At St James, we believe that music is an essential part of a balanced education for all children. It

- is a powerful, unique form of communication and is a vehicle for self-expression
- is an integral part of all cultures, past and present
- develops concentration, perseverance, co-ordination and memory
- promotes co-operation, a sense of group identity and togetherness
- increases self-discipline and creativity, sensitivity and fulfilment
- can inspire and motivate

St. James C. of E. PRIMARY SCHOOL

We use the award winning Charanga website to support our delivery of high quality Music lessons.

Our music curriculum is an integrated, practical and exploratory approach to musical learning.

Singing is at the heart of all musical learning, so each sequence of work includes both singing, and learning to play instruments.

As the children's musical learning develops, they are exposed to musical notation, but much of the playing and singing is done by ear.

Improvising and composing are also important elements of many units of learning, and are undertaken both with singing and instrumental playing.

Children embed their understanding of the interrelated dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation) through interactive games, which use movement and repetition.

Children listen to a variety of music from a range of different styles, times and cultures.

They are encouraged to discuss, contrast and compare the pieces, as well as explore the musical structure.

The interrelated dimensions of music are woven through the units to encourage the development of the three main musical skills as the learning progresses:

- Listening and appraising
- Creating and exploring music
- Performing

Early Years	Teachers engage all young children with music. Music is introduced through planning and play, all the musical learning is focussed around nursery rhymes and action songs. Opportunites to play a variety of percussion instruments and explore sound. The curriculum will be enriched and supported by the Charanga curriculum. Music will focus on engaging the children in activities related to the developmental events taking place in their changing lives.		
	Autumn Term	Spring Term	Summer Term
Year 1	**Listen and Respond** Move, dance and respond with their bodies in any way they can when listening. Describe their thoughts and feelings when listening to the music including why they like or don't like the music. Talk about any instruments they might hear and perhaps identify them. Recognise some band and orchestral instruments. Identify a fast or slow tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Talk about any other music they have heard that is similar. Begin to understand where the music fits in the world. Begin to understand about different styles of music. **Learn to Sing the Song** Sing, rap or rhyme as part of a choir/group. Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. Sing unit songs from memory. Perhaps have a go at singing a solo. Try to understand the meaning of the song. Try to follow the leader or conductor. Add actions and/or movement to a song. **Play Instruments with the Song**	**Listen and Respond** Move, dance and respond with their bodies in any way they can when listening. Describe their thoughts and feelings when listening to the music including why they like or don't like the music. Talk about any instruments they might hear and perhaps identify them. Recognise some band and orchestral instruments. Identify a fast or slow tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Talk about any other music they have heard that is similar. Begin to understand where the music fits in the world. Begin to understand about different styles of music. **Learn to Sing the Song** Sing, rap or rhyme as part of a choir/group. Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. Sing unit songs from memory. Perhaps have a go at singing a solo. Try to understand the meaning of the song. Try to follow the leader or conductor. Add actions and/or movement to a song. **Play Instruments with the Song**	**Listen and Respond** Move, dance and respond with their bodies in any way they can when listening. Describe their thoughts and feelings when listening to the music including why they like or don't like the music. Talk about any instruments they might hear and perhaps identify them. Recognise some band and orchestral instruments. Identify a fast or slow tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Talk about any other music they have heard that is similar. Begin to understand where the music fits in the world. Begin to understand about different styles of music. **Learn to Sing the Song** Sing, rap or rhyme as part of a choir/group. Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. Sing unit songs from memory. Perhaps have a go at singing a solo. Try to understand the meaning of the song. Try to follow the leader or conductor. Add actions and/or movement to a song. **Play Instruments with the Song**

	Play a part on a tuned or untuned instrument by ear. Decide to play Part 1 or Part 2. Learn to treat instruments carefully and with respect. Rehearse and perform their parts within the context of the unit song. Learn to play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. **Improvise with the Song** Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about making up your own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. **Compose with the Song** Begin to understand that composing is like writing a story with music. Explore sounds and create their own melody. Perform their simple composition/s using two, three, four or five notes. Use simple notation if appropriate: Create a simple melody using crotchets and minims. **Perform the Song** Rehearse a song and then perform it to an audience, explaining why the song was chosen. Add actions and perhaps movement to the song. Perform the song from memory. Follow the leader or conductor.	Play a part on a tuned or untuned instrument by ear. Decide to play Part 1 or Part 2. Learn to treat instruments carefully and with respect. Rehearse and perform their parts within the context of the unit song. Learn to play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. **Improvise with the Song** Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about making up your own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. **Compose with the Song** Begin to understand that composing is like writing a story with music. Explore sounds and create their own melody. Perform their simple composition/s using two, three, four or five notes. Use simple notation if appropriate: Create a simple melody using crotchets and minims. **Perform the Song** Rehearse a song and then perform it to an audience, explaining why the song was chosen. Add actions and perhaps movement to the song. Perform the song from memory. Follow the leader or conductor.	Play a part on a tuned or untuned instrument by ear. Decide to play Part 1 or Part 2. Learn to treat instruments carefully and with respect. Rehearse and perform their parts within the context of the unit song. Learn to play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. **Improvise with the Song** Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about making up your own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. **Compose with the Song** Begin to understand that composing is like writing a story with music. Explore sounds and create their own melody. Perform their simple composition/s using two, three, four or five notes. Use simple notation if appropriate: Create a simple melody using crotchets and minims. **Perform the Song** Rehearse a song and then perform it to an audience, explaining why the song was chosen. Add actions and perhaps movement to the song. Perform the song from memory. Follow the leader or conductor.

	Talk about the performance afterwards; saying what they enjoyed and what they think could have been better. When planning, rehearsing, introducing and performing the song: ● Introduce the performance (any connection to the Social Theme is an added bonus). ● Begin to play tuned and untuned instruments musically within the performance. ● Begin to use the voice expressively and creatively by singing simple songs. ● Begin to play together as a group/band/ensemble. Show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.	Talk about the performance afterwards; saying what they enjoyed and what they think could have been better. When planning, rehearsing, introducing and performing the song: ● Introduce the performance (any connection to the Social Theme is an added bonus). ● Begin to play tuned and untuned instruments musically within the performance. ● Begin to use the voice expressively and creatively by singing simple songs. ● Begin to play together as a group/band/ensemble. Show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.	Talk about the performance afterwards; saying what they enjoyed and what they think could have been better. When planning, rehearsing, introducing and performing the song: ● Introduce the performance (any connection to the Social Theme is an added bonus). ● Begin to play tuned and untuned instruments musically within the performance. ● Begin to use the voice expressively and creatively by singing simple songs. ● Begin to play together as a group/band/ensemble. Show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.
Year 2	**Listen and Respond** Find and try to keep a steady beat. Invent different actions to move in time with the music. Move, dance and respond with their bodies in any way they can. Describe their thoughts and feelings when hearing the music. Describe what they see in their individual imaginations when listening to the piece of music. Talk about why they like or don't like the music. Identify loud and quiet sounds as an introduction to understanding dynamics. Begin to understand the concept of there being different styles of music. Discuss the style of the music. Discuss together what the song or piece of music might be about. Talk about any other music they have heard that is similar.	**Listen and Respond** Find and try to keep a steady beat. Invent different actions to move in time with the music. Move, dance and respond with their bodies in any way they can. Describe their thoughts and feelings when hearing the music. Describe what they see in their individual imaginations when listening to the piece of music. Talk about why they like or don't like the music. Identify loud and quiet sounds as an introduction to understanding dynamics. Begin to understand the concept of there being different styles of music. Discuss the style of the music. Discuss together what the song or piece of music might be about. Talk about any other music they have heard that is similar.	**Instruments:** Introduction to playing the Recorder / Summer Term 1 and 2. Hold and play the recorder in the correct position. Play the note B. Play in time with the pulse and breathe in the correct places. Listen and copy different rhythms (patterns of long and short sounds) on the note B. Play the note B clearly and confidently in two new pieces and learn more about the musical score. Play the note A, know what the word 'rhythm' means and copy back different rhythms on the note B with greater accuracy. Play a duet, the notes A and B and to cover the finger holes properly to ensure a good sound. Sing, play and improvise using the notes A and B. Recognise and play semibreves (four beats) and minims (two beats) on notes A and B. Continue improving improvisation. Become confident playing B, A and G.

	Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Describe differences in tempo and dynamics with more confidence. Recognise some band and orchestral instruments. Continue to talk about where music might fit into the world. **Learn to Sing the Song** Sing as part of a choir. Have a go at singing a solo. Demonstrate good singing posture. Sing songs from memory. Sing with more pitching accuracy. Understand and follow the leader or conductor. Sing to try to communicate the meaning of the words. Listening for being 'in time' or 'out of time'. Add actions and perhaps movement to a song. **Play Instruments with the Song** Play a part on a tuned or untuned instrument by ear. Either Part 1 or Part 2. Rehearse and perform their parts within the context of the unit song. Learn to treat instruments carefully and with respect. Play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. **Improvise with the Song** Beginning to create personal musical ideas using the given notes.	Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. Describe differences in tempo and dynamics with more confidence. Recognise some band and orchestral instruments. Continue to talk about where music might fit into the world. **Learn to Sing the Song** Sing as part of a choir. Have a go at singing a solo. Demonstrate good singing posture. Sing songs from memory. Sing with more pitching accuracy. Understand and follow the leader or conductor. Sing to try to communicate the meaning of the words. Listening for being 'in time' or 'out of time'. Add actions and perhaps movement to a song. **Play Instruments with the Song** Play a part on a tuned or untuned instrument by ear. Either Part 1 or Part 2. Rehearse and perform their parts within the context of the unit song. Learn to treat instruments carefully and with respect. Play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. **Improvise with the Song** Beginning to create personal musical ideas using the given notes.	

	Following a steady beat and staying 'in time'. Understand that improvisation is about making up your own very simple tunes on the spot. **Compose with the Song** Perform their simple composition/s using two, three, four or five notes. Starting their tune/s on note one and ending dimensions of music. it on note one. Continue to understand that composing is like writing a story with music. Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use music technology, if available, to capture, change and combine sounds. Use notation if appropriate: Create a simple melody using crotchets and minims. **Perform the Song** Rehearsing a song and then performing it to an audience, explaining why the song was chosen. Adding actions to the song. Showing a simple understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance. Perform the song from memory. Follow the leader or conductor. Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.	Following a steady beat and staying 'in time'. Understand that improvisation is about making up your own very simple tunes on the spot. **Compose with the Song** Perform their simple composition/s using two, three, four or five notes. Starting their tune/s on note one and ending dimensions of music. it on note one. Continue to understand that composing is like writing a story with music. Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use music technology, if available, to capture, change and combine sounds. Use notation if appropriate: Create a simple melody using crotchets and minims. **Perform the Song** Rehearsing a song and then performing it to an audience, explaining why the song was chosen. Adding actions to the song. Showing a simple understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance. Perform the song from memory. Follow the leader or conductor.	

		Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.	
Year 3	**Instrument: Recorders Autumn 1** Revise and play B. Know the pulse and that all music has a 'heartbeat' which underpins the other building blocks of music such as rhythm (long and short sound) or pitch (high and low sounds). Use ar Rhythm Grid with 4 beats in a bar. Create own pattern of music on a Rhythm Grid. Revise and play A. Play along with a piece of music. Play rhythmic patterns using both A and B. Revise and play G. **Autumn 2** **Listen and Respond** To share their thoughts and feelings about the music together. Find the beat or groove of the music. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Talk about the style of the music. Identifying and describing their feelings when hearing the music including why they like or don't like the music. Use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements with more confidence when talking about the music.	**Listen and Respond** To share their thoughts and feelings about the music together. Find the beat or groove of the music. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Talk about the style of the music. Identifying and describing their feelings when hearing the music including why they like or don't like the music. Use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements with more confidence when talking about the music. Recognise that some instruments are band instruments and some are orchestral instruments. Identify the specific instruments if they can. Talk about where the music fits into the world. Think about and discuss why the song or piece of music was written and what it might mean. Discuss the style of the music and any other music they have heard that is similar. **Learn to Sing the Song** Sing as part of a choir and in unison. Demonstrate good singing posture. Sing the unit songs from memory. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction.	**Ukulele Lessons** • Introduction to the Ukulele • Strings • Strumming

	Recognise that some instruments are band instruments and some are orchestral instruments. Identify the specific instruments if they can. Talk about where the music fits into the world. Think about and discuss why the song or piece of music was written and what it might mean. Discuss the style of the music and any other music they have heard that is similar. **Learn to Sing the Song** Sing as part of a choir and in unison. Demonstrate good singing posture. Sing the unit songs from memory. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Sing with attention to clear diction. Sing more expressively, with attention to breathing and phrasing. Have a go at singing a solo. Discuss together what the song or piece of music might be about. Follow the leader or conductor confidently. Sing with attention to the meaning of the words. Perform actions confidently and in time. Sing a widening range of unison songs, of varying styles and structures. **Play Instruments with the Song** To play a part on a tuned instrument by ear or from notation. Play the instrumental part they are comfortable with and swap when appropriate. Play the right notes with secure rhythms. Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader.	Sing more expressively, with attention to breathing and phrasing. Have a go at singing a solo. Discuss together what the song or piece of music might be about. Follow the leader or conductor confidently. Sing with attention to the meaning of the words. Perform actions confidently and in time. Sing a widening range of unison songs, of varying styles and structures. **Play Instruments with the Song** To play a part on a tuned instrument by ear or from notation. Play the instrumental part they are comfortable with and swap when appropriate. Play the right notes with secure rhythms. Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader. Treat instruments carefully and with respect. Play their instruments with good posture and technique. **Improvise with the Song** When improvising, Follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps trying more notes and rhythms, Including rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. **Compose with the Song**	

	Treat instruments carefully and with respect. Play their instruments with good posture and technique. **Improvise with the Song** When improvising, Follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps trying more notes and rhythms, Including rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. **Compose with the Song** Successfully create a melody in-keeping with the style of the backing track. This could be to: ● Compose over a simple chord progression. ● Compose over a simple groove. ● Compose over a drone. Include a home note, to give a sense of an ending; coming home. Perform their simple composition/s using their own choice of notes. Give the melody a shape. Describe how their melodies were created. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Create a tempo instruction. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Use simple rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests to create rhythm patterns. **Music Notepad**	Successfully create a melody in-keeping with the style of the backing track. This could be to: ● Compose over a simple chord progression. ● Compose over a simple groove. ● Compose over a drone. Include a home note, to give a sense of an ending; coming home. Perform their simple composition/s using their own choice of notes. Give the melody a shape. Describe how their melodies were created. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Create a tempo instruction. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Use simple rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests to create rhythm patterns. **Music Notepad** Composing a 'stand-alone' piece of music which includes: ● A time signature. ● A treble clef. ● Four or six bars. ● The right notes for the scale and key signature. ● Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests. ● Expression/dynamics. ● A melody that starts and ends on note one. **Perform the Song**	

	Composing a 'stand-alone' piece of music which includes: ● A time signature. ● A treble clef. ● Four or six bars. ● The right notes for the scale and key signature. ● Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests. ● Expression/dynamics. ● A melody that starts and ends on note one. **Perform the Song** Plan, rehearse and perform a song to an audience that has been learned in the lesson, from memory or with notation, with confidence. Explain why the song was chosen. Show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance. Follow the leader or conductor. Talk about the strengths of the performance, how they felt and what they would like to change. Introduce the performance with an understanding of what the song is about and commenting on any other relevant connections. Including any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment etc.	Plan, rehearse and perform a song to an audience that has been learned in the lesson, from memory or with notation, with confidence. Explain why the song was chosen. Show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance. Follow the leader or conductor. Talk about the strengths of the performance, how they felt and what they would like to change. Introduce the performance with an understanding of what the song is about and commenting on any other relevant connections. Including any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment etc.	
Year 4	**Ukulele Lessons**	**Ukulele Lessons**	**Listen and Respond**

	• Introduction to the Ukulele • Strings • Strumming	• Introducing all the chords • Learning different songs using 3 chords and then 4 chords.	Talk about the words of a song. Think about why the song or piece of music was written. To find and demonstrate the steady beat. To identify 2/4, 3/4, and 4/4 metre. To identify the tempo as fast, slow or steady. To recognise the style of music they are listening to. To recognise different styles and any important musical features that distinguish the style. To discuss the structures of songs. To explain what a main theme is and identify when it is repeated. To identify: ● Call and response ● A solo vocal or instrumental line and the rest of the ensemble ● A change in texture ● Articulation of certain words ● Programme Music To understand what a musical introduction is and its purpose. To recall (by ear) memorable phrases heard in the music. To identify major and minor tonalities To recognise the sound and notes of the pentatonic scale, by ear and from notation. To describe legato and staccato. **Learn to sing the song** To rehearse and learn songs from memory and/or with notation. To sing in different time signatures: 2/4, 3/4 and 4/4. To sing as part of a choir with awareness of size: the larger the ensemble, the thicker and richer the musical texture. To demonstrate vowel sounds, blended sounds and consonants.

			To sing ‘on pitch' and 'in time'. To sing expressively, with attention to breathing and phrasing. To sing expressively, with attention to staccato and legato. To talk about the different styles of singing used for different styles of song To talk about how the songs and their styles connect to the world. **Play your instruments with the songs** To rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and D major. To play the right notes with secure rhythms. To rehearse and perform their parts within the context of the unit song. To play together with everybody while keeping the beat. To listen to and follow musical instructions from a leader. To treat instruments carefully and with respect. To play their instruments with good posture and technique. **Improvise with the Song** To explore improvisation within a major scale, using more notes. To improvise on a limited range of pitches on the instrument they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. To improvise over a simple chord progression/groove. **Compose with the Song**

			To compose over a simple chord progression. To compose over a groove. To use music technology, if available, to capture, change and combine sounds. To start to use simple structures within compositions, eg introduction, verse, chorus or AB form. To use simple dynamics. To create a tempo instruction To compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. To create a melody using crotchets, minims, quavers and their rests. To use a pentatonic scale. Begin to understand the structure of the composition. To explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). To include the home note to provide a sense of an ending; coming home. To perform their simple composition/s using their own choice of notes. **Music Notepad** To compose a 'stand-alone' piece of music which includes: ● A time signature. ● A treble clef. ● Four or six bars. ● The right notes for the scale and key signature. ● Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests.

			● Expression/dynamics. ● Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end. ● A melody that starts and ends on note one. To describe how their melodies were created. **Perform the Song** To rehearse and enjoy the opportunity to share what has been learnt in the lessons. To perform, with confidence, a song from memory or using notation. To play and perform melodies following staff notation, using a small range of notes, as a whole class or in small groups. To include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. To explain why the song was chosen, including its composer and the historical and cultural context of the song. To communicate the meaning of the words and articulate them clearly. To reflect on the performance and how well it suited the occasion. To discuss and respond to any feedback; to consider how future performances might be different.
Year 5	**Ukulele Lessons** • Introduction to the Ukulele • Strings • Strumming	**Ukulele Lessons** • Introducing all the chords • Learning different songs using 3 chords and then 4 chords.	**Ukulele Lessons** • Moving onto further chord sequences • Finally playing by letters

Year 6	Unit: Keyboards Play C D E F for different pieces of Music. Play C D E F G for different pieces of Music. Play C D E F G for different pieces of Music. Play C D G A B for different pieces of Music. Play C D E F G A B F# for different pieces of Music. Play C D E F G A B F# for different pieces of Music. Play C D E F G A F# Eb for different pieces of Music.	**Listen and Respond** To talk about feelings created by the music. To justify a personal opinion with reference to the musical elements. To identify 2/4, 4/4, 3/4, 6/8 and 5/4. To identify the musical style of a song, using some musical vocabulary to discuss its musical elements. To identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing. To discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. To explain a bridge passage and its position in a song. To recall (by ear) memorable phrases heard in the music. To identify major and minor tonalities, chord triads I, IV and V, and intervals within a major scale. To explain the role of a main theme in a musical structure. To understand what a musical introduction and outro are, and their purposes. To identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and an A cappella group. To recognise the following styles and any key musical features that distinguish them: 20th and 21st Century Orchestral; Soul; Pop; Hip Hop; Jazz: Swing; Rock; Disco; Romantic;	**Listen and Respond** To talk about feelings created by the music. To justify a personal opinion with reference to the musical elements. To identify 2/4, 4/4, 3/4, 6/8 and 5/4. To identify the musical style of a song, using some musical vocabulary to discuss its musical elements. To identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing. To discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. To explain a bridge passage and its position in a song. To recall (by ear) memorable phrases heard in the music. To identify major and minor tonalities, chord triads I, IV and V, and intervals within a major scale. To explain the role of a main theme in a musical structure. To understand what a musical introduction and outro are, and their purposes. To identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and an A cappella group. To recognise the following styles and any key musical features that distinguish them: 20th and 21st Century Orchestral; Soul; Pop; Hip Hop; Jazz: Swing; Rock; Disco; Romantic; Zimbabwean Pop;

		Zimbabwean Pop; RnB; Folk; Gospel; Salsa; Reggae; Musicals and Film Music. **Learn to Sing the Song** To rehearse and learn songs from memory and/or with notation. To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts where appropriate. To sing in 2/4, 4/4, 3/4, 5/4 and 6/8. To sing with and without an accompaniment. To sing syncopated melodic patterns. To demonstrate and maintain good posture and breath control whilst singing. To lead a singing rehearsal. To talk about the different styles of singing used in the different songs sung throughout this year. To discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world. **Play Instruments with the Song** To rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E ♭ major, D minor and F minor. To play a melody, following staff notation written on one stave and using notes within an octave range (do–do); to make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	RnB; Folk; Gospel; Salsa; Reggae; Musicals and Film Music. **Learn to Sing the Song** To rehearse and learn songs from memory and/or with notation. To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts where appropriate. To sing in 2/4, 4/4, 3/4, 5/4 and 6/8. To sing with and without an accompaniment. To sing syncopated melodic patterns. To demonstrate and maintain good posture and breath control whilst singing. To lead a singing rehearsal. To talk about the different styles of singing used in the different songs sung throughout this year. To discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world. **Play Instruments with the Song** To rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E ♭ major, D minor and F minor. To play a melody, following staff notation written on one stave and using notes within an octave range (do–do); to make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). To play a part on a tuned instrument, by ear or from notation: ● Playing the right notes with secure rhythms.

		To play a part on a tuned instrument, by ear or from notation: ● Playing the right notes with secure rhythms. ● Rehearsing and performing their parts within the context of the unit song. ● Playing together with everybody while keeping the beat. ● Listening to and following musical instructions from a leader. ● Treating instruments carefully and with respect. ● Playing their instruments with good posture. ● Understanding how to rehearse a piece of music in order to improve. ● Playing a more complex part. **Improvise with the Song** To explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B ♭ , C, D G, A, B, C, D F, G, A, C, D To improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation. To follow a steady beat and stay 'in time'. To become more skilled in improvising; perhaps trying more notes and rhythms. To include rests or silent beats. To think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. To challenge themselves to play for longer periods, both as a soloist and in response to others in a group **Compose with the Song** To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg	● Rehearsing and performing their parts within the context of the unit song. ● Playing together with everybody while keeping the beat. ● Listening to and following musical instructions from a leader. ● Treating instruments carefully and with respect. ● Playing their instruments with good posture. ● Understanding how to rehearse a piece of music in order to improve. ● Playing a more complex part. **Improvise with the Song** To explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B ♭ , C, D G, A, B, C, D F, G, A, C, D To improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation. To follow a steady beat and stay 'in time'. To become more skilled in improvising; perhaps trying more notes and rhythms. To include rests or silent beats. To think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. To challenge themselves to play for longer periods, both as a soloist and in response to others in a group **Compose with the Song** To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg C, D, E, G, A) and incorporate rhythmic variety and interest. To play this melody on available tuned percussion and/or orchestral instruments. To notate this melody.

		C, D, E, G, A) and incorporate rhythmic variety and interest. To play this melody on available tuned percussion and/or orchestral instruments. To notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. To create a simple chord progression. To compose a ternary (ABA form) piece; to use available music software/apps to create and record it, discussing how musical contrasts are achieved. To use music technology, if available, to capture, change and combine sounds. To create music in response to music and video stimuli. Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form). To use rhythmic variety. To compose song accompaniments, perhaps using basic chords. To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). To use full scales in different keys. To create a melody using crotchets, quavers, minims, perhaps semibreves and semiquavers, and all equivalent rests. To use a pentatonic and a full scale as well as major and minor tonalities To understand the structure of the composition. To explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).	Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. To create a simple chord progression. To compose a ternary (ABA form) piece; to use available music software/apps to create and record it, discussing how musical contrasts are achieved. To use music technology, if available, to capture, change and combine sounds. To create music in response to music and video stimuli. Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form). To use rhythmic variety. To compose song accompaniments, perhaps using basic chords. To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). To use full scales in different keys. To create a melody using crotchets, quavers, minims, perhaps semibreves and semiquavers, and all equivalent rests. To use a pentatonic and a full scale as well as major and minor tonalities To understand the structure of the composition. To explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). To include a home note, providing a sense of an ending; coming home. To perform their simple composition/s using their own choice of notes.

		To include a home note, providing a sense of an ending; coming home. To perform their simple composition/s using their own choice of notes. To successfully create a melody in keeping with the style of the backing track and to describe how their melodies were created. To create their composition/s with an awareness of the basic/simple chords in the backing track. **Music Notepad** To compose a 'stand-alone' piece of music which includes: ● A time signature. ● A treble clef. ● Four, six, eight or 12 bars. ● The right notes for the scale and key signature. ● Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests. ● Expression/dynamics. ● Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end. ● A melody that starts and ends on note one **Perform the Song** To create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience. To perform a range of songs as a choir in school assemblies, school performance opportunities and for a wider audience. To create, rehearse and present a holistic performance with a detailed understanding of the musical, cultural and historical contexts. To perform from memory or with notation.	To successfully create a melody in keeping with the style of the backing track and to describe how their melodies were created. To create their composition/s with an awareness of the basic/simple chords in the backing track. **Music Notepad** To compose a 'stand-alone' piece of music which includes: ● A time signature. ● A treble clef. ● Four, six, eight or 12 bars. ● The right notes for the scale and key signature. ● Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests. ● Expression/dynamics. ● Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end. ● A melody that starts and ends on note one **Perform the Song** To create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience. To perform a range of songs as a choir in school assemblies, school performance opportunities and for a wider audience. To create, rehearse and present a holistic performance with a detailed understanding of the musical, cultural and historical contexts. To perform from memory or with notation. To understand the value of choreographing any aspect of a performance. To understand the importance of a performing space and how to use it. A student or a group of students to rehearse and lead parts of the performance.

		To understand the value of choreographing any aspect of a performance. To understand the importance of a performing space and how to use it. A student or a group of students to rehearse and lead parts of the performance. To record the performance and compare it to a previous performance. To collect feedback from the audience and reflect on how the audience believed in the performance. To discuss how the performance might change if it was repeated in a larger/smaller performance space.	To record the performance and compare it to a previous performance. To collect feedback from the audience and reflect on how the audience believed in the performance. To discuss how the performance might change if it was repeated in a larger/smaller performance space.