

Red writing – taught in a different topic

CYCLE A	Year R	Year 1/2	Year 3/4	Year 5/6
<i>National Curriculum</i>	<i>Children sing songs, make music and dance, and experiment with ways of changing them.</i> <i>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. rhymes and counting songs with easy tunes and choruses.</i>	<i>Pupils should be taught to:</i> <i>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <i>♣ play tuned and untuned instruments musically</i> <i>♣ listen with concentration and understanding to a range of high-quality live and recorded music</i> <i>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	<i>Pupils should be taught to:</i> <i>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>♣ listen with attention to detail and recall sounds with increasing aural memory</i> <i>♣ use and understand staff and other musical notations</i> <i>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>♣ develop an understanding of the history of music.</i>	
Knowledge Listen and Respond	To know twenty nursery rhymes off by heart. To name sounds as high or low, long or short. To identify whether sounds are loud or quiet/soft. To recognise is music is fast or slow. To know the stories of some of the nursery rhymes	How to move in time with a steady beat/pulse. To copy back singing simple high and low patterns. To copy back simple long and short rhythms with clapping. To talk about any instruments they might hear and perhaps identify them. To recognise some band and orchestral instruments.	Follow a steady beat and stay 'in time' Identify the tempo as fast, slow or steady. To know music getting louder is the the term crescendo. Discuss the structures of songs. Explain what a main theme is and identify when it is repeated.	Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#

		Begin to understand where the music fits in the world. Begin to understand different styles of music.	Listen to and follow musical instructions from a leader Identify the names of some pitched notes on a stave. Identify if a song is major or minor in tonality Recognise the stylistic features of different genres, styles and traditions of music using musical vocabulary	Identify major and minor tonalities and chord triads Know the musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
<u>Knowledge</u> Explore and Create	To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. To know that instruments can sound like a particular character. To know signals can tell us when to start and stop playing.	To identify loud and quiet sounds as an introduction to understanding dynamics. To understand that improvisation is about making up your own very simple tunes on the spot. To know instruments have different timbres To learn to treat instruments carefully and with respect To know and use an ostinato or riff	Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor. To use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A To be able to explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G Start to know and use simple structures within compositions, eg introduction, verse and chorus or AB form.	Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Understand how to rehearse a piece of music in order to improve. Use a pentatonic and a full scale. To know how to create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. To know how to play their instruments with good posture to produce quality sound To understand how chord triads are formed and play them on tuned

			Treat instruments carefully and with respect. To know how to play their instruments with good posture and technique.	percussion, melodic instruments or keyboards
<u>Knowledge</u> Singing	To sing or rap nursery rhymes and simple songs from memory. To know songs have sections.	To sing, rap or rhyme as part of a choir/group To know songs can have verses and choruses Begin to demonstrate good singing posture – standing up straight with relaxed shoulders To know to listen for being 'in time' or 'out of time' while singing To sing with more pitch accuracy.	Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. To know singing with vowel sounds, blended sounds and consonants improves the quality. To know and demonstrate good singing posture To sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. To sing with attention to staccato and legato. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.	Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8 Rehearse and learn songs from memory and/or with notation. Self-correct if lost or out of time. Sing syncopated melodic patterns. Respond to a leader or conductor.

<u>Knowledge</u> Share and Perform	To know a performance is sharing music.	To know how to play together with everybody while keeping in time with a steady beat.	To know how to perform their simple composition/s using their own choice of notes. Compose a standalone piece of music which includes: ● A time signature ● A treble clef ● Four or six bars ● The correct 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 ● A description of how their melodies were created. Explain why the song was chosen, including its composer and the historical and cultural context of the song.	To know how to play a melody, following staff notation written on one staff and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). To start to use and understand structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form) To know how to perform their simple composition/s, using their own choice of notes To know how to perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience To understand the value of choreographing any aspect of a performance.
--	--	--	---	---

<u>Skills</u> Listen and Respond	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. To listen to and respond to a simple rhythm	To understand and demonstrate the difference between pulse, rhythm and pitch. To move, dance and respond with their bodies in any way they can when listening. To describe their thoughts and feelings when listening to the music, including why they like or don't like the music To identify a fast or slow tempo To listen and repeat a simple melody by ear.	Understand the difference between creating a rhythm pattern and a pitch pattern. Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot. Improvise simple vocal patterns using 'question and answer' phrases. Recognise that some instruments are band instruments and some are orchestral instruments. Identify specific instruments if they can. Talk about where the music fits into the world.	Copy back various melodic patterns. Recognise the following styles and any key musical features that distinguish the style Justify a personal opinion with reference to the musical elements 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; piano and synthesisers; and vocal techniques such as scat singing. Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups Evaluate the venue, space and occasion and how it affects the way music sounds.
<u>Skills</u> Explore and Create	Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.	To play a part on a tuned or untuned instrument by ear. Decide to play Part 1 or Part 2. To improvise simple vocal patterns using question-and-answer phrases	Start to use musical concepts and elements more confidently when talking about the music.	Use body percussion, instruments and voices Become more skilled in improvising, perhaps trying more notes and rhythms.

	Copy basic rhythm patterns of single words, building to short phrases from the song/s. Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. Experiment playing untuned percussion and body percussion in different ways	To understand the difference between creating a rhythm pattern and a pitch pattern. To follow a steady beat and stay 'in time' Begin to understand that composing is like writing a story with music. To explore simple graphic scores To explore sounds and create their own melodies	Recognise and use the sounds and notes of the pentatonic scale by ear and from notation Rehearse and perform their parts within the context of the unit song. Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor. Use music technology, if available, to capture, change and combine sounds Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats. Use simple dynamics.	Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other Play a more complex part. Challenge themselves to play for longer periods, both as soloists and in response to others in a group Compose a standalone piece of music which includes: ● A time signature ● A treble clef ● Four, six, eight or 12 bars ● The correct 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. ● A description of how their melodies were created.
--	--	---	---	--

<u>Skills</u> singing	To sing along with a pre-recorded song and add actions. To sing along with the backing track.	To sing unit songs from memory. To have a go at singing a solo Try to understand the meaning of the song To add actions and/or movement to a song.	Sing as part of a choir and in unison. Develop confidence at singing a solo. Sing the unit songs from memory. Sing with attention to clear diction. Sing more expressively, with attention to breathing and phrasing. Discuss 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. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Perform actions confidently and in time. Sing a widening range of unison songs, of varying styles and structures.	Sing songs with two or more parts in a variety of musical styles. Explain a bridge passage and its position in a song. Sing from memory or notation. Sing with fluency, accuracy, control and expression.
---	---	--	---	---

<u>Skills</u> Share and Perform	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	To perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. To perform their simple composition/s using two, three, four or five notes. Use simple notation/graphic score if appropriate: To create a simple melody using crotchets and minims. To talk about the performance afterwards; saying what they enjoyed and what they think could have been better Try to follow the leader or conductor.	Rehearse and perform their parts within the context of the unit song. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique. Talk about the strengths of the performance, how they felt and what they would like to change	Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts. Discuss and talk musically about the strengths and weaknesses of a performance.
<u>Skills</u> Reading Notation	To use actions to indicate when/how to play/sing.	To recognise a crotchet as one beat and minims as two beats Become aware that sounds are represented by symbols	Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests.	Notate a simple melody using stave and formal notation. To represent sharps and flats using symbols.

			Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language	To be aware transposing music can make it higher or lower.
<u>Vocabulary</u>	Singing Pulse/beat Fast/slow High/low Silence Short/long Tuned Untuned Start stop	Listening Finding a steady beat Copy-back Improvisation Rhythm Pitch Tempo Dynamics Ostinato Riff Improvisation Composing Crotchet Minim Tune Chorus Treble clef Stave Timbre Verse chorus	Time signatures Staccato Legato Rest Posture Phrasing Unison Major Minor Semibreve Dotted crotchets Quavers Pentatonic blues Melody Percussion Ensemble Solo Orchestral Band Choir Chords Classical Pop Crescendo Diminuendo	Triple quavers Semi quavers Flats Sharps Gospel Rock Reggae Jazz Symphony A capella Bridge Chord triads <i>ff, f, mf, mp, p, pp</i> introduction home note outro form transposing texture motif