

What we are trying to achieve for our learners through the music curriculum.

The vision for our pupils at Wyborne is that during their learning journey they will be provided with the opportunities, in first class teaching sequences, to broaden and apply their knowledge and skills through musical exploration.

As children's knowledge, skills and vocabulary develop, they will be able to communicate their understanding in a variety of structured formats. They will be able to make coherent links between studies through over-arching repetitive themes and will be able to compare and make links between them.

Our pupils will become musically literate – exploring various ways to represent music they make and interpret others' ways. They will experience and use the mathematics of music – the pulse, the rhythm, the metre etc. They will explore the History and geography of music - how modern music built on music of the past and how music from around the world influences music in modern Britain. Through the development of these skills students will develop a love for making music and a proficiency in the Art of music – how to express themselves, to improvise and to compose – use the emotive effects of dynamic, tempo and timbral changes etc. Students will be able to make music using a wide range of tools, both analogue and digital. Our pupils will perform in-school and out-of-school, in the local community and will have opportunities to perform more widely.

Wyborne School
Curriculum

Themes

Music Literacy and Oracy

Music Mathematics

Music History

The Art of Music

Music Geography

Music Technology

Music Literacy and Oracy

Writing or drawing representations of one's own music and playing others', including those that use conventional notation. Listening to and **describing** music and its affects using musical terminology.

Music Mathematics

The counting and dividing of beats, feeling the regularity of the pulse, identifying and playing patterns of rhythms, the sequencing of sections, the metre and the various points at which we stress beats.

Music History

The appreciation of similarities and differences between music from different periods of history through practical exploration – listening to and using elements of the music in one's own music.

The Art of Music

The **expression** of musical ideas using the knowledge, skills, techniques, attitudes developed within the other themes. Includes the use of emotive techniques such as variation of tempo, dynamics, timbre and structure when playing, composing and improvising.

Music Geography

The appreciation of similarities and differences between music of different cultures and various places through practical exploration – listening to and using elements of the music in one's own music.

Music Technology

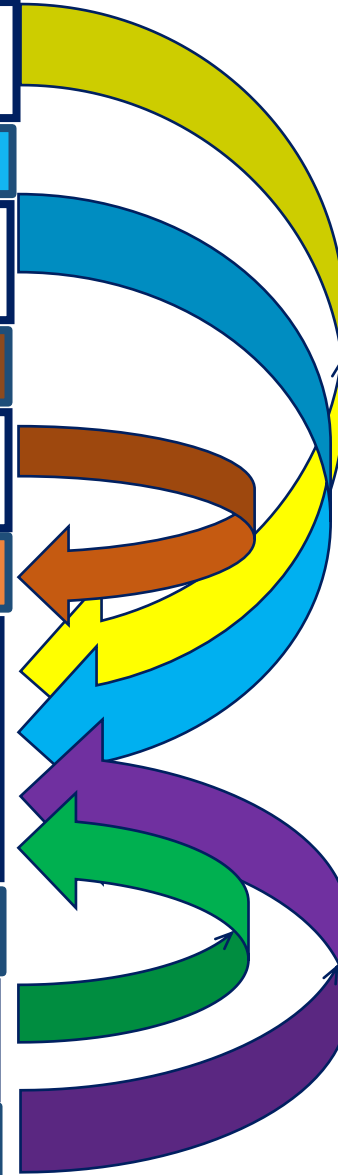
The use of the tools for making music from hand-held percussion to electronic keyboards to digital instruments to create a wide variety of sounds.

MUSIC THEMES

Children at Wyborne develop musically through regularly revising and building on these themes.

Literacy, Oracy, mathematical and technology are constant features of music lessons. The historical and geographical are each a focus once a year but are explored in less depth periodically.

The aim is that the five themes of Literacy / Oracy, Mathematics, History, Geography and Technology, feed into and support the most important theme of all – The Art of Music and that Wyborne's students become technically able and very expressive musicians.



Musical Instrument Teaching Plan for class lessons

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Keyboard	keyboard	KEYBOARD	KEYBOARD	keyboard	keyboard
	percussion	PERCUSSION	PERCUSSION	percussion	percussion	percussion
	Glocks +Xylo's	GLOCKS + XYLOS	Glocks + Xyol's	Glocks + Xyol's	Glocks + Xyol's	Glocks + Xyol's
	Recorder	Recorder	Recorder	RECORDER	RECORDER	Recorder
	Digital	Digital	Digital	Digital	DIGITAL	DIGITAL
General classroom instruments	General classroom Instruments	General classroom Instruments	General classroom Instruments	General classroom Instruments	General classroom Instruments	General classroom Instruments
Voice	Voice	Voice	Voice	Voice	Voice	Voice

KEY :

Not used in any lessons	Occasional use Used in some lessons	Minor Instrument of study Used in 25% of lessons approx	Major Instrument of study Used in 50% of lessons approx
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EYFS Music within Aspects of Learning: Overview: Key Skills & Knowledge – Planning in context of long-term knowledge & coherence

EYFS Music in Aspects of Learning Knowledge (substantive musical content) Significant people/ Significant events/ Visits	Subject Rationale: Music in EYFS should be experienced by children both as part of everyday learning and in explicitly taught sessions. EYFS children’s musical learning should cover all the musical elements they will develop further on in their school life. They are outlined in the column on the left.	Key Vocabulary	NC Key Skills: Related to Early Learning Goals and a Good Level of Development		
	Musical Elements	Dependent on topic	Assessment of Key Learning		
			30-50 months	40-60 months	40-60 months
			Expressive Arts	Expressive Arts	Expressive Arts
Pitch: Exploration and planned learning experiences which develop a sense of pitch.	Sing and explore different pitches by making other vocal sound / recreating sounds in nature such as birdsong. Play a range of pitched musical instruments. Recognise high and low pitch.		Uses movement to express feeling	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences	Talks about features of his/her own and other’s work, recognising the differences between them and strengths of others (ELG Exc)
Rhythm: Exploration and planned learning experiences which develop a sense of rhythm.	Move to rhythms e.g. skipping, marching. Sing songs with different rhythmic feel. For example songs in 2/4 (marches like The Grand Old Duke of York)) and 6/8 (bouncy songs like Humpty Dumpty).	Rhythm, Pulse Boucy			
Dynamics: Exploration and planned learning experiences which develop an awareness of the effects of loud and quiet sounds in music and in the environment.	Sing songs with dynamically contrasting sections. Change known songs to include a loud or a quiet section Play loud and quiet sounds on a variety of tuned and untuned instruments. ‘Ilustrate’ stories read with sound i.e. Accompany sudden events in stories with surprising sounds.	Dynamics Very (really) quiet Quiet, Quite quiet Quite loud Loud, Very (really) loud	Creates movement in response to music		
Tempo: Exploration and planned learning experiences which develop an awareness of the effects of music performed quickly or slowly and music that changes tempo.	Vary the tempo at which familiar songs are sung and talk about how the change made them feel. Move appropriately to music at different speeds e.g. running, crawling, movements in slow motion.	Tempo Very (really) slow Slow, Quite slow Quite fast Fast, quick Very (really) fast	Sings to himself/ herself and makes up simple songs		
Timbre: Exploration and planned learning experiences which develop an awareness of the similarities and the differences between sounds made by instruments.	Respond in different ways as different instruments are heard in a piece of music. Make different sounds to illustrate the voices of characters in books. Squeaky sounds for the Three Pigs and booming sounds for the Wolf.	‘The sound is scratchy, scrapy, booming, big, tiny, tinny, squeaky, shouty, soft, hard’	Makes up rhythms	READING	
Texture: Exploration and planned learning experiences which develop an awareness of layers of sounds. E.g The sound of traffic in the background with the birdsong in the trees nearby. Drums and guitar playing at the same time in a favourite piece of music.	Sing solo and in unison with others. Play instruments alone and with others. Play musical games that require children to start playing their instruments one by one until everyone is playing.	‘I can only hear one sound / instrument’ ‘I can hear two / three sounds instruments	Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there	Continues a rhyming string	
Structure: Exploration and planned learning experiences which develop an awareness of how music can be organised in different ways.	Sing songs with differing structures. Sometimes sing (A) songs with repeated first or last lines (The Wheels On The Bus) and sometimes sing (A/B) songs with verse/chorus structure (Oats and Beans and Barley Grow). Children respond with different actions for each section to reinforce the structural difference and the recognition of repetition		READING	Hears and says initial sound in words	
				Can segment the sounds in simple words and blend them together and	

			Enjoys rhyming and rhythmic activities	knows which letters represent some of them	
			Shows an awareness of rhyme and alliteration		
			Recognises rhythm in spoken words		

Year 1 Music Overview: Key Skills & Knowledge –Planning in context of long-term knowledge & coherence

		Year 1	Subject Rationale: How does this work support children’s wider Music journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary		NC Key Skills:
		substantive musical content) Significant people/ Significant events/ Visits				
WHOLE SCHOOL THEMED As well as some music-lessons linking to whole –school cross-curricula themes, many music-specific units are to be themed cross-phase and across whole school. For example, the whole school learns Reggae songs as KS2 year groups each explore different features of Reggae music appropriate to their focus instruments. This will be dependent on the changing topics.	WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.	At the start of a whole-school topic, the music teacher will select music fitting the theme and the children will: Sing songs at an appropriate level (08, 17, 18, 19); Listen to recordings of the artist / genre: (01, 04, 05) Play motifs, riffs, rhythms etc. from the work of the artist on their Major instrument of study. (02, 06, 07, 09) For example, TOPIC: During a topic called ‘Wings’ , all children might sing ‘Let’s Go Fly A Kite’ in singing Assemblies (Y1, 2 & 3 – In two parts) (Y5&6 – Harmonies) Y1 Listen to Albatross by Fleetwood Mac and play a two note base ostinato (using given notes on keyboard or glockenspiels) while teacher accompanies, playing Albatross on guitar.	Dependent on topic High Low Listen Pattern Fast Slow Loud Quiet	01	Listen to music with sustained concentration	
				02	Find the pulse whilst listening to music and using movement	
				03	Use the correct musical language to describe a piece of music	
	WHOLE SCHOOL MUSIC – GEOGRAPHY THEME X1 per year All singing and class lessons formed around the music of an artist, composer or genre of music from around the world. Eg Bob Marley or Reggae	When studying the artist / genre, children will: Sing songs at an appropriate level as described above (08, 17, 18, 19); Listen to recordings of the artist / genre: (01) Play motifs, riffs, rhythms etc. from the work of the artist on their Major instrument of study. (06, 07, 08, 09) The artist / genre will change every year. For example: All sing a selection of Reggae songs arranged at an age-appropriate level, as above. Year 1 listen to examples of Reggae music and play along, sometimes keeping the pulse, other times playing the rhythm of the words of the song played at various tempi and with varied dynamics by the teacher. (09, 10)		04	Recognise different instruments	
				05	Discuss feelings and emotions linked to different pieces of music	
				06	Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse	

	THEME X1 per year All singing and class music lessons themed around the music of a historically significant composer or genre of music. Eg The Beatles or Rock 'n' Roll	When studying the artist / genre, children will: Sing songs at an appropriate level as described above (08, 17, 18, 19); Listen to recordings of the artist / genre: (01) Play motifs, riffs, rhythms etc. from the work of the artist on their Minor instrument of study. (06, 07, 08, 09) The artist / genre will change every year. For example: All learn a selection of Beatles songs arranged at an age-appropriate level. Some Year 1 listen to examples of Beatles songs and play along, sometimes keeping the pulse, other times playing the rhythm of the words of the song played at various tempi and with varied dynamics by the teacher. (09, 10)		07	Listen to, copy a simple rhythm or melody
				08	Understand that pitch is how high or low sounds are
				09	Understands that tempo describes how fast or slow a piece of music is
	MAJOR INSTRUMENT STUDY: Keyboards and Glockenspiels	Prior learning: Familiarity with changing pitch on a range of pitched instruments. Current learning: Pupils will learn the names of all the white notes on a keyboard and glockenspiels and be able to find them quickly. They will learn to perform simple melodies and compose their own varying tempo and dynamics (14, 15, 16, 17) Later learning: Keyboard skills will be developed throughout the primary years.		10	Understands that dynamics is how loud or quiet a piece of music is
				11	Learn and perform chants, rhythms, raps and songs
				12	Learn to follow the conductor or band leader
	MINOR INSTRUMENT STUDY: Percussion (At least 25% of class lessons)	Prior learning: Familiarity with a range of percussive instruments in previous years. Current Learning: Will be able to keep the pulse and play simple rhythms using a variety of percussive instruments correctly. (11, 12, 15, 16) Later learning: Apply rhythms to own music and hold one rhythms when hearing another.	PRACTICE: DIGITAL INSTRUMENTS	13	Sing songs musically and warm up and project the voice whilst demonstrating good posture
				14	Understand that pitch describes how high or low sounds are
				15	Understand that tempo describes how fast or slow the music is
	PRACTICE: DIGITAL INSTRUMENTS AND SOFTWARE Around 25% of class lessons	Prior Learning: Have had experience of dragging and dropping and other computer / ipad skills. Also singing verse- chorus-verse chorus songs. Current Learning: Chose two sound-clips from a sound-bank and place them end to end to make an extended piece of music. Place two sound-clips end to end and repeat to make a musical pattern and explore song-structure. Later learning: Layer clips from a sound-bank. Create pieces of music combining rhythm clips and melody clips. Application to reading keyboard music in Year 4 and 5 when rhythm and pitch are read together.		16	Understand that dynamics describes how loud or quiet the music is
				17	
				18	
				19	

Year 2 Music Overview: Key Skills & Knowledge - Planning in context of long-term knowledge & coherence

	Year 2	Themes:	Subject Rationale: How does this work support children’s wider Music journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary		NC Key Skills:
	Knowledge (substantive musical content) Significant people/ Significant events/ Visits					
WHOLE SCHOOL THEMED As well as some music-lessons linking to whole –school cross-curricula themes, many music-specific units are to be themed cross-phase and across whole school. For example, the whole school learns Reggae songs as KS2 year groups each explore different features of Reggae music appropriate to their focus instruments.	As well as some music-lessons linking to whole –school cross-curricula themes, many music-specific units are to be themed cross-phase and across whole school. E.g. Whole school learns Reggae songs as KS2 year groups each explore different features of Reggae music appropriate to their focus instruments. This will be dependent on the changing topics.					Assessment of Key Learning
	WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.		At the start of a whole-school topic the music teacher will select music fitting the theme and the children will: Sing songs at an appropriate level (27, 28, 29); Listen to recordings of the artist / genre: (20) Play motifs, riffs, rhythms etc. from the work of the artist on their Major instrument of study. (30, 31, 32) For example, TOPIC: During a topic called ‘Wings’ , all children might sing ‘Let’s Go Fly A Kite’ in singing Assemblies (Y1, 2 & 3 – In two parts) (Y5&6 – Harmonies) Y2 Listen to Albatross by Fleetwood Mac and improvise melodies (using given notes on keyboard or glockenspiels) while teacher accompanies, playing Albatross on guitar.	Dependent on topic Beat Chant Tempo Dynamics Pitch Repeat Rest Rhythm Sequence Tune/Melody	20	Listen with concentration and understanding to a range of high-quality live and recorded music
					21	Build an understanding of the pulse and internalise it when listening to a piece of music
	WHOLE SCHOOL MUSIC – GEOGRAPHY THEME X1 per year All singing and class lessons formed around the music of an artist, composer or genre of music from around the world.		When studying the artist / genre, children will: Sing songs at an appropriate level as described above (27, 28, 29); Listen to recordings of the artist / genre: (20) Play motifs, riffs, rhythms etc. from the work of the artist on their Major instrument of study. (30,31) The artist / genre will change every year.	See also, vocab for Major Instrument Study below.	22	Improvise a simple rhythm using different instruments including the voice
					23	Understand that timbre describes the character or quality of a sound

	Eg Bob Marley or Reggae		<p>For example: All sing a selection of Reggae songs arranged at an age-appropriate level, as above. (27, 28, 29)</p> <p>Year 2 listen to examples of Reggae music and play-along, some keeping the pulse on hand-held percussion while others play with the snare drum on snares or other high-pitched drums. (26, 23,24)</p>		25	Understands that structure describes how different sections of music are ordered
	WHOLE SCHOOL MUSIC – HISTORY THEME X1 per year All singing and class music lessons themed around the music of a historically significant composer or genre of music. Eg The Beatles or Rock ‘n’ Roll		<p>When studying the artist / genre, children will: Sing songs at an appropriate level (27, 28, 30); Listen to recordings of the artist /genre: (20) Play motifs, riffs, rhythms etc. from the work of the artist on their Minor instrument of study. The artist / genre will change every year.</p> <p>For example: All learn a selection of Beatles songs arranged at an age-appropriate level. (27, 28, 30); Year 2 some children copy given rhythms from Beatles melodies while others keep the pulse. (21, 24, 26)</p>		24	Understands that texture describes the layers within the music
					27	Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence
					28	Develop an understanding of melody, the words and their importance in the music being listened to
					29	Sing a song in two parts
	MAJOR INSTRUMENT STUDY: Keyboards and Glockenspiels		<p>Prior learning: Familiarity with keyboard white notes and playing simple melodies.</p> <p>Current learning: Pupils will learn the names of all the black notes on a keyboard and be able to find them quickly. They will learn to perform melodies that are more complex and compose their own.</p> <p>Later learning: Keyboard skills will be developed throughout the primary years.</p>	White keys Black Keys Sharp, Flat High notes Low notes Higher notes Lower Notes Long notes Short Notes	30	Use tuned and untuned classroom percussion to play accompaniments and tunes
					31	Use tuned and untuned classroom percussion to compose and improvise
					32	Play instruments using the correct techniques with respect
	MINOR INSTRUMENT STUDY: Percussion (At least 25% of class lessons)		<p>Prior learning: Familiarity with a range of percussive instruments in previous years.</p> <p>Current Learning: Will be able to keep the pulse and play simple rhythms using the instruments correctly.</p> <p>Later learning: Apply rhythms to own music and hold one rhythms when hearing another.</p>		33	Practise, rehearse and present performances to audiences with a growing awareness of the people watching
					34	Experiment with, create, select and combine sounds using the inter-related dimensions of music
	OTHER INSTRUMENTAL ACCESS / PRACTICE: DIGITAL INSTRUMENTS AND SOFTWARE Around 25% of class lessons		<p>Prior learning: Chose sound-clips from a sound-bank and place them end to end to make an extended piece of music. Place several sound-clips end to end and repeat to make a musical pattern and explore song-structure.</p> <p>Current Learning: Layer clips from a sound-bank. Create pieces of music combining rhythm clips and melody clips.</p>			

			Later learning: How to use a drum-machine to create a rhythm. How to write / record a melody on music software. How to layer rhythm and melody. Application to reading keyboard music in Year 4 and 5 when rhythm and pitch are read together.			
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Year 3 Music Overview: Key Skills & Knowledge – Planning in context of long-term knowledge & coherence

	Year 3	Themes:	Subject Rationale:	Key Vocabulary		
	Knowledge (substantive musical content) Significant people/ Significant events/ Visits	Percussion Focus Year	How does this work support children's wider Music journey. What does it build upon and what does it prepare them for in the future (proximal role of the content) For the most part, the elements of music and the techniques of reading music will be taught on a constant cycle within the context of instrumental learning and exploration of themes. However, a minority of lessons will treat them discretely.			
WHOLE SCHOOL THEMED <i>As well as some music-lessons linking to whole –school cross-curricula themes, many music-specific units are to be themed cross-phase and across whole school. For example, the whole school learns Reggae songs as KS2 year groups each explore different features of Reggae music appropriate to their focus instruments.</i>	WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.		At the start of a whole-school topic the music teacher will select music fitting the theme and the children will: Sing songs at an appropriate level (39, 40); Listen to recordings of the artist / genre: (42) Play motifs, riffs, rhythms etc. from the work of the artist on their Major instrument of study. (32, 33) For example, TOPIC: During a topic called 'Wings' , all children might sing 'Let's Go Fly A Kite' in singing Assemblies (Y1, 2 & 3 – Unison) (Y3&4 – Separate parts) (Y5&6 – Harmonies) Y3 explore dotted rhythm by playing Albatross by Fleetwood Mac on percussion in music lessons. (35)	Ostinato, Rhythm Beat, Duration Structure, Melody Perform, Pitch Solo, Tunefully See also, vocab for Major Instrument Study. The rest will be dependent on topic		Assessment of Key Learning
					35	Listen with direction to a range of high quality music
	WHOLE SCHOOL MUSIC – GEOGRAPHY THEME X1 per year All singing and class lessons formed around the music of an artist, composer or genre of music from around the world. Eg Bob Marley or Reggae		When studying the artist / genre, children will: Sing songs at an appropriate level as described above (39, 40); Listen to recordings of the artist / genre: (35, 42) Play motifs, riffs, rhythms etc. from the work of the artist on their Major instrument of study. (32, 33) The artist / genre will change every year. For example: All learn a selection of Reggae songs arranged at an age-appropriate level, as above.		36	Confidently recognise a range of musical instruments
					37	Find the pulse within the context of different song/ music with ease
					38	Understand that improvisation is when a musician makes up a tune within boundaries
					39	Sing songs with multiple parts with increasing confidence
					40	Play and perform in sols or ensemble contexts with confidence

			Year 3 listen to examples of and explore the 'back-beat feel of Reggae rhythms on various percussion instruments, developing reading rhythm notation at the same time.(35, 41)			
	WHOLE SCHOOL MUSIC – HISTORY THEME X1 per year All singing and class music lessons themed around the music of a historically significant composer or genre of music. Eg The Beatles or Rock 'n' Roll		When studying the artist / genre, children will: Sing songs at an appropriate level (39, 40); Listen to recordings of the artist /genre: (42) Play motifs, riffs, rhythms etc. from the work of the artist on their Minor instrument of study. The artist / genre will change every year. For example: All learn a selection of Beatles songs arranged at an age-appropriate level. Year 3 explore the rhythms of Beatles melodies.		41	Develop an understanding of formal, written notation which includes crotchets and rests
					42	Begin to listen to and recall sounds with increasing aural memory
	MAJOR INSTRUMENT STUDY: DJEMBE and other Percussion (At least 50% of class lessons)		Prior learning: Regular experience of performing simple rhythms and a knowledge of short and long sounds EYFS and KS1. Will be able to read and play short rhythmic phrases written in conventional notation. Maintain own rhythm when hearing another. Rhythms requiring reading will only use quarter and 8th notes. In other situations, dotted notes will also be used. Later learning: Application to reading keyboard music in Year 4 and 5 when rhythm and pitch are used together.	Key Rhythm-specific vocab Pulse, Rhythm, Riff ¼ note, 1/8 note, Rest, ¼ note rest, 1/8 note rest, Duration Pulse Tempo Dotted rhythms Instrument-specific vocab such as sounds achievable on the Djembe 'bass, tone and slap'.		
	MINOR INSTRUMENT STUDY: KEYBOARDS (At least 25% of class lessons)		Prior learning: Familiarity with all keyboard keys. Current Learning: Will be able to use any of the keys on a keyboard to play given motifs and melodies, compose their own and improvise using a larger range of notes. Later learning: Keyboard skills will be developed throughout the primary years.	Improvisation Composing, Composer Instrument-specific vocab such as sounds achievable on the Djembe 'bass, tone and slap'.		
	OTHER INSTRUMENTAL ACCESS / PRACTICE: DIGITAL INSTRUMENTS AND SOFTWARE Around 25% of class lessons		Prior learning: Layer clips from a sound-bank. Create pieces of music combining rhythm clips and melody clips. Current Learning: How to use a drum-machine to create a rhythm. How to write / record a melody on music software. How to layer rhythm and melody. Later learning: Create pieces of music using software concentrating on one musical element. A 'quiet' piece of music. A 'loud' piece of music. A 'fast' or 'slow' piece of music. Application to reading keyboard music in Year 4 and 5 when rhythm and pitch are read together.	Improvisation Composing, Composer Instrument-specific vocab such as sounds achievable on the Djembe 'bass, tone and slap'.		

Year 4 Music Overview: Key Skills & Knowledge – Planning in context of long-term knowledge & coherence

	Year 4 Knowledge (substantive musical content) Significant people/ Significant events/ Visits	Themes: Keyboard Focus Year	Subject Rationale: How does this work support children’s wider Music journey. What does it build upon and what does it prepare them for in the future (proximal role of the content) For the most part, the elements of music and the techniques of reading music will be taught on a constant cycle within the context of instrumental learning and exploration of themes. However, a minority of lessons will treat them discretely.	Key Vocabulary		
WHOLE SCHOOL THEMED <i>As well as some music-lessons linking to whole –school cross-curricula themes, many music-specific units are to be themed cross-phase and across whole school. For example, the whole school learns Reggae songs as KS2 year groups each explore different features of Reggae music appropriate to their focus instruments.</i>	WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.		At the start of a whole-school topic the music teacher will select music fitting the theme and the children will: Sing songs at an appropriate level (39, 40, 46); Analyse and critique (45) recordings of the artist / genre: (42) Play motifs, riffs, rhythms etc. from the work of the artist on their Major instrument of study. (32, 33) For example, TOPIC: During a topic called ‘Wings’ , all children might sing ‘Let’s Go Fly A Kite’ in singing Assemblies (Y1, 2 & 3 – Unison) (Y3&4 – Sepárate parts) (Y5&6 – Harmonies) In music lessons, Y4 might explore how the bass parts and melodic phrases work together in Albatross by Fleetwood Mac using keyboards. (48, 50)	Aural Compose Texture Dynamics Expression Improvise Musician Recall Tempo Timbre See also, vocab for Major Instrument Study. The rest will be dependent on topic.		Assessment of Key Learning
					43	Confidently recognise a range of musical instruments and the different sounds they make
	WHOLE SCHOOL MUSIC – GEOGRAPHY THEME X1 per year All singing and class lessons formed around the music of an artist, composer or genre of music from around the world. For example, Bob Marley or Reggae		When studying the artist / genre, children will: Sing songs at an appropriate level as described above (39, 40, 44, 47); Analyse and critique recordings of the artist / genre: (35, 42, 44, 45) Play motifs, riffs, rhythms etc. from the work of the artist on their Major instrument of study. (32, 33, 48) The artist / genre will change every year. For example: All learn a selection of Reggae songs arranged at an age-appropriate level, as above.		44	Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators
					45	Use musical language to appraise a piece or style of music
					46	Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate
					47	Sing as part of an ensemble with confidence and precision.
					48	Play in solo or ensemble contexts with increasing confidence

			Year 4 listen to examples of and explore reggae ‘skanking’ chords on keyboards, learn to play the melodies to Reggae Songs, reading pitch notation at the same time.(35, 41)			
	WHOLE SCHOOL MUSIC – HISTORY THEME X1 per year All singing and class music lessons themed around the music of a historically significant composer or genre of music. For example, The Beatles or Rock ‘n’ Roll		When studying the artist / genre, children will: Sing songs at an appropriate level (39, 40, 46); Analyse and critique recordings of the artist /genre: (42) Play motifs, riffs, rhythms etc. from the work of the artist on their Minor instrument of study. The artist / genre will change every year. For example: All learn a selection of Beatles songs arranged at an age-appropriate level. Year 4 practice reading and playing Beatles melodies on ukulele		49	Develop an understanding of formal written notation including minims and quavers
					50	Listen to and recall sounds with increasing aural memory
	MAJOR INSTRUMENT STUDY: KEYBOARD (At least 50% of class lessons)		Prior learning: Regular experience of playing keyboard in KS1. Knowledge of where to find all the notes on a keyboard. Will be able to play melodic phrases using effective fingering and sound technique. Will also be able to read the pitch of notes written in conventional notation. Will work towards reading rhythms and pitch at the same time using mainly note divisions learnt in year 3. The focus here is to develop sense of and pitch and pitch-reading whilst consolidating rhythm reading. Later learning: Application to reading recorder music in Year 5 and 6 when pitch and more complex rhythms are used together. Although some aspects of keyboard playing might be considered more difficult than recorder playing, the relative difficulty of producing a pleasing, inspiring sound on recorder when compared to keyboard was the deciding factor over which is tabled first in the curriculum. Keyboard playing will be developed throughout the primary years.	Key Rhythm-specific vocab Pulse, Rhythm, Riff ¼ note, 1/8 note, Rest, ¼ note rest, 1/8 note rest, Duration Pulse Tempo Dotted rhythms Instrument-specific vocab such as sounds achievable on the Djembe ‘bass, tone and slap’.		
	MINOR INSTRUMENT STUDY: KEYBOARDS (At least 25% of class lessons)		Prior learning: Familiarity with all keyboard keys. Current Learning: Will be able to use any of the keys on a keyboard to play given motifs and melodies, compose their own and improvise using a larger range of notes. Later learning: Keyboard skills will be developed throughout the primary years.	Improvisation Composing, Composer Instrument-specific vocab such as sounds achievable on the Djembe ‘bass, tone and slap’.		

OTHER INSTRUMENTAL ACCESS / PRACTICE: DIGITAL INSTRUMENTS AND SOFTWARE Around 25% of class lessons		Prior learning: How to use a drum-machine to create a rhythm. How to write / record a melody on music software Current Learning: Create pieces of music using software concentrating on one musical element. A 'quiet' piece of music. A 'loud' piece of music. A 'fast' or 'slow' piece of music. Later learning: How to vary each musical element individually using software. Combining changes in two musical elements in one piece. Layering multiple instruments to vary texture. Application to reading keyboard music in Year 4 and 5 when rhythm and pitch are read together.	Improvisation Composing, Composer Instrument-specific vocab such as sounds achievable on the Djembe 'bass, tone and slap'.		
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Year 5 Music Overview: Key Skills & Knowledge – Planning in context of long-term knowledge & coherence

	Year 5 Knowledge (substantive musical content) Significant people/ Significant events/ Visits	Themes: Recorder Focus Year	Subject Rationale: How does this work support children's wider Music journey. What does it build upon and what does it prepare them for in the future (proximal role of the content) For the most part, the elements of music and the techniques of reading music will be taught on a constant cycle within the context of instrumental learning and exploration of themes. However, a minority of lessons will treat them discretely.	Key Vocabulary		
WHOLE SCHOOL THEMED <i>As well as some music-lessons linking to whole-school cross-curricula themes, many music-specific units are to be themed cross-phase and across whole school. For example, the whole</i>	WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.		At the start of a whole-school topic the music teacher will select music fitting the theme and the children will: Sing songs at an appropriate level (39, 40, 46, 54); Analyse and critique (45) recordings of the artist / genre: (42, 58) Play motifs, riffs, rhythms etc. from the work of the artist on their Major instrument of study. (32, 33, 55) For example, TOPIC: During a topic called 'Wings' , all children might sing 'Let's Go Fly A Kite' in singing Assemblies (Y1, 2 & 3 – Unison) (Y3&4 – Separate parts) (Y5&6 – Harmonies)	Chord Composer Ensemble Harmony Melody Notation Notes Percussion Posture Projection		Assessment of Key Learning
					51	Compose complex rhythms from an increasing aural memory
					52	Understand how pulse, rhythm and pitch work together

<i>school learns Reggae songs as KS2 year groups each explore different features of Reggae music appropriate to their focus instruments.</i>			In music lessons, Y5 might explore the melodic phrases and harmonies in Albatross by Fleetwood Mac using recorders. (48, 50)	See also, vocab for Major Instrument Study. The rest will be dependent on topic		
	WHOLE SCHOOL MUSIC – GEOGRAPHY THEME X1 per year All singing and class lessons formed around the music of an artist, composer or genre of music from around the world. For example, Bob Marley or Reggae		When studying the artist / genre, children will: Sing songs at an appropriate level as described above (39, 40, 44, 47, 54); Analyse and critique recordings of the artist / genre: (35, 42, 44, 45, 58) Play motifs, riffs, rhythms etc. from the work of the artist on their Major instrument of study. (32, 33, 48) The artist / genre will change every year. For example: All learn a selection of Reggae songs arranged at an age-appropriate level, as above. Year 4 listen to examples of and explore melodies and use the recorder to explore harmonies from Reggae songs, reading pitch notation at the same time.(35, 41,54		53	Improvise with increasing confidence using own voice, rhythms and varied pitch
					54	Sing as part of an ensemble with increasing confidence and precision
					55	Play and perform in solo or ensemble with contexts with some accuracy, fluency control and expression
					56	Use and develop an understanding of formal written notation, which includes staff, semibreves and dotted crotchets
	WHOLE SCHOOL MUSIC – HISTORY THEME X1 per year All singing and class music lessons themed around the music of a historically significant composer or genre of music. For example, The Beatles or Rock ‘n’ Roll		When studying the artist / genre, children will: Sing songs at an appropriate level (39, 40, 46, 54); Analyse and critique recordings of the artist /genre: (42) Play motifs, riffs, rhythms etc. from the work of the artist on their Minor instrument of study. The artist / genre will change every year. For example: All learn a selection of Beatles songs arranged at an age-appropriate level.(57) Year 5 practice reading and playing Beatles melodies on computers and ipads.		57	Develop an increasing understanding of the history and context of music
58				Listen with attention to detail and recall sounds with increasing aural memory		
	MAJOR INSTRUMENT STUDY: Keyboard (At least 50% of class lessons)		Prior learning: Regular experience of playing keyboard in KS1. Knowledge of where to find all the notes on a keyboard. Will be able to play melodic phrases using effective fingering and sound technique. Will also be able to read the pitch of notes written in conventional notation. Will work towards reading rhythms and pitch at the same time using mainly note divisions learnt in year 3. The focus here is to develop sense of and pitch and pitch-reading whilst consolidating rhythm reading. Later learning: Application to reading recorder music in Year 5 and 6 when pitch and more complex rhythms are used together. Although some aspects of keyboard playing might be considered more difficult than recorder playing, the relative difficulty of producing a pleasing, inspiring sound on recorder when compared to keyboard was the deciding factor over which is tabled first in the curriculum.	Key Rhythm-specific vocab Pulse, Rhythm, Riff ¼ note, 1/8 note, Rest, ¼ note rest, 1/8 note rest, Duration Pulse Tempo Dotted rhythms Instrument-specific vocab such as sounds achievable on the Djembe ‘bass, tone and slap’.		

MINOR INSTRUMENT STUDY: KEYBOARDS (At least 25% of class lessons)		<p>Prior learning: Familiarity with all keyboard keys.</p> <p>Current Learning: Will be able to use any of the keys on a keyboard to play given motifs and melodies, compose their own and improvise using a larger range of notes.</p> <p>Later learning: Keyboard skills will be developed throughout the primary years.</p>	<p>Improvisation Composing, Composer</p> <p>Instrument-specific vocab such as sounds achievable on the Djembe 'bass, tone and slap'.</p>		
<p>OTHER INSTRUMENTAL ACCESS / PRACTICE Miscellaneous Music Lessons Around 25% of class lessons</p> <p>DIGITAL INSTRUMENTS and SOFTWARE</p>		<p>Prior learning: Create pieces of music using software concentrating on one musical element. A 'quiet' piece of music. A 'loud' piece of music. A 'fast' or 'slow' piece of music.</p> <p>Current Learning: Frequent access to a sequencer. How to vary each musical element individually using software. Combining changes in two musical elements in one piece. Layering multiple instruments to very texture.</p> <p>Later learning: Develop proficiency in using a sequencer. Combining changes in several musical elements in one piece. Layering multiple instruments to very texture</p> <p>Application to reading keyboard music in Year 4 and 5 when rhythm and pitch are read together.</p>	<p>Improvisation Composing, Composer</p> <p>Instrument-specific vocab such as sounds achievable on the Djembe 'bass, tone and slap'.</p>		

Year 6 Music Overview: Key Skills & Knowledge – Planning in context of long-term knowledge & coherence

	<p>Year 6</p> <p>Knowledge (substantive musical content) Significant people/ Significant events/ Visits</p>	<p>Themes: Recorder Focus Year</p>	<p>Subject Rationale: How does this work support children's wider Music journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)</p> <p>For the most part, the elements of music and the techniques of reading music will be taught on a constant cycle within the context of instrumental learning and exploration of themes. However, a minority of lessons will treat them discretely.</p>	<p>Key Vocabulary</p>		
<p>WHOLE SCHOOL THEMED</p> <p><i>As well as some music-lessons linking to whole –school cross-curricula themes, many music-specific units are to be themed cross-phase and across whole school. For example, the whole</i></p>	<p>WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.</p>		<p>At the start of a whole-school topic the music teacher will select music fitting the theme and the children will: Sing songs at an appropriate level (39, 40, 46, 54); Analyse and critique (45) recordings of the artist / genre: (42, 58) Play motifs, riffs, rhythms etc. from the work of the artist on their Major instrument of study. (32, 33, 55) For example, TOPIC: During a topic called 'Wings' , all children might sing 'Let's Go Fly A Kite' in singing Assemblies (Y1, 2 & 3 – Unison) (Y3&4 – Separate parts) (Y5&6 – Harmonies)</p>	<p>Accompaniments Audience Composition Expressively Notation Variation Phrases Soundscape Theme Venue Musical elements</p>		Assessment of Key Learning
					51	Compose complex rhythms from an increasing aural memory
					52	Understand how pulse, rhythm and pitch work together

school learns Reggae songs as KS2 year groups each explore different features of Reggae music appropriate to their focus instruments.			In music lessons, Y6 might play parts of an arrangement of Albatross by Fleetwood as an ensemble, prompted by a score (48, 50, 52)	See also vocab for Major Instrument Study. The rest will be dependent on topic		
	WHOLE SCHOOL MUSIC – GEOGRAPHY THEME X1 per year All singing and class lessons formed around the music of an artist, composer or genre of music from around the world. For example, Bob Marley or Reggae		When studying the artist / genre, children will: Sing songs at an appropriate level as described above (39, 40, 44, 47, 54); Analyse and critique recordings of the artist / genre: (35, 42, 44, 45, 58) Play motifs, riffs, rhythms etc. from the work of the artist on their Major instrument of study. (32, 33, 48) The artist / genre will change every year. For example: All learn a selection of Reggae songs arranged at an age-appropriate level, as above. Year 6 listen to examples of and perform simple arrangements of Reggae songs as an ensemble, using pitch notation as a prompt (35, 41,52, 54, 56, 58). Improvise over reggae rhythms (53)		53	Improvise with increasing confidence using own voice, rhythms and varied pitch
					54	Sing as part of an ensemble with increasing confidence and precision
					55	Play and perform in solo or ensemble with contexts with some accuracy, fluency control and expression
					56	Use and develop an understanding of formal written notation, which includes staff, semibreves and dotted crotchets
	WHOLE SCHOOL MUSIC – HISTORY THEME X1 per year All singing and class music lessons themed around the music of a historically significant composer or genre of music. For example, The Beatles or Rock ‘n’ Roll		When studying the artist / genre, children will: Sing songs at an appropriate level (39, 40, 46, 54); Analyse and critique recordings of the artist /genre: (42) Play motifs, riffs, rhythms etc. from the work of the artist on their Minor instrument of study. The artist / genre will change every year. For example: All learn a selection of Beatles songs arranged at an age-appropriate level.(57) Year 6 read and play simple arrangements of Beatles songs as an ensemble and on a variety of instruments including digital ones.		57	Develop an increasing understanding of the history and context of music
58				Listen with attention to detail and recall sounds with increasing aural memory		
	MAJOR INSTRUMENT STUDY: Keyboard (At least 50% of class lessons)		Prior learning: The sustained focus on keyboards, recorders and percussion of previous years. The ability to use written music as a prompt to performance built over previous years. Each half-term, each child will choose / be allotted an instrument of focus to play in the ensemble and this will rotate each half term to give wide experience. If children have learnt guitar to with the school’s peripatetic guitar teacher, they will be able to use the guitar in the ensemble all year if they wish. They will build fluency in playing melodic phrases using effective fingering and sound technique. Will also be able to read the pitch of notes written in conventional notation. Will read basic rhythms and pitch at the same time using whole, ½, ¼, 1/8 and 1/16 notes and rests. Later learning: Application to ensemble playing and instrument learning in secondary school.	Key Rhythm-specific vocab Pulse, Rhythm, Riff ¼ note, 1/8 note, Rest, ¼ note rest, 1/8 note rest, Duration Pulse Tempo Dotted rhythms Instrument-specific vocab such as sounds achievable on the Djembe ‘bass, tone and slap’.		

	OTHER INSTRUMENTAL ACCESS / PRACTICE Miscellaneous Music Lessons Around 25% of class lessons DIGITAL INSTRUMENTS and SOFTWARE		Prior Learning: Frequent access to a sequencer. How to vary each musical element individually using software. Combining changes in several musical elements in one piece. Layering multiple instruments to vary texture Current Learning: Develop proficiency in using a sequencer. Combining changes in several musical elements in one piece. Layering multiple instruments to vary texture			
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