



Music

Progression Planning Document



<p>Overarching Musical Aims</p> <ol style="list-style-type: none"> 1. Diversity-Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. 2. Performance and composition- Learn to sing with voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have opportunity to progress to the next level of musical excellence 3. Appreciation- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>Questions to consider (when planning)</p> <p>How will we hook the children? How will we sequence the learning, to maintain motivation? What will the varied activities be? Are we using rich resources? How will the children communicate their understanding through an engaging end product? How can we set challenging expectations for children of varying abilities? How can I link it to other parts of the curriculum? Are we introducing children to a variety of music that they may not have accessed previously? Can we promote children’s personal, social and emotional development through increased opportunity to perform and express themselves?</p>	<p>Useful Info</p> <p>Keystage objectives taken from Charanga Music school online resource. Lesson plans and resources are all available online, with an option to create new lesson plans through the freestyle mode. Here you can also find a list of keywords and vocabulary. http://charanga.com/user/login</p> <p>Where text is purple, objectives can successfully be achieved through key stage singing assemblies.</p> <p>The Interrelated Dimension of Music (Taken from Charanga Music School resource)</p> <p>Pulse (duration) - steady beat Rhythm (duration) - long and short sounds over a steady beat Pitch - high and low sounds Tempo - fast and slow Dynamics - loud and quiet Timbre - the character of a sound Texture - layers of sound, how thick or thin music is Structure - how the sections of a song or piece of music are ordered</p>
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FOUNDATION STAGE				
GENRES/ VOCAB	Listen and respond	Explore and create	Singing (Singing/playing instruments)	Share and perform
<p>Genres: Nursery rhymes</p> <p style="background-color: #90EE90;">Speak, listen, instrument, sing, soft, loud, high, low, rhyme, voice, music, quiet, loud, sound, beat, volume, tap, bang, scrap, shake, rattle, blow, drum, tambourine, maraca, wooden block, bells, shaker, chime bar</p>	<p>In each step there is option to listen and respond to a different song or piece of music in a different style. Use this music to inspire imaginative movement, initially free and child-led movement but start to teach the children to follow and copy instruction. The children will begin to respond verbally and with movement.</p>	<p>Reception is where we start our integrated approach to musical learning, laying down the foundations for KS1 and KS2 where we learn more about the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), singing and playing instruments and that they are all linked.</p> <p>Games</p> <p>Internalise the song and learn about the dimensions of music through games, use the games track/s provided. (The games track is always the backing track of one of the songs to be learnt or listened to. It gives a context in which to learn about pulse, rhythm, pitch and other dimensions of music. You cannot find the pulse if there is no pulse to find, you cannot clap a rhythm if there is no understanding of pulse etc..). Make sure that each game leads easily into the next. Build in a sprinkling of the other dimensions as appropriate. Use the games track throughout the whole of the pulse/rhythm/pitch games. Keep the session imaginative, fun and lively at all times, use a combination of teacher-led and child-initiated activities. Make sure that all children are fully engaged and that they are enjoying themselves. Remember that music is repetition and skills based. Classroom instruments are incorporated into the games as the Units progress.</p>	<p>In each Unit of Work the children will have the option to learn four nursery rhymes and two action songs. The on-screen resource will assist with listening and learning to sing the nursery rhymes and action songs with Kim and Chris (Charanga session singers). A flexible approach gives the teacher the option to listen to, learn and/or sing along with the songs. There are different ways to learn each song in the “Learn to Sing the Song” section of the on-screen resource - you decide how this will work for your children. The words of the songs are highlighted on the screen for you to use if you choose - most children will not be able to read them at the start of the year. As the year progresses, there will be option to use classroom instruments along with the correct note/s to use.</p>	<p>Anything that has taken place within the lesson. Perhaps record the process for fun and tracking/assessment purposes.</p>

GENRES AND VOCABULARY	Listen and Appraise	Musical activities					PERFORM AND SHARE
		Games	Singing	Playing	Improvisation	Composition	
GENRES		YEAR 1 - Learning					
<p>Old school hip hop Reggae, classical, pop, blues, baroque, latin, banga, folk, irish, funk, big band, jazz, show tunes, western, classical</p>	<p>The children will begin to recognise very basic style indicators and start to recognise different instruments.</p> <ul style="list-style-type: none"> Have fun finding the pulse together and start to understand what pulse is/does/means etc. Start to use correct musical language during discussion and when describing feelings. They will begin to recognise the sound of the musical instruments used. Basic musical structure. The purpose of the song and context within history. How music makes them feel. About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. They will start to use correct musical language and describe how the music makes them feel through safe 	<p>Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by playing Warm-up Games:</p> <ul style="list-style-type: none"> Have fun finding the pulse together. Copy back simple rhythms, clapping. Copy back simple rhythms related to animals, food etc. Rhythm copy back - It's Your Turn! Create your own simple rhythms. Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning. 	<p>Sing within a limited pitch range and begin to understand:</p> <ul style="list-style-type: none"> The importance of working together in an ensemble or as part of a group. How important it is and why we warm up our voices. How to join in and stop as appropriate - learn how to follow a leader/conductor. How melody and words should be interpreted. How to sing with good diction. How to perform with a good sense of pulse and rhythm. 	<ul style="list-style-type: none"> Start to learn to play together in a band or ensemble. Join in and stop as appropriate. Start to respond to simple musical cues such as starting and stopping etc. Learn how to follow a leader/conductor. Play and move between differentiated parts with a sound-before-symbol approach, according to ability. Learn to play your instrument correctly and treat it with respect. 	<p>Using the differentiated improvisation challenges in the Year 1 units you will learn the fundamentals of improvisation and skills will build overtime:</p> <ul style="list-style-type: none"> Clap and improvise (simple rhythmic patterns). Copy back. Question and Answer. Sing and Improvise (simple patterns). Copy back using voices. Question and Answer using voices. Play and Improvise (simple patterns). Copy back using instruments. Question and Answer using instruments. Improvise! Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> Begin to understand the differences between composition and improvisation. Create your own simple melodies within the context of the song that is being learnt. Compose using one or two notes. Record the composition in any way appropriate. Notate music in different ways, using graphic/video, ICT. Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations. 	<ul style="list-style-type: none"> Start to perform together in an ensemble/band. Sing, play, improvise and play back compositions as part of your ensemble/band. Do all of this in front of an audience. Learn about performance and building confidence. Understand about practice. Record your performance and learn from watching it back.
VOCABULARY		YEAR 1 - OUTCOMES					
<p>Chant, mood, repeated patterns, percussion</p>	<ol style="list-style-type: none"> Start to recognise/identify very simple style indicators and different instruments used. March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. Start using basic musical language to describe the music you are listening to and your feelings towards it. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. 	<ol style="list-style-type: none"> Begin to find and internalise the pulse on their own or with support. Try to or demonstrate more confidently how they find/feel the pulse. Begin to demonstrate how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time. Clap the rhythm of your name, favourite food, favourite colour etc. Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music. 	<ol style="list-style-type: none"> Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone. Begin to understand the importance of warming up their voices and to establish a good singing position. Start to consider that words mean something and how they work together with the music. Sing with a good sense of the pulse internally and try to sing together with the group. Stop and start as appropriate, begin to follow a leader/conductor. 	<ol style="list-style-type: none"> Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. Move between differentiated parts as required using a sound-before-symbol approach. Learn to stop/start and respond to basic musical cues from the leader/conductor. Learn how to treat your instrument with respect and how to play it correctly. Play as part of your ensemble/group with a sound-before-symbol (by ear) approach. 	<ol style="list-style-type: none"> Explore and create simple musical sounds with voices and instruments within the context of the song being learnt. Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. Improvise using very simple patterns on your instrument and/or voice. Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes. 	<ol style="list-style-type: none"> Create your own very simple melodies (usually in a group) within the context of the song that is being learnt. Create compositions using one or two notes, increasing to three notes if appropriate. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it 	<ol style="list-style-type: none"> Start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple

							musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
GENRES		YEAR 2 - LEARNING					
South African Music, pop, funk, big band/jazz, rock, reggae, show tunes, western, classical	<p>The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</p> <ul style="list-style-type: none"> • Have fun finding the pulse together and start to understand what pulse is/does/means etc. • Start to use correct musical language during discussion and when describing feelings. • They will begin to recognise the sound of the musical instruments used. • Basic musical structure. • The purpose of the song and context within history. • How music makes them feel. • About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. • They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion. 	<ul style="list-style-type: none"> • Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. • Continue with beginner games. • Have fun finding the pulse! • Copy back simple rhythms with increasing knowledge and confidence. • Rhythm copy back - It's Your Turn! Create your own simple rhythms with increasing confidence. • Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning. 	<p>Sing within a limited pitch range and deepen their understanding of:</p> <ul style="list-style-type: none"> • The importance of working together in an ensemble or as part of a group. • How important it is and why we warm up our voices. • How to join in and stop as appropriate - learn how to follow a leader/conductor. • How melody and words should be interpreted. • How to sing with good diction. • How to perform with a good sense of pulse and rhythm. 	<ul style="list-style-type: none"> • Continue to learn to play together in a band or ensemble. • Join in and stop as appropriate and more confidently. • Continue to respond to simple musical cues such as starting and stopping. • Follow a leader/conductor. • Play and move between differentiated parts with a sound-before-symbol approach, according to ability. • Continue to learn to play your instrument correctly and treat it with respect. 	<p>Using the differentiated improvisation challenges in the Year 2 units, you will deepen your knowledge of the fundamentals of improvisation and skills will continue to build overtime:</p> <ul style="list-style-type: none"> • Clap and improvise (simple rhythmic patterns). • Copy back. • Question and Answer. • Sing and Improvise (simple patterns). • Copy back using voices. • Question and Answer using voices. • Play and Improvise (simple patterns). • Copy back using instruments. • Question and Answer using instruments. • Improvise! Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> • Continue to explore and understand the differences between composition and improvisation. • Continue to create your own simple melodies within the context of the song that is being learnt. • Compose using one, two or three notes. • Record the composition in any way appropriate. • Notate music in different ways, using graphic/video, ICT. • Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations. 	<ul style="list-style-type: none"> • Continue to learn how to perform together in an ensemble/band. • Sing, play, improvise and play back compositions as part of your ensemble/band. • Do all of this in front of an audience. • Learn about performance and building confidence. • Understand in more depth about practice. • Record your performance and learn from watching it back.
VOCABULARY		YEAR 2 - OUTCOMES					
Rhythm, compose, pitch	<ol style="list-style-type: none"> 1. Try to recognise/identify very simple style indicators and different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. 3. Start using basic musical language to describe the music you are listening to and your feelings towards it. 4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. 	<ol style="list-style-type: none"> 1. Continue to learn to find and internalise the pulse on their own or with support. 2. Demonstrate more confidently how they find/feel the pulse. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time. 4. Clap the rhythm of their name, favourite food, favourite colour etc confidently and create their own rhythm when asked. 5. Show a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music. 	<ol style="list-style-type: none"> 1. Continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone. 2. Continue to understand the importance of warming up their voices and to establish a good singing position. 3. Consider that words mean something and how they work together with the music. 4. Sing with a good sense of the pulse internally and try to sing together and in time with the group. 5. Stop and start as appropriate, begin to follow a leader/conductor 	<ol style="list-style-type: none"> 1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. 2. Move between differentiated parts as required using a sound-before-symbol approach. 3. Continue to respond to basic musical cues from the leader/conductor. 4. Continue to treat your instrument with respect and how to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach. 	<ol style="list-style-type: none"> 1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. 3. Continue to improvise using very simple patterns on your instrument and/or voice. 4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the 	<ol style="list-style-type: none"> 1. Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt. 2. Move beyond composing using one or two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch 	<ol style="list-style-type: none"> 1. Continue to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. 2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. 3. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to

					group. Improvise using one or two notes.	using graphic notations or simply writing the melody in any way we will remember it.	communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
GENRES AND VOCABULARY	Listen and Appraise	Musical activities					PERFORM AND SHARE
		Games	Singing	Playing	Improvisation	Composition	
GENRES	YEAR 3 - LEARNING						
R&B, soul, film, musicals, motown, reggae, music from around the world, disco, western, classical	<ul style="list-style-type: none"> The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz. Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. They will continue to recognise the sound of the musical instruments used and basic musical structure. They will continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion. The purpose of the song and context within history. Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure 	<p>Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about:</p> <ul style="list-style-type: none"> Pulse - a steady beat. Rhythm - copy simple patterns and how they work with pulse. Pitch - what it is, to copy it and to warm up their voices. Progress through the differentiated Bronze, Silver and Gold Challenges. Rhythm copy back - progress from teacher to pupil-led games. Pitch copy back - using voices then instruments; one or two notes dependent on ability and song. Build on the understanding that pulse is the foundation of music upon which the other dimensions are built. Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music. 	<p>Sing in tune within a limited pitch range and continue to understand:</p> <ul style="list-style-type: none"> The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. How important it is and why we warm up our voices, posture, breathing and voice projection. How to join in and stop as appropriate – continue to follow a leader/conductor confidently. How melody and words should be interpreted. How to sing with good diction. How to perform with a good sense of pulse and rhythm. 	<ul style="list-style-type: none"> Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate. Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor. Learn to treat each instrument with respect and use the correct techniques to play them. Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate 	<p>Through differentiated challenges, the children will deepen their knowledge and understanding of improvisation.</p> <ul style="list-style-type: none"> Progress through the differentiated Bronze, Silver and Gold Challenges. <ul style="list-style-type: none"> Sing, Play and Copy back - clapping progressing to using instruments. Copy back a musical idea. Play and Improvise – using instruments. Invent a musical answer using one or two notes. Improvise! - using two notes on instruments. Listen to each other's musical ideas. 	<ul style="list-style-type: none"> Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. Listen to the sound of the composition as it unfolds and make decisions about it. Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate. 	<ul style="list-style-type: none"> Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. Do all of this in front of an audience with more understanding of their needs. Learn about performance and building confidence. Understand about practice. Record your performance and learn from watching it back.
VOCABULARY	YEAR 3 - OUTCOMES						
Pulse, tone, string, wind, brass	<ol style="list-style-type: none"> Identify basic musical styles through learning about their style indicators and the instruments played. Find the pulse, the steady beat to the music they are listening to and understand what that means. More consistently use accurate musical language to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too. 	<ol style="list-style-type: none"> Find and internalise the pulse on your own or with support but more confidently. Demonstrate how you find/feel the pulse, with ease. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo 	<ol style="list-style-type: none"> Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone. Continue to understand the importance of warming up their voices and to establish a good singing position. Consider that words mean something and project the meaning of the song. Sing with a good sense of the pulse internally and sing together and in time with the group. Follow a leader/conductor 	<ol style="list-style-type: none"> Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. Continue to respond to basic musical cues from the leader/conductor. Continue to treat your instrument with respect and care and to play it correctly. Play more confidently as part of your ensemble/group with a 	<ol style="list-style-type: none"> Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. Continue to improvise using very simple patterns on your instrument and/or voice. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. Continue to perform 	<ol style="list-style-type: none"> Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt. Move beyond composing using two notes, increasing to three notes if appropriate. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting 	<ol style="list-style-type: none"> Continue to work together as part of an ensemble/band. Follow the conductor/band leader. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with

		work together and are sprinkled through songs/music.		soundbefore-symbol (by ear) approach or, with notation if appropriate.	your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.	louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.	awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
GENRES	YEAR 4 - LEARNING						
Pop, grime, hip-hop, bhangra, classical, tango, soul, gospel, rock,western, classical	The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music. ● Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. ● They will continue to recognise the sound of the musical instruments used and basic musical structure. ● The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. ● The purpose of the song and context within history. ● Continue to deepen their understanding of the dimensions of music and how they fit into music. Perhaps the children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.	Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning: ● Pulse - a steady beat. ● Rhythm - copy simple patterns and see how they work with pulse. ● Pitch - what it is, to copy it and to warm up their voices. ● Progress through the differentiated Bronze, Silver and Gold Challenges. ● Rhythm copy back - progress from teacher to pupil-led games. ● Pitch copy back - using voices then instruments; one or two notes dependent on ability and song. ● Build on the understanding that pulse is the foundation of music upon which the other dimensions are built. ● Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.	Sing in tune within a limited pitch range and continue to understand in greater depth: ● The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. ● How important it is and why we warm up our voices, posture, breathing and voice projection. ● How to join in and stop as appropriate - continue to follow a leader/conductor confidently. ● How melody and words should be interpreted. Try to match your performance of the song to how the music sounds ie start to think musically. ● How to sing with good diction. ● How to perform with a good sense of pulse and rhythm.	In greater depth: ● Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate. ● Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Learn how to follow a leader/conductor. ● Treat each instrument with respect and use the correct techniques to play them. ● Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate.	Progress through the differentiated Bronze, Silver and Gold Challenges: ● Sing, Play and Copy back - clapping progressing to using instruments. ● Play and Improvise – using instruments. Invent a musical answer using one, two or three notes. ● Improvise! - using up to three notes on instruments. Listen to each other's musical ideas. ● To listen and copy musical ideas by ear (rhythmic or melodic). ● To create musical rhythms and melodies as answers as part of a group and as a soloist. ● To respect each other's musical ideas and efforts.	● Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. ● Listen to the sound of the composition as it unfolds and make decisions about it. ● Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. ● Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. ● Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.	● Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. ● Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. ● Do all of this in front of an audience with more understanding of their needs. ● Learn about performance skills and building confidence. ● Understand in more depth about practice and why we do it. ● Record your performance and learn from watching it back.
VOCABULARY	YEAR 4 - OUTCOMES						
Pulse, tone, string, wind,	1. Identify basic musical styles through learning about their style indicators	1. Find and internalise the pulse n your own and stay in time.	Sing in tune within a limited pitch range and continue to understand:	1. Continue to play a classroom instrument as part of a group/ensemble	1. Continue to explore and create simple musical sounds with voices and	Compose a section of music that can be added to a performance of a song.	1. Present a musical performance of a song or piece of music to an

brass	<p>and the instruments played.</p> <p>2. Find the pulse, the steady beat to the music they are listening to and understand what that means.</p> <p>3. More consistently use accurate musical language to describe and talk about music.</p> <p>4. Listen to other ideas about music, respect those ideas and feelings.</p> <p>5. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>	<p>2. Demonstrate how you find/feel the pulse, with ease.</p> <p>Demonstrate a fast and slow pulse.</p> <p>3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</p> <p>4. Clap/play simple rhythms/copy one-two note pitches confidently and create their own rhythm when asked. Lead others if asked.</p> <p>5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>	<p>1. How to work together as part of a group and with their friends, developing the confidence to sing alone.</p> <p>2. The importance of warming up their voices and to establish a good singing position.</p> <p>3. How to perform a song stylistically and as musically as you can.</p> <p>4. How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps sing in two parts.</p> <p>5. How to follow a leader/conductor with confidence.</p>	<p>and as part of the song you are learning. play with more knowledge, confidence and ease.</p> <p>2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</p> <p>3. Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently.</p> <p>4. Continue to treat your instrument with respect and care and to play it correctly.</p> <p>5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</p>	<p>instruments within the context of the song being learnt.</p> <p>2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</p> <p>3. Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</p>	<p>1. Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt.</p> <p>2. Move beyond composing using two notes, increasing to three notes if appropriate.</p> <p>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</p> <p>4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p> <p>5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it</p>	<p>audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.</p> <p>2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</p> <p>3. Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>
GENRES	YEAR 5 - LEARNING						
<p>Rock, jazz, pop, old school hip hop, motown, western, classical</p>	<p>The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music.</p> <ul style="list-style-type: none"> When listening to the music, find and internalise the pulse using movement. Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. Use correct musical language consistently to describe the music you are listening to and your feelings towards it. Listen, comment on and discuss with confidence, 	<p>Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the pulse, rhythm and pitch by playing Warm-up Games. Progress through the Bronze, Silver and Gold Challenges:</p> <ul style="list-style-type: none"> Rhythm and Pitch Copy Back using one, two or three notes Question and Answer using one, two or three notes Security, confidence and ease, will start to be apparent through: Body movement and within the context of the Games Track being used. Knowing, understanding and demonstrating how pulse and rhythm work together. Understanding how the other dimensions of music are sprinkled through songs and pieces of music. 	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <ul style="list-style-type: none"> The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. How important it is and why we warm up our voices, posture, breathing and voice projection. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. Have a greater understanding of melody, words and their importance and how to interpret a song musically. Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part. 	<p>Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. Continue to treat each instrument with respect and use the correct techniques to play them. 	<ul style="list-style-type: none"> Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes. Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. Progress through the differentiated Bronze, Silver and Gold Challenges in Year 5. <p>Autumn and spring units:</p> <ul style="list-style-type: none"> Sing, Play and Copy back – clapping progressing to using instruments. Play and Improvise - using instruments, invent a musical answer using one, two or three notes. Improvise! - using up to three notes on instruments. <p>Summer 1 unit Bronze, Silver and Gold challenges:</p> <ul style="list-style-type: none"> Challenge 1 - clapping riffs. Challenge 2 - playing riffs using one, two or three notes. Challenge 3 - Question and Answer using one, two or three notes. Challenge 4 - Improvise using one, two or 	<ul style="list-style-type: none"> Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class. Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. 	<ul style="list-style-type: none"> Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically. Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. Do all of this in front of an audience with more understanding of their needs. Communicate ideas, thoughts and feelings through the performance. Understand about practice. Record your performance and learn from watching it back. Respond to feedback and offer positive comment.

	ideas together as a group. ● Discuss other dimensions of music and how they fit into the music you are listening to.				three notes.		
VOCABULARY		YEAR 5 - OUTCOMES					
Aural memory, notation, solo, ensemble	1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. 2. Find the pulse confidently and innately, of the music they are listening to and understand what that means. 3. Use accurate musical language to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.	1. Find and internalise the pulse on your own and stay in time. 2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. 4. Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.	1. Understand how to work together as part of a group and in an ensemble or, as a soloist. 2. Continue to understand the importance of warming up your voice and to establish a good singing position. 3. Perform and interpret a song stylistically and as musically as you can. 4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. 5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?	1. Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.	1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. 3. Continue to improvise using simple patterns on your instrument and/or voice. 4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.	Compose a section of music that can be added to a performance of a song. 1. Create your own more complex melodies within the context of the song that is being learnt. 2. Move beyond composing using two notes, increasing to three notes then five if appropriate. 3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.	1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. 2. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. 3. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
GENRES		YEAR 6 - LEARNING					
Pop, jazz, reggae jazz, classical, soft rock, western classical music	● Children will continue to show their increasing depth of knowledge and understanding. ● The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: 21st Century Classical Music, Electronic Music, Turntables, Jazz, the music of Benjamin Britten, Rock music, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.	Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Progress through the Bronze, Silver and Gold Challenges: ● Rhythm and Pitch Copy Back using one, two or three notes. ● Question and Answer using one, two or three notes. Security, confidence and ease, will start to be apparent through: ● Body movement and within the context of the Games Track being used. ● Knowing, understanding and demonstrating how pulse and rhythm work together. ● Understanding how the	Sing within an appropriate vocal range with clear diction and continue to understand: ● The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. ● How important it is and why we warm up our voices, posture, breathing and voice projection. ● Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. ● Have a greater understanding of melody, words and their importance and how to interpret a song musically. ● Demonstrate musical quality and understanding of how the interrelated dimensions of music play	With a greater depth of understanding: ● Play differentiated parts with a sound-before-symbol approach or using the notated scores. ● Choose parts according to ability and play them musically. ● Progress as appropriate between the parts. ● Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse. ● Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. ● Continue to treat each instrument with respect and use the correct techniques to play them. ● Build on understanding	● Deepen your understanding of what musical improvisation means. Continue to improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes. ● Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. ● Progress through the differentiated Bronze, Silver and Gold Challenges in Year 6. ● Challenge 1 - clapping riffs. ● Challenge 2 - playing riffs using one, two or three notes. ● Challenge 3 - Question and Answer using one, two or three notes. ● Challenge 4 - Improvise using one, two or three	● Confidently create your own melodies within the context of the song that is being learnt. ● Move beyond composing using two notes, increasing to three notes then five if appropriate. ● Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate. ● Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. ● Recognise and musically and/or verbally demonstrate awareness of a link between shape and	With a greater depth of understanding: ● Continue to perform together in an ensemble/band with an increasing understanding of how to improve your performance musically. ● Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. ● Do all of this in front of an audience with more understanding of their needs. ● Communicate ideas, thoughts and feelings through the performance. ● Understand about practice related to performance outcomes. ● Record your performance and learn from watching it back. Respond to feedback and offer positive

	<ul style="list-style-type: none"> When listening to the music, find and internalise the pulse using movement confidently and independently. Understand the pulse and its role as the foundation of music. Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds. Use correct musical language to confidently describe the music you are listening to and your feelings towards it. Listen, comment on and discuss with confidence, ideas together as a group. Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to. 	other dimensions of music are sprinkled through songs and pieces of music.	their part	the basics and foundations of formal notation - an introduction	notes.	pitch using notations if appropriate.	comments.
VOCABULARY		YEAR 6 -OUTCOMES					
Dimensions, appraising	<ol style="list-style-type: none"> Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. Find the pulse confidently and innately, of the music they are listening to and understand what that means. Use accurate musical language confidently and with understanding to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible. 	<ol style="list-style-type: none"> Find and internalise the pulse on your own and with ease. Demonstrate how you find/feel the pulse, with ease. Understand and demonstrate confidently how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing/play back over the Games Track in time. Clap/play rhythms/copy one to two note pitches confidently and create their own rhythm when asked. Lead others if asked. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music. 	<ol style="list-style-type: none"> Understand how to work together as part of a group and in an ensemble or, as a soloist. Continue to understand the importance of warming up your voice and to establish a good singing position. Perform and interpret a song stylistically and as musically as you can. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself? 	<ol style="list-style-type: none"> Continue to play a classroom instrument (or band instrument) as part of group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. Continue to treat your instrument with respect and care and to play it correctly. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate. 	<ol style="list-style-type: none"> Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. Continue to improvise using simple patterns on your instrument and/or voice. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three or more notes with greater confidence 	<ol style="list-style-type: none"> Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. Move beyond composing using two notes, increasing to three notes then five if appropriate. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate. 	<p>In greater depth: Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance.</p> <ol style="list-style-type: none"> Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.