruments and songs from around the world. Discuss and develop an understanding of timbre. ➤ Describe and compare music they hear, developing a wider music-specific vocabulary and understanding of different musical dimensions ➤ Sing songs with varying dynamics, tempos and pitch. Explore singing in other languages. ➤ Ukulele- begin to learn to play the ukulele. Develop an understanding of chords, strumming and plucking techniques and learn how to read chord boxes for ukulele ➤ Work on swapping between chords on the ukulele, increasing dexterity, flexibility and co-ordination ➤ Work on strum patterns, developing a sense of pulse and rhythm through playing the ukulele ➤ Perform pieces on ukulele, classroom percussion and using their voices that makes use of a variety of musical dimensions, including pitch, tempo, dynamics and timbre ➤ Explore graphic notation and interpreting images as sounds, using classroom percussion and glockenspiels ➤ Perform pieces of music with glockenspiels in groups, taking inspiration from a graphic score or dot notation on a stave ➤ Compose a musical idea using graphic score to record their ideas- including using dot notation on staves <p>➤ <i>St. Andrew's Got Talent</i></p>					

Y4 Assessment Foci

Singing	Listening	Composing	Musicianship
<p>A Continue to sing a broad range of unison songs with the range of an octave (do-do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>B Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</p> <p>C Perform a range of songs in school assemblies.</p>	<p>D Listen to a range of high-quality live and recorded pieces of music</p> <p>E Develop an awareness of musical dimensions and how they can create a specific mood or feeling</p> <p>F Comment on music they have heard using a developing range of music-specific vocabulary</p>	<p style="text-align: center;">Improvise</p> <p>G Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>H Begin to make compositional decisions about the overall structure of improvisations.</p> <p style="text-align: center;">Compose</p> <p>I Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>J Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>K Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p>	<p style="text-align: center;">Instrumental Performance</p> <p>Q Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>P Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.</p> <p>Q Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. 27</p> <p>R Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A)</p> <p style="text-align: center;">Reading Notation</p> <p>S Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>T Read and perform pitch notation within a defined range (e.g. C-G/do-so).</p> <p>U Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>

		<p>L Introduce major and minor chords.</p> <p>M Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>N Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation and technology.</p>	
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KS2 - Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>National Curriculum - KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Singing- sing songs with a bigger pitch range and with simple harmonies. Sing regularly in assemblies as a large group ♣ Listening- listen and be able to comment on a range of high-quality live and recorded pieces of music using an expanding range of music-specific vocabulary ♣ Composing- compose a short piece of music using instruments known and explored by the students. Create rhythms and add note names to create pieces of music that can be performed and recorded on paper ♣ Musicianship- develop confidence in playing instruments, such as recorder, ukulele and glockenspiel. Be able to read and play simple rhythms and pitches on a stave 					
	<u>Gods and Mortals</u> <u>Power It Up</u>	<u>Misty Mountain Sierra</u> <u>In a State</u>	<u>Traders and Raiders</u> <u>Good Vibrations</u>	<u>Burps, Bottom & Bile</u> <u>Gnashers & Nosh</u>	<u>Blue Abyss</u> <u>Human Impact</u>	
KS2- Year 4	<ul style="list-style-type: none"> ➤ Sing regularly in Worship in Song as a large group and in class as a smaller choir ➤ Sing songs with two parts, developing an ability to harmonise and maintain their part in a two-part song ➤ Explore and perform a range of songs from Musical Theatre and pop music, developing the ability to "tell a story" and express the meaning of the words during the performance ➤ Make use of the musical dimensions to enhance a performance on voice and instruments, varying dynamics, tempo and timbre as appropriate to create a specific mood ➤ Listen to a range of pieces of music from musical theatre and pop, becoming aware of and using vocabulary such as diminuendo, crescendo, legato, staccato, rallantando and accelerando and discussing how these are used to portray a mood ➤ Begin to read staff notation, using simple methods to establish the pitch name of each note ➤ Using movement words to read rhythms accurately and confidently ➤ Using glockenspiels to accurately play short and simple pieces of music from traditional notation, being aware of the "shape" of the melody and how it relates to notes on the stave ➤ Using glockenspiels, ukuleles, recorders and classroom percussion to compose a short piece of music in a small group, composed to portray a specific mood <p>➤ <i>St. Andrew's Got Talent</i></p>					

Y5 Assessment Foci

Singing	Listening	Composing	Musicianship
<p>A Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <p>B Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>C Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>D Listen to a range of high-quality live and recorded pieces of music</p> <p>E Develop an awareness of musical dimensions and how they can create mood and atmosphere and enhance a visual stimulus</p> <p>F Comment on music they have heard using a wide range of music-specific vocabulary</p>	<p style="text-align: center;">Improvise</p> <p>G Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>H Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p style="text-align: center;">Compose</p> <p>I Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>J Working in pairs, compose a short ternary piece.</p> <p>K Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>L Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation and technology.</p>	<p style="text-align: center;">Instrumental Performance</p> <p>M Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p> <p>N Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).</p> <p>O Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>P Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p style="text-align: center;">Reading Notation</p> <p>Q Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>R Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>S Read and perform pitch notation within an octave (e.g. C-C'/do-do).</p> <p>T Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>

KS2 - Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>National Curriculum - KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Singing- sing a large variety of songs, with harmonies or three-parts or rounds. Sing regularly in assemblies as a large group. Sing with an awareness of pitch, phrasing and style ♣ Listening- listen and be able to discuss and compare a range of high-quality live and recorded pieces of music using a large range of music-specific vocabulary ♣ Composing- compose a short piece of music to accompany a silent film, using keyboards. A beat will be used to compose on top of, using a ternary structure for the composition. ♣ Musicianship- develop confidence in playing a keyboard, using both hands to play a simple melody and chords to accompany, either in pairs or individually. Be able to play a variety of pieces from traditional notation. 					
	<p><u>Stargazers</u> <u>Out of this World</u></p>	<p><u>Revolution</u></p>	<p><u>Frozen Kingdom</u></p>	<p><u>Pharaoh</u> <u>Circle of Life</u></p>	<p><u>Scream Machine</u> <u>Let's Get Moving</u> <u>Growing Pains</u></p>	
<p>KS2- Year 5</p>	<ul style="list-style-type: none"> ➤ Learn and perform s variety of songs from different genres, paying particular attention to accurate pitching, phrasing and style (Circle of Life) ➤ Sing songs with up to three parts as a choir ➤ Develop an awareness of style-specific nuances and details in songs and use them appropriately ➤ Listen to a range of film and incidental music pieces and be able to discuss, compare and contrast how the music portrays and enhances the on-screen action and how it creates or enhances the mood and feelings of the film ➤ Discuss and comment on the use of musical dimensions, including texture and be able to relate this to how mood and feelings are created from the music ➤ Listen to music with a range of time signatures and dynamics and be able to identify and discuss these elements of the music ➤ Compose a short piece of music to a silent video, using notation to record their ideas on paper ➤ Compose with an understanding of how the musical dimensions can help to create a certain mood and enhance the on-screen action ➤ Rehearse and perform a variety of pieces of music from traditional notation. ➤ Play pieces on keyboard with both a melody and chord accompaniment, either individually or in pairs ➤ Participate in a songwriting workshop provided by Wolverhampton Music School <p>➤ <i>St. Andrew's Got Talent</i></p>					

Y6 Assessment Foci

Singing	Listening	Composing	Musicianship
<p>A Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>B Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>C Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience</p>	<p>D Listen to a range of high-quality live and recorded pieces of music</p> <p>E Be able to comment on the effect musical dimensions have on the overall effect of a piece of music and how these can change to create a varied piece of music</p> <p>F Comment on music they have heard using a wide range of music-specific vocabulary</p>	<p style="text-align: center;">Improvise</p> <p>Extend improvisation skills through working in small groups to:</p> <p>G Create music with multiple sections that include repetition and contrast.</p> <p>H Use chord changes as part of an improvised sequence.</p> <p>I Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p style="text-align: center;">Compose</p> <p>J Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>K Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>L Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>M Compose a ternary piece; use available music software/apps to</p>	<p style="text-align: center;">Instrumental Performance</p> <p>N Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>O Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>P Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p style="text-align: center;">Reading Notation</p> <p>Q Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>R Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do).</p> <p>S Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>T Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>

		create and record it, discussing how musical contrasts are achieved.	
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KS2 - Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<p>National Curriculum - KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Singing- sing a large variety of songs with up to three or four parts or rounds, including syncopated rhythms. Sing regularly in assemblies as a large group and to audiences in concert performances ♣ Listening- listen and be able to discuss and compare a range of high-quality live and recorded pieces of music. Describe in detail how the interlocking dimensions of music create an overall effect or mood using a large range of music-specific vocabulary ♣ Composing- compose a piece of music over a fixed groove, using the chord sequence of the 12 bar blues. The composition will include repetition and contrast. ♣ Musicianship- confidently perform a piece on keyboard, with one pupil performing an accompaniment- chords or bassline, and another pupil performing the melody. Be able to confidently and accurately perform a variety of pieces from traditional notation, making stylistically appropriate choices about dynamics and tempo 						
	<u>Hola Mexico</u> <u>Classifying Critters</u>	<u>A Child's War</u> <u>Electrifying</u>	<u>Off With their Heads.</u>		<u>Visual Literacy</u> <u>(Alma, Titanium,</u> <u>Francis)</u>	<u>Gallery Rebels</u>	
			<u>Staying Alive</u>	<u>We're Evolving</u>	<u>Let it Shine</u>		
KS2- Year 6	<ul style="list-style-type: none"> ➤ Sing regularly in Worship in Song as a large group and in class as a smaller choir. Sing in front of audiences and in the wider community ➤ Sing songs of increasing complexity, of up to 3 or 4 parts or rounds and with syncopation ➤ Perform songs with a range of dynamics determined by the pupils, and at an appropriate tempo ➤ Listen to a range of pieces based on the 12 bar blues chord sequence, learn to recognize and identify the pattern in listening activities ➤ Discuss and develop knowledge about the history of the 12 bar blues including significant artists of the genre and why it is relevant to modern music today ➤ Rehearse the 12 bar blues chord sequence in the key of C on keyboards, keeping in time with a "groove" from available keyboard drum beats ➤ Use the blues scale to improvise and then compose a melody over the top of the 12 bar blues chord sequence, keeping the melody stylistically appropriate and enhancing it with dynamic contrast ➤ Compose a class song over a 12 bar blues chord sequence- lyrics, theme, tertiary structure ➤ Compose a verse and chorus for a pop song, combining sounds and sequences on GarageBand on the iPads ➤ Participate in a songwriting workshop provided by Wolverhampton Music School ➤ <i>St. Andrew's Got Talent</i> 						