

Curriculum Handbook for Music



St. Martin's

C. of E. Primary School

Serve one another in love

Galatians 5v13

St. Martin's C of E (VA) Primary School

Music Curriculum

'Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.' (National Curriculum, 2014)

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum Intent

At St. Martin's C of E (VA) Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We aim to provide children with the opportunity to progress to the next level of their creative excellence.

Our music curriculum focuses on the key aspects of knowledge, which are defined as:

Substantive Knowledge-

- This is based on the developing knowledge of the nine interrelated dimensions of music. All musical learning is built around the interrelated dimensions of music, which are, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
- Focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.



Disciplinary Knowledge-

- This is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

Curriculum Implementation

Our music curriculum at St. Martin's ensures that children sing, listen, play, perform and evaluate. This is embedded in the classroom activities, as well as singing during our daily acts of worship, church services, performances and the learning of instruments.

Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Through the use of this programme, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

In the classroom, children learn how to play a variety of tuned and untuned instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Curriculum Impact

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive.

At St. Martin's, children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent, visiting the theatre or local school productions and taking part in the annual Young Voices concert at Sheffield Arena. External interests and talents are also encouraged and showcased in class and worship sessions, ensuring that everyone is challenged regardless of previous musical experience.



St. Martin's C of E (VA) Primary School
Music Long Term Plan

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Burniston Rocks	Dinosaurs	Nativity	Hey You!	Adding Rhythm and Pitch	Your Imagination	Reflect, Rewind, Replay
Hayburn Wyke	Jack and the Beanstalk	Nativity	Rhythm in the Way we Walk	Combining Pulse, Rhythm and Pitch	Zoo time	Reflect, Rewind, Replay
Ravenscar	Hands Feet Heart	Nativity	I Wanna play in a Band	Focus on Dynamics and Temp	Friendship Song	Reflect, Rewind, Replay
Boggle Hole	English Folk Songs	Let Your Spirit Fly	Three Little Birds	Ukulele	Bringing us Together	Year 6 Production Songs
Robin Hood's Bay	Celts and Romans	The Dragon Song	Mamma Mia	Ukulele/Recorders	Stop!	Year 6 Production Songs
Saltwick Bay	Lean on Me	Blackbird	The Fresh Prince of Bel-Air	Recorders/Getting started with Music Tech	Make You Feel my Love	Year 6 Production Songs
Sandsend	You've got a Friend	Classroom Jazz 1	Livin' on a Prayer	Getting started with Music Tech	Dancing in the Street	Year 6 Production Songs
Runswick Bay	Happy!	Music and Me		Using Chords and Structure	Classroom Jazz 2	Y6 Production Songs

Taught in Year Groups

Glockenspiels will be used throughout Music Lesson across the school.



St. Martin's C of E (VA) Primary School
SMSC Subject Statement

Music

Spiritual

- Music supports spiritual development by encouraging through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulation. Where pupils are sensitive about expressing their feelings, we nurture the confidence to do this by creating a supportive environment.

Moral

- Music supports moral development by encouraging pupils to engage in critical discussions of musical performances and dramas/presentations from other children and also visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined we encourage pupils to reflect upon this. Where pupils present their own work we ensure fair and objective assessment and evaluation of their work.

Social

- Music supports social development with children collaborating routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively.

Cultural

- Music supports cultural development by encouraging a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage children to create their own music and to incorporate different musical influences in their own composition. We use a wide variety of instruments from around the world to enrich the cultural experiences of our children.



St. Martin's C of E (VA) Primary School
Music Progression of Skills and Vocabulary

Listening and Appraising Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen carefully to rhymes and songs, paying attention to how they sound.	<ul style="list-style-type: none"> - Listen with concentration and understanding to a range of high-quality live and recorded music 		<ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music. 			
<p>To know ten nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use</p>	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) 	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <p>Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>The lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song and where they are</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style)

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Music Progression of Skills and Vocabulary

			<ul style="list-style-type: none"> ○ Name some of the instruments they heard in the song. 	<p>used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the song (introduction, verse, chorus etc).</p> <p>Name some of the instruments they heard in the song.</p>	<ul style="list-style-type: none"> ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity.
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St. Martin's C of E (VA) Primary School
Music Progression of Skills and Vocabulary

Listening and Appraising Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen carefully to rhymes and songs, paying attention to how they sound.	<ul style="list-style-type: none"> - Listen with concentration and understanding to a range of high-quality live and recorded music 		<ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music. 			
To enjoy moving to music by dancing, marching, being animals or Pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p>

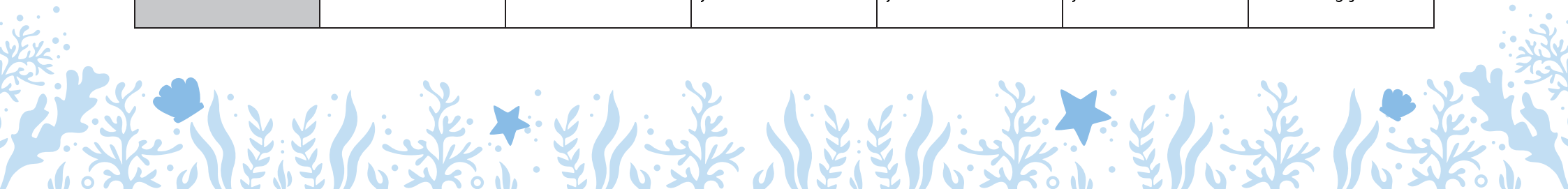
St. Martin's C of E (VA) Primary School
Music Progression of Skills and Vocabulary

					<p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>	<p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
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St. Martin's C of E (VA) Primary School
Music Progression of Skills and Vocabulary

Improvising Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Improvise and compose music for a range of purposes using the inter-related dimensions of music			
	<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise!</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ● To know that using one or two notes confidently is better than using five 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five



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			<ul style="list-style-type: none">● To know that if you improvise using the notes you are given, you cannot make a mistake	<ul style="list-style-type: none">● To know that if you improvise using the notes you are given, you cannot make a mistake● To know that you can use some of the riffs you have heard in the Challenges in your improvisations	<ul style="list-style-type: none">● To know that if you improvise using the notes you are given, you cannot make a mistake● To know that you can use some of the riffs you have heard in the Challenges in your improvisations● To know three well-known improvising musicians	<ul style="list-style-type: none">● To know that if you improvise using the notes you are given, you cannot make a mistake● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations● To know three well-known improvising musicians
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Improvising Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Improvise and compose music for a range of purposes using the inter-related dimensions of music			
	<p>Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges</p>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>



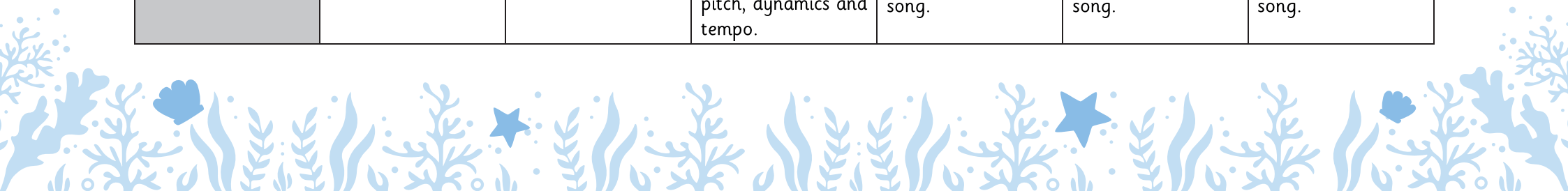
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Music Progression of Skills and Vocabulary

Composing Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Experiment with, create, select and combine sounds using the inter-related dimensions of music		Improvise and compose music for a range of purposes using the inter-related dimensions of music			
	Use and understand staff and other musical notations,					
	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc). 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc). 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Notation: recognise the connection between sound and symbol. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Notation: recognise the connection between sound and symbol.



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Music Progression of Skills and Vocabulary

Composing Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Experiment with, create, select and combine sounds using the inter-related dimensions of music		Improvise and compose music for a range of purposes using the inter-related dimensions of music			
	Use and understand staff and other musical notations,					
	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>



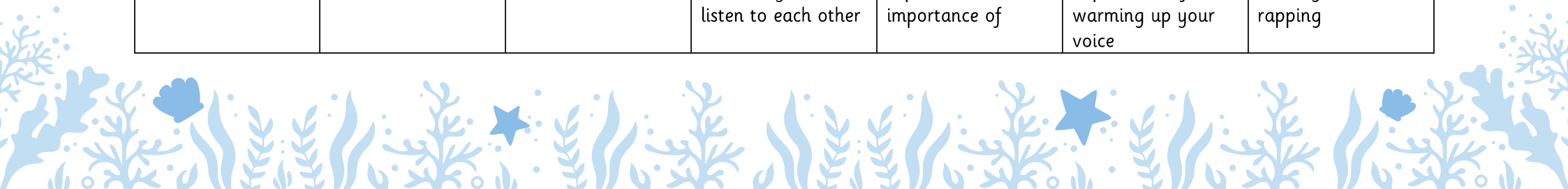
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Music Progression of Skills and Vocabulary

			Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
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St. Martin's C of E (VA) Primary School
Music Progression of Skills and Vocabulary

Singing Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing in a group or on their own, increasingly matching the pitch and following the melody.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes		play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression			
<p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>Songs have sections.</p>	<p>To confidently sing or rap five songs from memory and sing them in unison</p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p>	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of 	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping



St. Martin's C of E (VA) Primary School
Music Progression of Skills and Vocabulary

			To know why you must warm up your voice	warming up your voice		<ul style="list-style-type: none">○ To know what the song is about and the meaning of the lyrics○ To know and explain the importance of warming up your voice
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St. Martin's C of E (VA) Primary School
Music Progression of Skills and Vocabulary

Singing Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing in a group or on their own, increasingly matching the pitch and following the melody.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes		play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression			
To sing along with a pre-recorded song and add actions. To sing along with the backing track.	Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into	To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group.	To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.



St. Martin's C of E (VA) Primary School
Music Progression of Skills and Vocabulary

				the group. To sing with awareness of being 'in tune'.	To sing with awareness of being 'in tune'.	
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St. Martin's C of E (VA) Primary School
Music Progression of Skills and Vocabulary

Playing Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Play tuned and untuned instruments musically		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			
	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder). 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or



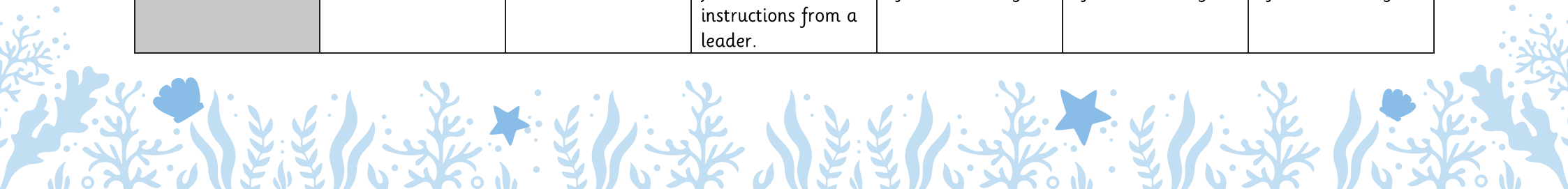
St. Martin's C of E (VA) Primary School
Music Progression of Skills and Vocabulary

				orchestra or by their friends.	orchestra or by their friends	orchestra or by their friends.
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Playing Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Play tuned and untuned instruments musically		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			
	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p>



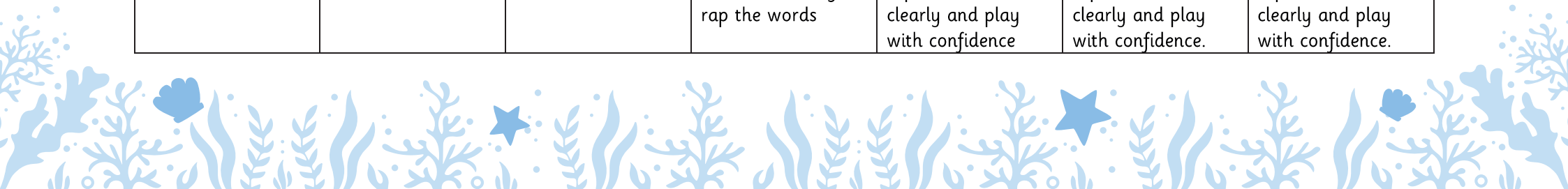
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				To listen to and follow musical instructions from a leader. To lead a rehearsal session.	To listen to and follow musical instructions from a leader. To lead a rehearsal session.	To listen to and follow musical instructions from a leader. To lead a rehearsal session.
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Music Progression of Skills and Vocabulary

Performing Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing in a group or on their own, increasingly matching the pitch and following the melody.	play tuned and un-tuned instruments musically		- play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - use and understand staff and other musical notations			
A performance is sharing music.	A performance is sharing music with other people, called an audience.	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.	To know and be able to talk about: ● Performing is sharing music with other people (an audience). ● A performance doesn't have to be a drama! It can be to one person or to each other. ● You need to know and have planned everything that will be performed. ● You must sing or rap the words	To know and be able to talk about: ● Performing is sharing music with other people, an audience. ● A performance doesn't have to be a drama! It can be to one person or to each other. ● Everything that will be performed must be planned and learned. ● You must sing or rap the words clearly and play with confidence	To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence.	To know and be able to talk about: ● Performing is sharing music with an audience with belief. ● A performance doesn't have to be a drama! It can be to one person or to each other. ● Everything that will be performed must be planned and learned. ● You must sing or rap the words clearly and play with confidence.



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			<p>clearly and play with confidence.</p> <ul style="list-style-type: none"> ● A performance can be a special occasion and involve an audience including of people you don't know. ● It is planned and different for each occasion. ● It involves communicating feelings, thoughts and ideas about the song/music. 	<ul style="list-style-type: none"> ● A performance can be a special occasion and involve an audience including of people you don't know. ● It is planned and different for each occasion. ● A performance involves communicating ideas, thoughts and feelings about the song/music. 	<ul style="list-style-type: none"> ● A performance can be a special occasion and involve an audience including of people you don't know. ● It is planned and different for each occasion. ● A performance involves communicating ideas, thoughts and feelings about the song/music. 	<ul style="list-style-type: none"> ● A performance can be a special occasion and involve an audience including of people you don't know. ● It is planned and different for each occasion. ● A performance involves communicating ideas, thoughts and feelings about the song/music.
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Performing Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing in a group or on their own, increasingly matching the pitch and following the melody.	play tuned and un-tuned instruments musically		- play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - use and understand staff and other musical notations			
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.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	Choose a song they have learnt and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have

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Music Progression of Skills and Vocabulary

				been even better if...?"	been even better if...?"	been even better if...?"
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Music Progression of Skills and Vocabulary

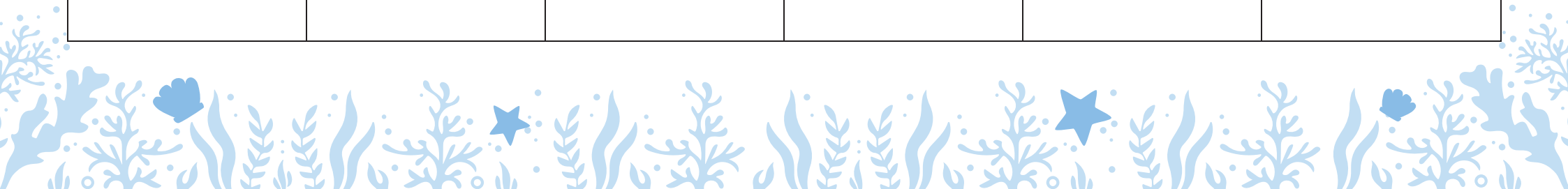
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
chant, fast, follow, high instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, song sounds	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pitch, groove, audience, imagination	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony



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Music Sequence of Learning

Burniston Rocks (Year 1)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dinosaurs	Nativity	Hey You!	Adding Rhythm and Pitch	Use your Imagination	Reflect, Rewind, Replay
<p>I know 1 song off by heart and can confidently sing it.</p> <p>I can explain the term pitch (high and low notes)</p> <p>I can start and stop singing when following a leader.</p> <p>I can add my own ideas to a performance, such as actions.</p> <p>I can share a performance with other people.</p> <p>I can say what I was feeling about my performance.</p>	<p>I know a number of songs off by heart.</p> <p>I can join in with others to create a performance.</p>	<p>I can recognise 2 instruments I hear and be able to name them. (Male Vocal, Bass Guitar, Drums, Decks).</p> <p>I can find and move to the pulse of a piece of music I hear.</p> <p>I can listen carefully to different rhythms (long and short notes) being clapped, and clap my own answer back.</p> <p>I know I can make different sounds with my voices (rap or say word in rhythm)</p> <p>I can play an instrumental part along with the music.</p>	<p>I know that improvisation means making tunes up on the spot.</p> <p>I can improvise using clapping and singing.</p> <p>I can improvise using one or two notes.</p> <p>I know to treat instruments carefully and with respect.</p> <p>I can play an instrumental part. (one-note part, simple part or medium part).</p>	<p>I can listen to a range of songs and explain what I have heard.</p> <p>I can find the pulse, recognise rhythms and talk about the pitch of a piece of music.</p> <p>I can help to create a simple melody using one, two or three notes.</p> <p>I know the notes of a composition can be written down and changed if needed.</p> <p>I can say the name of notes in my part from memory.</p>	<p>I can explain what each song I have learnt this year is about.</p> <p>I can confidently sing or rap five songs from memory and sing them in unison.</p> <p>I know the names of the instruments I have been playing.</p> <p>I can play an instrumental part. (one-note part, simple part or medium part).</p>



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Hayburn Wyke (Year 1 and Year 2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jack and the Beanstalk	Nativity	Rhythm in the Way we Walk	Combining Pulse, Rhythm and Pitch	Zootime	Reflect, Rewind, Replay
<p>I know 1 song off by heart and can confidently sing it. I can explain how songs can tell a story or describe an idea.</p> <p>I can explain the term pitch (high and low notes) I know some songs have a chorus or response/answer part.</p> <p>I can add my own ideas to a performance, such as actions.</p> <p>I can share a performance with other people.</p> <p>I can say what I was feeling about my performance.</p> <p>I can start and stop singing when following a leader.</p>	<p>I know an audience can include parents and friends</p> <p>I know a performance can be a special occasion.</p> <p>I know that singing in unison means everyone singing at the same time.</p> <p>I know a number of songs off by heart.</p> <p>I can join in with others to create a performance.</p> <p>I know how to sit in a comfortable singing position.</p>	<p>I can listen to songs and recognise they are different styles. (Reggae and Hip Hop) I can explain how songs can tell a story or describe an idea.</p> <p>I can recognise a range of instruments I hear and name them. I know the names of untuned percussion instruments played.</p> <p>I know that improvisation is about making music up on the spot.</p> <p>I can say what I was feeling about my performance.</p>	<p>I can improvise using one or two notes.</p> <p>I can play an instrumental part. (one-note part, simple part or medium part).</p> <p>I can listen carefully to varying genres of music and explain what I do and don't like about them</p> <p>I can explain what dynamics and tempo mean.</p> <p>I can help compose a simple melody with one, three or five notes. (Whole Class)</p> <p>I know that improvisation means making tunes up on the spot.</p> <p>I can improvise my own rhythm by clapping, singing or playing.</p> <p>I know to treat instruments carefully and with respect.</p>	<p>I know that songs can have a musical style and can name some of these. I can explain how songs can tell a story or describe an idea.</p> <p>I can listen and respond to a clapped rhythm and respond back with my own answer. I can use voices and instruments to listen and play my own answer using one or two notes.</p> <p>I can help to create a simple melody with one, three or five notes. (Whole Class) I know that the notes of a composition can be written down and changed if necessary.</p> <p>I can perform a composition to an audience.</p> <p>I can say what I was feeling about my performance.</p> <p>I can play and name untuned and tuned percussion instruments played in class.</p> <p>I know that composing is like writing a story with music.</p>	<p>I can explain what each song I have learnt this year is about.</p> <p>I can confidently sing or rap five songs from memory and sing them in unison.</p> <p>I know the names of the instruments I have been playing.</p> <p>I can play an instrumental part. (one-note part, simple part or medium part).</p> <p>I know that songs have a musical style and be able to name them.</p> <p>I can play a part in time with a steady pulse.</p> <p>I can listen to and follow musical instructions from a leader.</p>

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Ravenscar (Year 2)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hands, Feet, Heart	Nativity	I Wanna Play In A Band	Focus on Dynamics and Tempo	Friendship Song	Reflect, Rewind, Replay
<p>I can explain how songs can tell a story or describe an idea.</p> <p>I can listen carefully and enjoy moving to a range of different music genres.</p> <p>I know some songs have a chorus or response/answer part.</p> <p>I know the names of the notes in my instrumental part from memory or written down.</p> <p>I can add my own ideas to a performance, such as actions.</p> <p>I can start and stop singing when following a leader.</p>	<p>I know a number of songs off by heart.</p> <p>I know a performance can be a special occasion.</p> <p>I know an audience can include parents and friends.</p> <p>I know that singing in unison means everyone singing at the same time.</p> <p>I know how to sit in a comfortable singing position.</p>	<p>I know the names of untuned percussion instruments played.</p> <p>I can play tuned instruments part that matches their musical challenge. (One note, simple or medium part)</p> <p>I know how to treat instruments carefully and with respect.</p> <p>I know that improvisation is making your own tune up on the spot.</p> <p>I can listen and clap back my own answer.</p> <p>I know of different ways of using the voice. eg. Rapping.</p>	<p>I can listen carefully to varying genres of music and explain what I do and don't like about them.</p> <p>I know why we need to warm up our voices.</p> <p>I can explain what dynamics and tempo mean.</p> <p>I can sing or play to improvise with one or two notes.</p> <p>I can help compose a simple melody with one, three or five notes. (Whole Class)</p> <p>I can perform a composition to an audience.</p>	<p>I can explain how songs can tell a story or describe an idea.</p> <p>I know that when I improvise the tune has never been heard before.</p> <p>I can improvise using one or two notes.</p> <p>I can sing, play and improvise using voices and instruments using one or two notes.</p> <p>I know that the notes of a composition can be written down and changed if necessary.</p>	<p>I know that songs have a musical style and be able to name them.</p> <p>I can play the part in time with a steady pulse.</p> <p>I can listen to and follow musical instructions from a leader.</p>

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Music Sequence of Learning

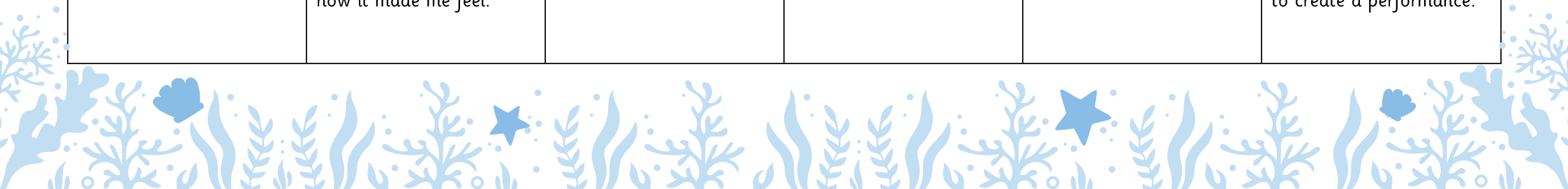
			I can say what I was feeling about my performance.		
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St. Martin's C of E (VA) Primary School
Music Sequence of Learning

Boggle Hole (Year 3)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Folk Songs	Let Your Spirit Fly	Three Little Birds	Ukulele	Bringing Us Together	Production Songs
<p>I know the style of songs in this unit.</p> <p>I can talk about one song and be able to talk about what the song is about.</p> <p>I can listen carefully and respectfully to other people's thoughts about the music.</p> <p>I know five songs and can say who sang and wrote them.</p> <p>I can explore and describe the texture of a piece of music.</p> <p>I can improvise by clapping and singing.</p>	<p>I know and can name different styles of music.</p> <p>I can confidently identify and move to the pulse.</p> <p>I can identify the tempo, rhythms and pitch of different songs.</p> <p>I can rehearse and perform their part within the unit song.</p> <p>I can compose a simple melody using one, three or five notes in a small group.</p> <p>I can share a performance with other people.</p> <p>I can watch a recording of a performance and say how it made me feel.</p>	<p>I know why it is important to warm up the voice.</p> <p>I can explore singing a solo in a small group or in the whole class.</p> <p>I can discuss and use dynamics to show how a song can change.</p> <p>I can talk about the best place to perform and how to sit or stand.</p> <p>I can choose what to perform and create a programme.</p> <p>I can name some of the instruments I have heard.</p>	<p>I know how to treat instruments with respect.</p> <p>I can hold and strum the ukulele correctly.</p> <p>I can play 3 chords confidently.</p> <p>I can rehearse and perform a piece of music.</p> <p>I know that performing is sharing music with other people.</p> <p>I know I must play clearly and with confidence.</p>	<p>I know that songs can make me feel different things. e.g. happy, energetic, sad.</p> <p>I can identify the main sections of a song.</p> <p>I can demonstrate a good singing posture.</p> <p>I can perform in a small group or pair to others.</p> <p>I know the style of different songs.</p> <p>I can improvise and make my own tunes up on the spot.</p> <p>I can improvise and use an instrument to do this.</p>	<p>I know a number of songs off by heart.</p> <p>I can sing the words clearly and with confidence.</p> <p>I can sing in unison or in two simple parts.</p> <p>I know that singing as part of an ensemble is fun, but that listening is a key skill.</p> <p>I know singing in a group can be called a choir.</p> <p>I can follow the leader/conductor is who we follow when we perform.</p> <p>I can join in with others to create a performance.</p>



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Robin Hood's Bay (Year 3 and Year 4)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celts and Romans	The Dragon Song	Mamma Mia	Ukulele/Recorders	Stop!	Production Songs
<p>I know the style of songs in this unit. I can spot some indicators of the style of pieces and describe them.</p> <p>I can talk about one song and be able to talk about what the song is about. I can talk about the texture, dynamics and tempo of a piece of music.</p> <p>I can listen carefully and respectfully to other people's thoughts about the music.</p> <p>I know five songs and can say who sang and wrote them.</p> <p>I can improvise by clapping and singing.</p>	<p>I know and can name different styles of music. I can explain the differences between each style.</p> <p>I can identify the tempo, rhythms and pitch of different songs. I can discuss the texture, dynamics, tempo and how these change for different purposes.</p> <p>I can compose a simple melody using one, three or five notes in a small group. I can compose a simple melody and rhythms which work musically with the style of the music.</p> <p>I can rehearse and perform their part within the unit song. I can rehearse in a small group and explore leading a rehearsal session.</p> <p>I can watch a recording of a performance and say how it made me feel. I can watch a recording of my performance and compare it to a previous performance.</p> <p>I can confidently identify and move to the pulse.</p>	<p>I know why it is important to warm up the voice. I know and can explain why it is important to warm up the voice.</p> <p>I can explore singing a solo in a small group or in the whole class. I can explore singing a solo and listen to the group when singing.</p> <p>I can discuss and use dynamics to show how a song can change. I can explore how using dynamics changes the performance of the song, and how this keeps the audience interested.</p> <p>I can talk about the best place to perform and how to sit or stand. I can talk about the best place to perform and how to use it best.</p> <p>I can choose what to perform and create a programme. I know that a performance is planned and different for each occasion.</p>	<p>I can hold and strum the ukulele correctly. I can hold the recorder correctly.</p> <p>I can play 3 chords confidently. I can play 3 notes confidently.</p> <p>I know how to get the best sound from the recorder.</p> <p>I can rehearse and perform a piece of music. I can rehearse and perform my part.</p> <p>I know how to treat instruments with respect</p> <p>I know that performing is sharing music with other people.</p> <p>I know I must play clearly and with confidence.</p>	<p>I know that songs can make me feel different things. e.g. happy, energetic, sad. I can talk about how the music makes me feel.</p> <p>I can demonstrate a good singing posture. I can sing or rap the words clearly and play with confidence.</p> <p>I can perform in a small group or pair to others. I can perform in a small group to a group of peers.</p> <p>I know the style of different songs. I can notice some style indicators and describe them.</p> <p>I can improvise and make my own tunes up on the spot. I know that using one or two notes confidently is better than using five.</p> <p>I can improvise and use an instrument to do this.</p> <p>I can identify the main sections of a song.</p>	<p>I know a number of songs off by heart. I know and can confidently sing five parts from memory.</p> <p>I can sing the words clearly and with confidence. I can sing in unison or sing backing vocals.</p> <p>I know that singing as part of an ensemble is fun, but that listening is a key skill. I can listen to others and be aware of how I fit into a group.</p> <p>I can join in with others to create a performance.</p> <p>I can demonstrate good singing posture.</p>

St. Martin's C of E (VA) Primary School
Music Sequence of Learning

	I can share a performance with other people.	I can name some of the instruments I have heard.			
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St. Martin's C of E (VA) Primary School
Music Sequence of Learning

Saltwick Bay (Year 4 and Year 5)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lean on Me	Blackbird	The Fresh Prince of Bel-Air	Recorders/Getting Started with Music Tech	Make you feel my Love	Production Songs
<p>I can spot some indicators of the style of pieces and describe them.</p> <p>I can talk about the texture, dynamics and tempo of a piece of music.</p> <p>I can identify musical dimension featured in the song and where they are used.</p> <p>I know who wrote the song and when it was written.</p> <p>I can listen carefully to other people's thoughts about the music.</p> <p>I know that singing in a group is called a choir.</p> <p>I can have fun singing with others.</p>	<p>I can explain the differences between each style.</p> <p>I can compare two different pieces within each style.</p> <p>I can discuss the texture, dynamics, tempo and how these change for different purposes.</p> <p>I can talk about some of the style indicators within a piece.</p> <p>I can compose a simple melody and rhythms which work musically with the style of the music.</p> <p>I can create a simple melody using 5 different notes and record this appropriately.</p> <p>I can rehearse in a small group and explore leading a rehearsal session.</p> <p>I can rehearse and perform a part within the song.</p> <p>I can watch a recording of my performance and compare it to a previous performance.</p> <p>I can listen/watch a recorded performance and compare it to another performance.</p>	<p>I know and can explain why it is important to warm up the voice.</p> <p>I know who wrote the song and when it was written.</p> <p>I can explore singing a solo and listen to the group when singing.</p> <p>I can rehearse and perform a part within the song.</p> <p>I can explore how using dynamics changes the performance of the song, and how this keeps the audience interested.</p> <p>I can talk about some of the style indicators within a piece.</p> <p>I can talk about the best place to perform and how to use it best.</p> <p>I know that a performance is different and planned for each occasion.</p> <p>I can compare two songs of the same style and compare them.</p> <p>I can name some of the instruments I have heard.</p>	<p>I can hold the recorder correctly.</p> <p>I can play 3 notes confidently.</p> <p>I know how to get the best sound from the recorder.</p> <p>I can rehearse and perform my part.</p> <p>I know how to treat instruments with respect</p> <p>I know that performing is sharing music with other people.</p> <p>I know I must play clearly and with confidence.</p> <p>I can recognise the connection between sound and symbol.</p> <p>I can create simple rhythms that work musically with the style of song.</p> <p>I can listen to and reflect on a composition and make musical decision about it.</p>	<p>I can talk about how the music makes me feel.</p> <p>I know who wrote the song, when it was written.</p> <p>I can sing or rap the words clearly and play with confidence.</p> <p>I can communicate the meaning of the words and clearly articulate them.</p> <p>I can perform in a small group to a group of peers.</p> <p>I can explore singing a solo, or in a small group.</p> <p>I can notice some style indicators and describe them.</p> <p>I know that using one or two notes confidently is better than using five.</p> <p>I can read the notes C, D, E, F, G, A, B on the treble clef staff.</p> <p>I can listen/watch a recorded performance and compare it to my Fresh Prince of Bel-Air performance.</p>	<p>I know and can confidently sing five songs from memory.</p> <p>I know a number of songs off by heart.</p> <p>I can sing in unison or sing backing vocals.</p> <p>I can sing the words clearly and with confidence.</p> <p>I can listen to others and be aware of how I fit into a group.</p> <p>I know that singing as part of an ensemble is fun, but that listening is a key skill.</p> <p>I can join in with others to create a performance.</p>

St. Martin's C of E (VA) Primary School
Music Sequence of Learning

			I can record a composition in an appropriate way and recognise the connection between sound and symbol.		
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St. Martin's C of E (VA) Primary School
Music Sequence of Learning

Sandsend (Year 5)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
You've got a Friend	Classroom Jazz 1	Livin' on a Prayer	Getting started with Music Tech	Dancing in the Street	Production Songs
<p>I can identify the message of a song.</p> <p>I can listen to and respect other people's thoughts about the music.</p> <p>I can use musical vocabulary to explore different songs.</p> <p>I can create a simple melody using 5 different notes and record this appropriately.</p> <p>I can record my composition in an appropriate way.</p> <p>I know different ways of writing music down (staff notation/symbols)</p> <p>I can explore singing a solo in a small group.</p>	<p>I can identify the structure of a Three note Bossa and the Five note Swing.</p> <p>I know the historical content of the two styles and know what else was going on at this time.</p> <p>I can listen carefully to other people's thoughts about the music.</p> <p>I can improvise using 3 notes in the Bossa Nova style.</p> <p>I can play along with a group, and try to play on my own as a solo.</p>	<p>I know who wrote the song and when it was written.</p> <p>I know what style of music this is and the key features of this style.</p> <p>I can compare two songs of the same style and compare them</p> <p>I know I can use riffs I have heard before to help me improvise.</p> <p>I can tell you about a well-known improvising musician.</p> <p>I can create a simple melody using 5 different notes and record this appropriately.</p> <p>I can rehearse and perform a part within the song.</p>	<p>I can recognise the connection between sound and symbol.</p> <p>I can create simple rhythms that work musically with the style of song.</p> <p>I can listen to and reflect on a composition and make musical decision about it.</p> <p>I can record a composition in an appropriate way and recognise the connection between sound and symbol.</p>	<p>I know who wrote the song, when it was written.</p> <p>I can talk about some of the style indicators.</p> <p>I can name most instruments I hear in the song.</p> <p>I can explore singing a solo, or in a small group.</p> <p>I can read the notes C, D, E, F, G, A, B on the treble clef staff.</p> <p>I can listen/watch a recorded performance and compare it to my Livin' on a Prayer performance.</p>	<p>I know a number of songs off by heart.</p> <p>I can sing the words clearly and with confidence.</p> <p>I know that singing as part of an ensemble is fun, but that listening is a key skill.</p> <p>I can join in with others to create a performance.</p>

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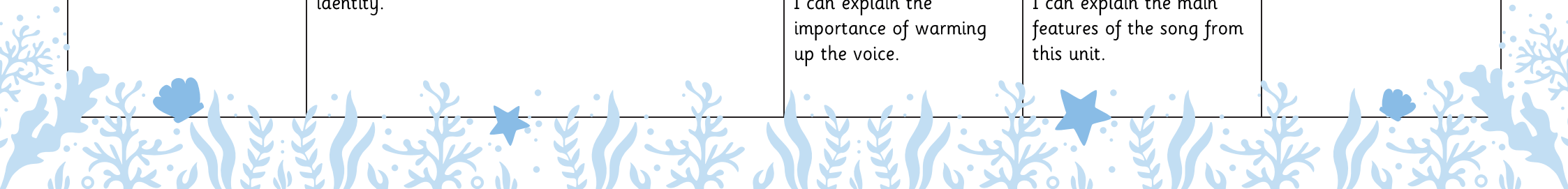
I can discuss a performance and suggest ways to improve.					
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St. Martin's C of E (VA) Primary School
Music Sequence of Learning

Runswick Bay (Year 6)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Happy	Music and Me		Using chords and Structure	Classroom Jazz 2	Production Songs
<p>I can describe the style indicators of the song and compare it to another style.</p> <p>I can sing, exploring two parts.</p> <p>I can improvise (at my own level) within the style of the piece of music.</p> <p>I can read and follow instrumental notation part, including expression and dynamics.</p> <p>I can contribute my ideas to a performance.</p> <p>I can think about how to perform based on my audience.</p>	<p>I can talk about the featured artists and explain why they are inspirational.</p> <p>I can talk about the key words and themes from the videos.</p> <p>I can explore and present information about an inspirational musician.</p> <p>I can work as a group to make a composition.</p> <p>I can talk about why we made certain decisions for our music.</p> <p>I can explain how artists have inspired me in my composition.</p> <p>I can explore adding tuned and untuned instruments to my composition.</p> <p>I can perform my composition to an audience.</p> <p>I can talk about how we all have a different musical identity.</p>		<p>I can improvise using a range of notes, and know that everyone's improvisation is different.</p> <p>I can discuss the musical dimensions featured in each song.</p> <p>I know three well-known improvising musicians.</p> <p>I can listen and reflect upon a developing composition and make musical decisions about how the melody links with the song.</p> <p>I can record my own composition in any way appropriate.</p> <p>I can explain the importance of warming up the voice.</p>	<p>I know when and why different pieces were written.</p> <p>I can compare two songs in the same style.</p> <ul style="list-style-type: none"> - what stands out musically - similarities and differences. <p>I can explain how a piece of music makes me feel using musical language.</p> <p>I can improvise (at my own level) within the style of the piece of music.</p> <p>I can compose simple melodies using 5 notes, within the style of music.</p> <p>I can explain the main features of the song from this unit.</p>	<p>I know a number of songs off by heart.</p> <p>I can sing the words clearly and with confidence.</p> <p>I know that singing as part of an ensemble is fun, but that listening is a key skill.</p> <p>I can join in with others to create a performance.</p> <p>I can follow a leader when singing.</p>



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	I can reflect on the performance and its strengths and weaknesses I can use this to make improvements to my work.			
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