

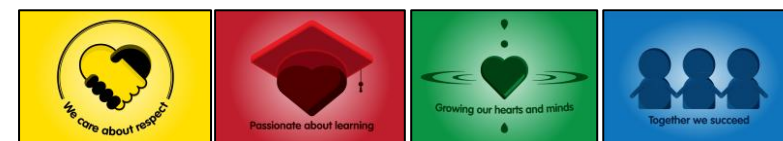


Holy Family Catholic Primary School

Music Knowledge and Skills Progression Map

Nursery

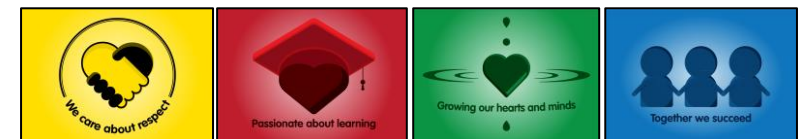
Knowledge	To know how to listen and respond with attention to sounds and music	
Vocabulary	Start/Stop Loud/Quiet Short/Long Fast/Slow High/Low Names of some percussion instruments	
Skills		
All skills ongoing throughout the year Singing Listening Improvising Performing	Intent:	We want our children to sing a few familiar songs. We want them to begin to move rhythmically and imitate movement in response to music. We also want them to tap out simple repeated rhythms and to explore and learn how sounds can be changed.
	Suggestions for Implementation:	Chant and sing in a group and individually Perform movements to a steady beat Sing and perform correct actions to a steady beat Sing and perform actions that show changes in pitch Show changes of dynamics through movement Play and stop instruments as directed Respond to rhythmic patterns by clapping and playing instruments Respond to different durations through movement Use voices with different timbres Select and play a variety of instruments by following symbols Play instruments imaginatively by recognising their sound qualities



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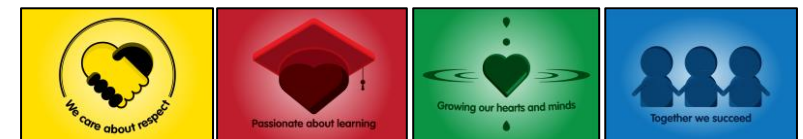
	Suggested questions to measure impact:	Can you use your voice in different way? How many ways can you make a sound with your hands Can you sing your favourite nursery rhyme? What actions could you do? How does this music make you feel? Can you dance to this music? Choose your favourite instrument and play it while you're singing. Can you copy my voice? Can you copy how I'm playing me instrument?
	Possible enrichment opportunities:	Take part in a TMS Early Years Practitioner music session

Reception		
Knowledge	To know how to listen and respond with increased attention to sounds and music	
Vocabulary	Start/Stop Loud/Quiet Short/Long Fast/Slow High/Low Verse/Chorus Names of percussion instruments	
Skills		
All skills ongoing throughout the year Singing Listening	Intent:	We want our children to begin to build a repertoire of songs and dances, and for them to explore the different sounds of instruments. We want then to sing songs, make music and dance, and also for them to experiment with ways of changing these.
	Suggestions for Implementation:	Chant and sing in a group and individually Perform movements to a steady beat Sing and perform correct actions to a steady beat Sing and perform actions that show changes in pitch



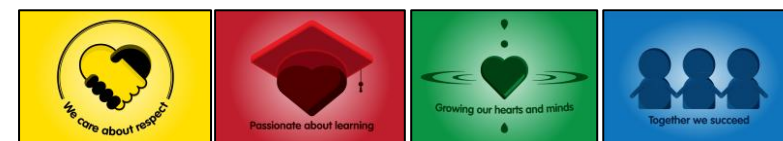
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Improving Performing		Show changes of dynamics through movement Play and stop instruments as directed Respond to rhythmic patterns by clapping and playing instruments Respond to different durations through movement Use voices with different timbres Select and play a variety of instruments by following symbols Play instruments imaginatively by recognising their sound qualities
	Suggested questions to measure impact:	Can you use your voice in different way? How many ways can you make a sound with your hands Can you sing your favourite song? What actions could you do? Why is it your favourite song? How does this music make you feel? Can you dance to this music? Choose your favourite instrument and play it while you're singing. Can you copy my voice? Can you copy how I'm playing me instrument?
	Possible enrichment opportunities:	Take part in a TMS Early Years Practitioner music session



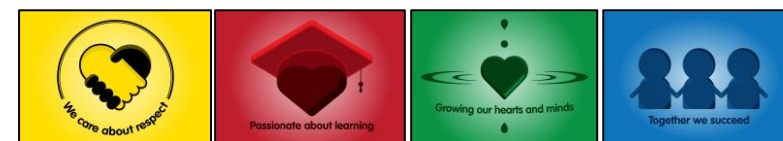
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Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Sound	Duration	Pulse and Rhythm	Pitch	Instruments and Symbols	Timbre/Tempo Dynamics
	To recognise different sound sources To know that sounds can be used expressively	To know how to use their voices to make a variety of long and short sounds. To know how to use instruments to create sequences of long and short sounds	To know what is meant by beat and rhythm and how to control them To know how to create rhythmic patterns based on words and phrases	To know what is meant by pitch To know how to respond to changes in pitch That pitch can be represented by symbols That pitch can be used descriptively	To know about classroom instruments and the differing ways sound can be made To know how to respond to sound through movement To know how to make a score	To know that music can describe an environment To know how sounds can be combined and organised by layering Within simple structures
Key Vocabulary	Body Percussion Score	Duration Accompaniment	Pulse/Beat Tempo Rhythm Accompaniment	Pitch Symbol Dot Notation Dynamics Tempo	Timbre Dynamics Duration Percussion Score	Pizzicato/Arco Timbre Beat Dynamics Score Structure
Skills	Singing Listening Improvising Performing Composing Musicianship					
Autumn 1:	Intent:	We want our children to identify different sounds and to change and use sounds expressively in response to a stimulus.				



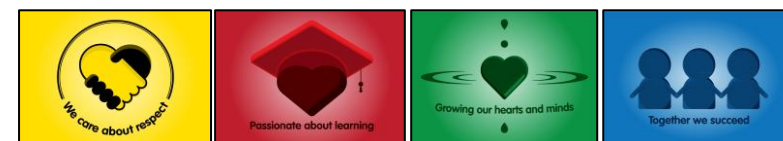
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	Suggestions for Implementation:	Identify different sound sources Make sounds Listen carefully Make sounds and recognise how they can give a message Play instruments in different ways Handle and play instruments with control Make and select sounds to reflect the mood of a story
	Suggested questions to measure impact:	Which is your favourite sound in <i>Sound Lotto</i> ? Can you play your instrument in two different ways? Can you follow a score and know when it is your turn to play?
	Possible enrichment opportunities:	Go on a sound walk
Autumn 2:	Intent:	We want our children to discriminate between longer and shorter sounds and to use them to create interesting sound sequences.
	Suggestions for Implementation:	Recognise long and short sounds and make longer and shorter sounds with the voice Explore long and short sounds on classroom instruments Identify long and short sounds in music Create a sequence of long and short sounds
	Suggested questions to measure impact:	Can you recognise the difference between short and long sounds? How can you make a short/long sound on your instrument? Can you identify long and short sounds heard together?
	Possible enrichment opportunities:	Add percussion instruments to the Nativity performance.



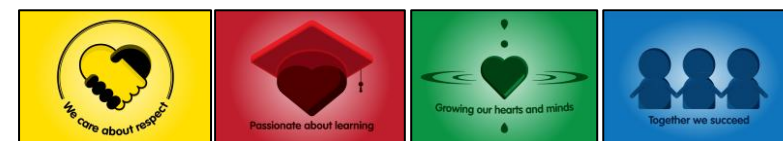
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Spring 1:	Intent:	We want our children to recognise the difference between beat and rhythm and to perform with a sense of beat.
	Suggestions for Implementation:	Identify the beat in different pieces of music and join in with faster and slower tempi Identify the rhythm of words Recall and perform rhythm patterns to a steady beat Begin to internalise and create rhythm patterns Accompany songs by playing the beat or rhythm
	Suggested questions to measure impact:	Can you clap the beat? Can you clap the rhythm? Show me how you clap the rhythm while your friend claps the beat
	Possible enrichment opportunities:	Watch a Chinese Dragon Dance
Spring 2:	Intent:	We want our children to discriminate between higher and lower sounds and to create simple melodic patterns.
	Suggestions for Implementation:	Follow pitch movements with hands and use high, low and middle voices Sing a melody accurately at their own pitch Move up or down following changes in pitch Play and sing phrases from dot notation Choose and create sounds in response to a given stimulus
	Suggested questions to measure impact:	Can you follow my voice with hand movements? Can you explain what is happening to the pitch in this dot notation? How can you change the pitch with the given patterns?



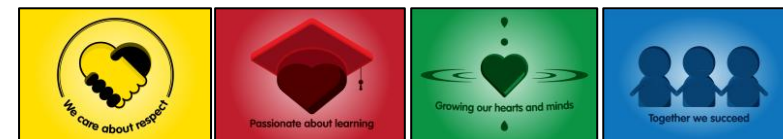
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	Possible enrichment opportunities:	Watch a production of <i>Jack and the Beanstalk</i>
Summer 1:	Intent:	We want our children to recognise different way sounds are made and changed, and to name and know how to play a variety of classroom instruments.
	Suggestions for Implementation:	Identify instruments and the way their sound can be changed Identify different groups of instruments Perform using symbols as a support Perform and follow instructions which combine the musical dimensions Choose sounds and instruments carefully
	Suggested questions to measure impact:	Can you recognise the difference in instruments by their timbre? Tell me why you chose a particular instrument to represent a particular sound. Can you use your instrument in two different ways?
	Possible enrichment opportunities:	Perform and record <i>Treasure Island</i> and show to a friendly audience
Summer 2:	Intent:	We want our children to recognise how sounds and instruments can be used expressively and can combine to create music in response to a stimulus.
	Suggestions for Implementation:	Sing songs expressively Identify and use descriptive words to create sound pictures Select appropriate combinations of sounds Order sounds within simple structures Contribute to a class composition
	Suggested questions to measure impact:	Show how you can move in the way different insects move, using the music to help you? Why do you think the man sings about the worm in our insect song? Can you compose a rhythmic phrase using insect names?



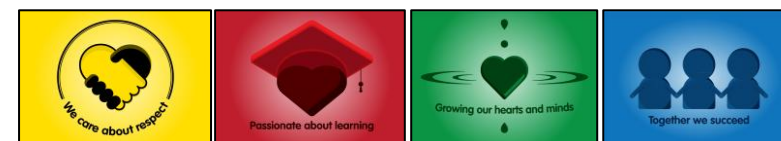
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	Possible enrichment opportunities:	Design a rhythmic insects Bingo game				
Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Duration	Pulse and Rhythm	Pitch	Instruments and Symbols	Timbre/ Tempo Dynamics	Sounds
	To know that music is made up of long and short sounds To know how to combine long and short sounds to fit a steady beat To use instruments to create sequences of sound	To know what is meant by a steady beat and how to control it To know what is meant by rhythm To know how to recall and copy rhythm patterns To know how to create rhythm patterns using words and phrases	To know what is meant by pitch and respond to changes in pitch To control the pitch of the voice. To relate sound to symbols How different tunes are made of different pitches To know that pitch can be used descriptively	To know about classroom instruments To identify different ways in which instruments make sound To understand how symbols can be used to represent sounds How symbols can be used to describe changing sounds To know how to make a score	To know how sounds can be used descriptively To know about sounds made by different sound sources To know how sounds can be organised To know how to create a class composition using simple structures	To recognise different sound sources To explore different sound sources To explore instruments To control instruments To know how to use sounds expressively How to focus listening
Key Vocabulary	Duration Rhythm Beat Dynamics Ostinato Tempo Timbre	Call and Response Pulse/Beat Tempo Timbre Layering	Pitch Pitch Movement Dynamics Phrase Texture Beat Drone	Duration Dynamics Pitch Tempo Timbre Score Structure	Duration Dynamics Pitch Timbre Tempo Texture Structure	Beat/Rhythm Dynamics Duration Pitch Timbe Score Sound Makers Structure
Skills	Singing Listening Improvising Performing Composing Musicianship					



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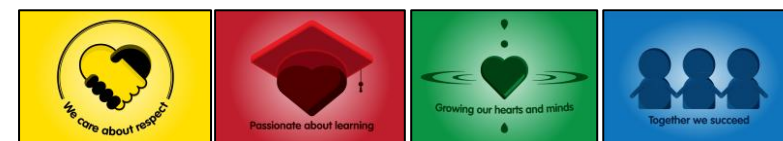
Autumn 1:	Intent:	We want our children to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.
	Suggestions for Implementation:	Perform long and short sounds in response to symbols Identify long and short sounds in music Explore long and short sounds on classroom instruments Create a sequence of long and short sounds
	Suggested questions to measure impact:	Can you create your own long/short pattern? Can you recognise the difference between rhythm and beat? Show how to play both the beat and rhythm in <i>Tinga Layo</i> What instruments accompany the song <i>Mi Caballo Blanco</i> ?
	Possible enrichment opportunities:	Put on a class concert called <i>Four Legged Friends</i>
Autumn 2:	Intent:	We want our children to develop an ability to recognise the difference between beat and rhythm and to perform with a sense of beat.
	Suggestions for Implementation:	Identify beat in different pieces of music Identify rhythms of words Perform rhythms to a steady beat Begin to internalise and create rhythmic patterns Accompany a song by playing the beat or rhythm
	Suggested questions to measure impact:	Can you move in time with the music? How can you tap the pulse to a piece of music? Can you give an example of the beat and rhythm on your instrument?



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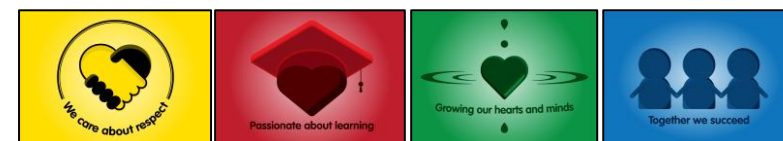
	Possible enrichment opportunities:	Add instruments on the beat to the Nativity play
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Spring 1:	Intent:	We want to develop our children's ability to discriminate between higher and lower sounds, and to create simple melodic patterns
	Suggestions for Implementation:	Follow pitch movement with hands and use high, low and middle voices Move up or down following changes in pitch Sing a melody accurately at pitch Recognise simple patterns repeated at different pitches Perform different pitches on percussion instruments Create and choose sounds in response to a given stimulus
	Suggested questions to measure impact:	Can you perform: To Be Or Not To Be? Can you perform; Hot Cross Fun? Can you perform: Just Like That?
	Possible enrichment opportunities:	Video a concert on tuned percussion
Spring 2:	Intent:	We want to develop our children's ability to recognise different ways sounds are made and changed. We want them to name and know how to play a variety of classroom instruments
	Suggestions for Implementation:	Identify instruments and the way their sound can be changed Identify different groups of instruments Perform using symbols as a support Perform and follow instructions which combine the musical dimensions Choose sounds and instruments to create a class composition



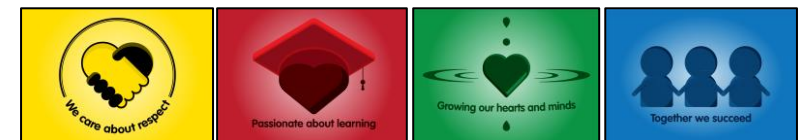
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	Suggested questions to measure impact:	Can you show different dynamics on percussion? Can you show differences in duration on percussion? Can you compose your own melody using the notes you have learned on tuned percussion?
	Possible enrichment opportunities:	Perform a concert for parents to demonstrate the skills developed on tuned percussion
Summer 1:	Intent:	We want to develop our children's ability to recognise how sounds and instruments can be used expressively and combined to create music
	Suggestions for Implementation:	Use voices and sing expressively Describe different images created by music Select appropriate instruments and choose and combine sounds Order sounds within simple structures in response to the stimulus of weather Contribute ideas and control sounds as part of a class composition
	Suggested questions to measure impact:	Can you recognise the difference between short and long sounds? Show how your instrument could make the sound of a tool. How can you tell that the Storm is getting nearer by using musical vocabulary
	Possible enrichment opportunities:	Watch a performance of Storm Interlude on BBC Ten Pieces
Summer 2:	Intent:	We want to develop our children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus
	Suggestions for Implementation:	Identify different sound sources Make sounds and recognise how they can give a message Listen carefully Handle and play instruments with control To create sound effects



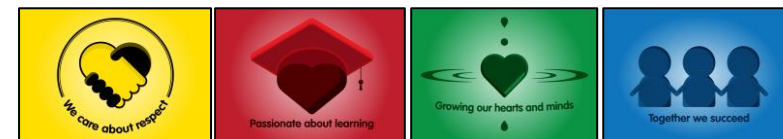
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		Select sound sources in response to a story
	Suggested questions to measure impact:	What do you think of when you hear Morning Mood? Can you perform an ostinato while other are singing? Can you create different rhythmic ostinatos using food menus
	Possible enrichment opportunities:	Watch a short performance by <i>Stomp</i>



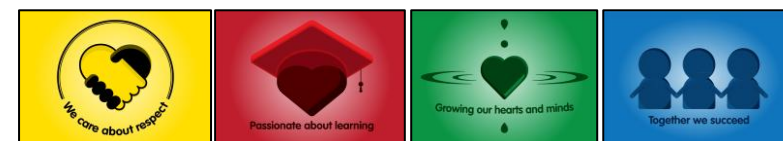
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Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Descriptive Sounds	Rhythmic Patterns	Pentatonic	Arrangements	Recorders	Trailblazer
	To know what instruments can be heard in a piece of music and what animal they can represent To know which rhythmic patterns and changes in pitch best represent animal movements To know which instruments to choose to create a sequence of movements	To know what rhythmic patterns are used in a piece of music To know which patterns to choose to make a rhythmic composition To know which percussion instruments to choose to create an accompaniment to a song	To know which musical traditions use pentatonic scales To know what Impressionism is in music To know which notes to choose to play a pentatonic melody To know which notes to choose to play a pentatonic drone or melodic ostinato	To know about musical accompaniments To explore both rhythmic and melodic patterns To know how to use the dimensions of music expressively, in order to perform an accompaniment To know how to give a class performance	To know how to blow a recorder correctly To know how to play and create rhythms on B, A and G To be able to read simple rhythms To be able to read different pitches using the treble clef. To extend their control of the instrument. To play with good posture	To know about Vivaldi and why he is a trailblazer To know the typical instruments used in Baroque music To know the structure of a concerto To play a simple baroque melody
Key Vocabulary	Pulse Rhythm Step Movement Pitch Duration	Rhythm Ostinato Body Percussion Notation Graphic Score	Scale Pentatonic Glockenspiel Melody	Pulse Accompaniment Timbre Melodic Call and Response	Head joint Mouthpiece Foot joint Fingerhole Tonguing	Baroque Concerto Soloist Allegro Largo



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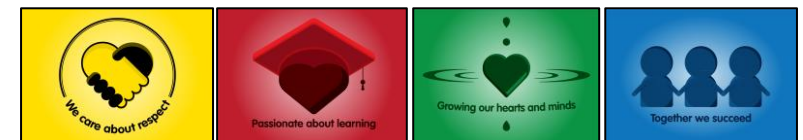
	Tempo Timbre Motif	Accompaniment Duet Drone	Accompaniment Improvise Ensemble	Pitch Tempo Ostinato	Stave Treble clef Bar lines Duration	Violin/Viola Cello/Double Bass Harpsicord Lute Bassoon
Skills	Singing Listening Improvising Performing Composing Musicianship					
Autumn 1:	Intent:	We want our children to create a sequence of animal movements by choosing and combining some of the musical dimensions.				
	Suggestions for Implementation:	To identify animals described in a piece of music To play a simple melody on tuned percussion To respond to music with movement To explore and choose different ways animals move				
	Suggested questions to measure impact:	What words could you use to describe each animal? How does the music reflect those movements? Can you guess the animal from the music you hear? Why did you choose these instruments for your animal music				
	Possible enrichment opportunities:	Watch a performance of <i>Carnival of the Animals</i> by Saint-Saens				
Autumn 2:	Intent:	We want our children to perform a composition that uses rhythmic ostinatos and body percussion.				
	Suggestions for Implementation:	To learn a simple melodic ostinato To perform vocal rhythmic patterns To perform with an awareness of different parts To use the body as a musical instrument To compose and perform a musical cannon To sing and accompany a Christmas carol with percussion instruments				



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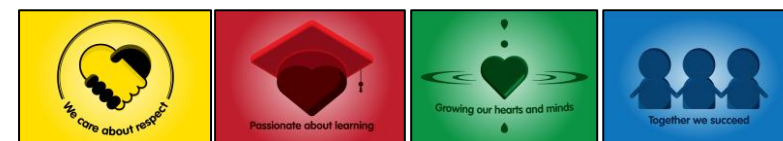
	Suggested questions to measure impact:	Can you perform a melodic ostinato on tuned percussion? Can you perform a classroom performance of <i>Connect It</i> ? Can you compose a simple drone?
	Possible enrichment opportunities:	Watch a performance of <i>Connect It</i> by Anna Meridith

Spring 1:	Intent:	We want our children to improvise a piece of pentatonic music using C pentatonic and to perform Dragon Song on tuned percussion in an ensemble
	Suggestions for Implementation:	To sing Old McDonald had a Glock To sing What You Got? To perform these partner songs together To improvise on the C pentatonic scale To perform Dragon Song in an ensemble
	Suggested questions to measure impact:	What are the notes in a pentatonic scale? What is special about partner songs and how are they different from rounds? Can you improvise a pentatonic accompaniment to <i>Dragon Song</i> ?
	Possible enrichment opportunities:	Watch a Chinese New Year festival
Spring 2:	Intent:	We want our children to create, combine and perform rhythmic and melodic arrangements as part of a class performance of a song



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	Suggestions for Implementation:	To identify different ways sounds are used to accompany a song To identify and rhythmic and melodic patterns To fit different rhythmic and melodic ostinatos together To make musical decisions about a class performance
	Suggested questions to measure impact:	What is meant by an accompaniment? How do you compose a rhythmic ostinato accompaniment to a song? Describe the accompaniment to one of the Easter songs using the interrelated dimensions of Music
	Possible enrichment opportunities:	Perform in the Easter Liturgy
Summer 1:	Intent:	We want our children to compose and perform confidently on the recorder by reading the music correctly.
	Suggestions for Implementation:	To hold and blow on the mouthpiece To produce clear sounds on the notes B, A and G To learn notation for the treble To perform with a good sense of rhythm To compose a short piece given a simple rhythm
	Suggested questions to measure impact:	Can you perform: To Be Or Not To Be? Can you perform; Hot Cross Fun? Can you perform: Just Like That?
	Possible enrichment opportunities:	Prepare and refine a performance for the Summer Concert

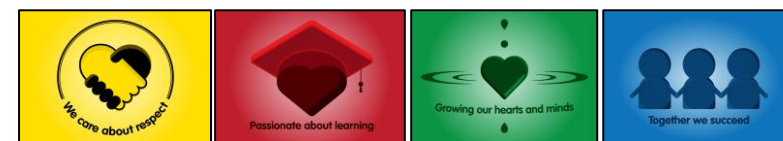


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Summer 2:	Intent:	We want them to reflect on the melodies and instrumentation of the Baroque period We want them to understand the structure of a concerto and to and perform a simple Baroque melody
	Suggestions for Implementation:	Listen and reflect on a piece of Baroque music Create their own piece of music using instruments and voice Perform as an ensemble Learn musical language appropriate to the task
	Suggested questions to measure impact:	Can you name some of the main features of the Baroque period? Why is Vivaldi considered a trail blazer? Do you like this type of music? Why, or why not?
	Possible enrichment opportunities:	Watch a performance of Baroque music using instruments of the time

Year 4

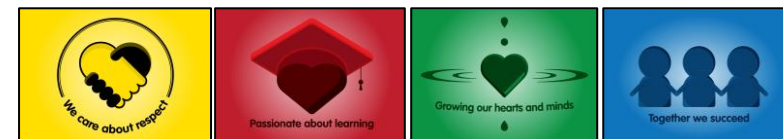
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Rhythmic Patterns To know what a piece of Baroque dance music sounds like To know what instruments are used in Jazz music To know what is the rhythm section in a piece of Jazz music To know what body percussion to choose, in	Arrangements To know what instruments can be heard in an accompaniment To know what Instruments and rhythms are used in a variety of traditional music	Scales To know that melodies are made of intervals that are steps, leaps or repeated notes To know about the structure of melodies To know about melodies based on scales To know how melodies can fit together	Programme Music To understand that music can, like pictures, describe images and mood To relate sounds to visual images To select appropriate instruments for composition	Orchestra To know the ways that sound is produced on different musical instruments To know how to hold wind, string, brass and percussion instruments To know which instruments within a section, play high,	Trail Blazers To know about Florence Price and why she is a trailblazer To know the structure of a symphony To know the background to, and structure of the juba dance



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	order to create a composition with a fast tempo To understand what Rap music is	To know how to choose rhythms to accompany a song To know which notes to choose to create a drone		To know how sounds can be combined to make textures To use sounds expressively To reflect mood and emotion in music	middle or low range sounds To recognise instruments by timbre To recognise instruments playing in a concerto	To know how to compose and perform a juba dance
Key Vocabulary	Pulse Rhythm Ostinato Body Percussion Improvise Melodic Phrase Structure Dynamics	Pitch Duration Rhythm Melody Accompaniment Calypso Bodhran Steel Pans Drone	Scale Melody Interval Step Leap Harmony Solfa Pentatonic	Programme music Romantic music Tempo Dynamics Rhythm Duration Pitch Texture Timbre Structure	Ensemble Orchestra Overture Symphony Concerto Concertmaster Baton Tempo	Symphony Movement Juba Dance Coda Ostinato Djembe Rondo Pulse Um-pah
Skills	Singing Listening Improvising Performing Composing Musicianship					

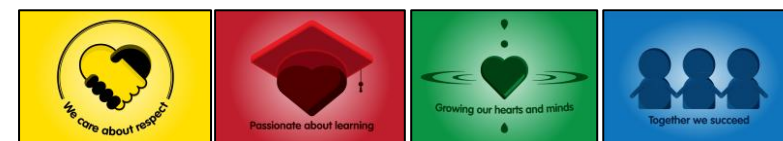
Autumn 1:	Intent:	We want our children to compose and perform a piece of rap music to a given backing track.
	Suggestions for Implementation:	To learn to play a melodic ostinato To perform rhythmic patterns as an accompaniment To compose rhythmic ostinato and perform to a backing track To perform a rap with an awareness of beat and rhythm To compose and perform own rap composition



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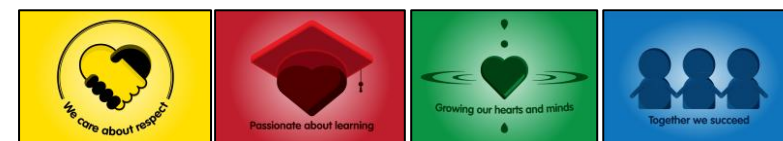
	Suggested questions to measure impact:	What do you call a repeated pattern in music? How do you know that <i>Chaconne</i> is a Baroque piece? What is unusual about the time signature of <i>Unsquare Dance</i>? Can you perform your own body percussion ostinato? Which is your favourite lyric in <i>Hip Hoppy Kid</i>?
	Possible enrichment opportunities:	Watch a performance of <i>Unsquare Dance</i> and <i>Take Five</i> by Brubeck
Autumn 2:	Intent:	We want our children to understand that a song can have any number of different accompaniments depending on the intension of the performer.
	Suggestions for Implementation:	To identify different ways sounds are used to accompany a song To identify melodic phrases and play them by ear To identify and perform rhythmic patterns To make decisions and create a class performance
	Suggested questions to measure impact:	Can you suggest a rhythmic ostinato to accompany <i>Land Of the Silver Birch</i>? Can you play your tuned percussion note within a chord sequence?
	Possible enrichment opportunities:	Watch a Caribbean Steel Pan ensemble performance

Spring 1:	Intent:	We want our children to recognise and use scales to create short melodies and accompaniments
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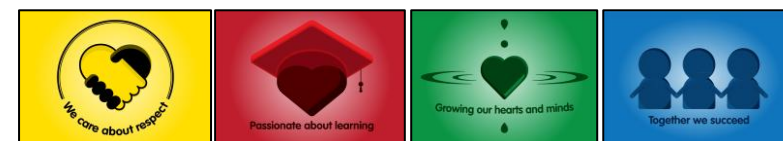
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	Suggestions for Implementation:	To identify by ear the leaps, steps and repeated notes in a melody To create a melody from a set of intervals To identify scale passages in a melody To sing a song with two different melodies and a melodic ostinato accompaniment To sing a song with knowledge and understanding of musical phrasing and expression
	Suggested questions to measure impact:	What is pentatonic music? What are the names given to the Solfa Scale? Can you describe the structure of the Viennese Musical Clock?
	Possible enrichment opportunities:	Prepare and refine a performance for a friendly audience
Spring 2:	Intent:	We want our children to understand that music can describe images and moods by successfully combining the inter-related dimensions of music
	Suggestions for Implementation:	To identify descriptive features in music To analyse and comment on how sounds are used to create different moods To select instruments and create sounds to describe visual images Create textures by combining sounds in different ways To analyse and comment on the effectiveness of the sounds and instruments selected
	Suggested questions to measure impact:	What is meant by Programme Music and how did it get its name? What do you think makes a good piece of programme music? Can you name a composer of programme music?
	Possible enrichment opportunities:	Listen to a live performance of a piece of Programme music
Summer 1:	Intent:	We want our children to understand that instruments can be group in a few ways, and to be able to identify instruments of the modern orchestra by both sight and sound.



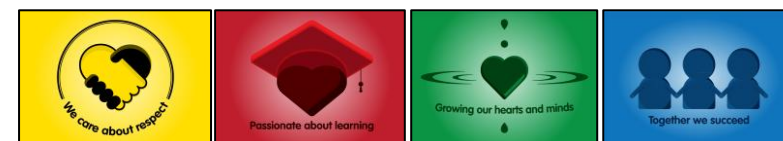
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	Suggestions for Implementation:	To make a basic sound on string, wind, brass and percussion instruments To conduct an ensemble bringing different groups in at a time To categorise instruments by sight and sound To play accurately as part of an ensemble
	Suggested questions to measure impact:	Can you name the four sections of an orchestra? Can you name orchestral instruments by their timbre? What id the difference between a symphony and a concerto?
	Possible enrichment opportunities:	Listen to a live performance by an orchestra
Summer 2:	Intent:	We want them to reflect on the musical prejudices in the time of Florence Price We want them to understand the structure of a symphony and to compose and perform their own Juba Dance
	Suggestions for Implementation:	Listen and reflect on a piece of orchestral music To learn and invent body percussion Learn to play an 'um-pah' pulse Create and play ostinatos and transfer to body percussion patterns Structure ideas into a piece using a coda and rondo form Create a juba dance
	Suggested questions to measure impact:	Where does the Juba Dance originate from? Why was Florence Price a trail blazer? How many sections does a symphony normally have?
	Possible enrichment opportunities:	Perform and record their Juba Dance for a friendly audience



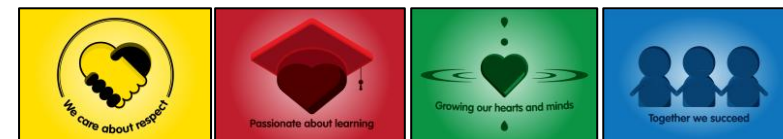
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Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Samba	Rounds	Graphic Scores	Lyrics and Melody	Pitch/Notation	Trail Blazers



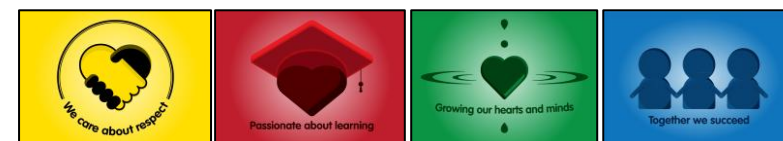
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	Which Instruments are playing in Brazilian Samba Reggae What techniques are used to play each instrument To recognise the different sections in a samba piece To know a traditional Brazilian song	Where a melody returns in a round Which musical dimensions can produce different moods How to balance dynamics when performing a round Which improvements can be used to create a quality performance	To know that music can be notated in different ways That graphics scores use images or symbols That graphic scores can be interpreted in different ways	To understand the terms lyrics and melody That lyrics have social and cultural meaning How musical structures are used in a song How lyrics can be generated and organised	To know that rhythm and pitch are needed to play a melody in the treble by decoding the information What three notes make up different triads and whether they are major or minor What musical dimensions to use to create a majestic melody	To know about Steve Reich and why he is a trailblazer To understand the basic principles of minimalist music To know how to pulse in different measures To know how to create an expanding ostinato
Key Vocabulary	Surdo Agogo bell Ganza Caixa Repenique Tamborim Main Groove Samba Reggae Off Beats	Unison Round Entry point Accompaniment Chord/Triad Harmony Dynamics Balance A cappella Concord/Discord	Score Graphic Symbol Instrumentation Sound effects	Lyrics Melody Phrase Structure Genre Repetition Word Painting Verse/Chorus Outro Hook	Notation Stave Treble clef Time signature Key signature Sharp Flat Chord/Triad	Minimalism Crescendo Diminuendo Expanding ostinato Pulse Structure Floating notes Ensemble
Skills	Singing Listening Improvising Performing Composing Musicianship					
Autumn 1:	Intent:	We want our children to be able to play each of the traditional Samba instruments. We want them to perform a Samba Reggae in a class ensemble				



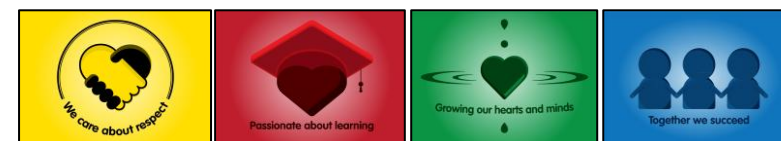
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	Suggestions for Implementation:	To play each of the traditional samba instruments To perform a call and response introduction To perform ostinato rhythms on each of the different instruments To use lyrics to generate new rhythmic patterns To develop listening skills
	Suggested questions to measure impact:	Can you name the traditional instruments in a samba band? Which is your favourite instrument, and can you compose a rhythmic ostinato for that instrument? Describe a typical structure for a samba ensemble? Can you name a Brazilian composer?
	Possible enrichment opportunities:	Perform a piece of Samba Reggae to an audience
Autumn 2:	Intent:	We want our children to develop their ability to sing and play in two or more parts. We want them to explore the effects of harmony using concord and discords
	Suggestions for Implementation:	To perform a round in two or more parts with confidence and identify how parts fit together To describe the effect of different combinations of pitched notes To accompany a round with rhythmic ostinato on untuned percussion. To accompany a round with a simple chord structure played on chime bars
	Suggested questions to measure impact:	Can you describe what is meant by a Round? What musical feature is created when we sing or play a Round? Can you name the notes in the chord of C and A minor?
	Possible enrichment opportunities:	Prepare and refine a performance for an assembly



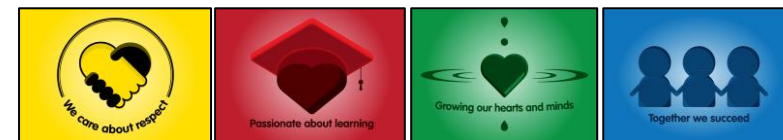
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Spring 1:	Intent:	We want our children to compose a piece of music and notate it by the use of a graphic score
	Suggestions for Implementation:	To listen to a variety of pieces which have been notated with a graphic score To interpret a variety of graphic scores both vocally and instrumentally To use a basic graphic score to notate their compositions To refine and create a composition notated by graphic scores To perform and record a class composition
	Suggested questions to measure impact:	What do we mean by a graphic score? Can you interpret a graphic score on a given instrument?
	Possible enrichment opportunities:	Prepare and refine a performance for an assembly
Spring 2:	Intent:	We want our children to develop an ability to compose a song with an awareness of the relationship between lyrics and melody
	Suggestions for Implementation:	Identify how are used to convey mood, attitude or tell a story Recognise that lyrics reflect the time and place in which they were composed Identify hoe repetition can make the words easier to remember Identify song structures Create lyrics to create a short song of their own
	Suggested questions to measure impact:	What do you think makes a song successful? What is the typical structure of a Pop Song? Which is your favourite song from the Easter Production and why?



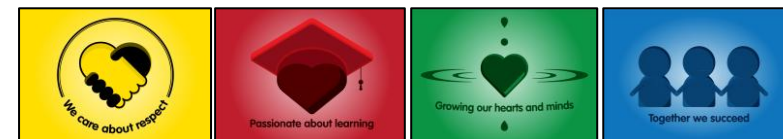
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	Possible enrichment opportunities:	Record, and perform their songs to a friendly audience
Summer 1:	Intent:	We want our children to be able to read notes in the treble clef and create a majestic melody using correct notation
	Suggestions for Implementation:	To read the notes of the treble clef To understand the difference between a time signature and key signature To play simple melodies by reading the pitch and rhythm correctly To notate triads and perform on tuned percussion
	Suggested questions to measure impact:	Can you write your name in Morse code? Name the notes in the Treble Clef? Can you compose a simple rhythm in 4/4 time?
	Possible enrichment opportunities:	To follow a simple notated score of a popular piece of music
Summer 2:	Intent:	We want them to reflect on the musical ideas of Steve Reich We want them to understand the basics of a minimalist music and to compose and perform their own minimalist piece
	Suggestions for Implementation:	Listen and reflect on a piece of orchestral music Learn to clap a pulse in six and split up in different ways Invent an ostinato and split it up in different ways Orchestrate the ostinato Follow a conductor Structure sections of music into a bigger piece
	Suggested questions to measure impact:	What is meant by Minimalist Music? How can a pulse of six notes be split to create different ostinatos? Which of the four rhythmic ostinatos in our class performance did you enjoy playing most and why?



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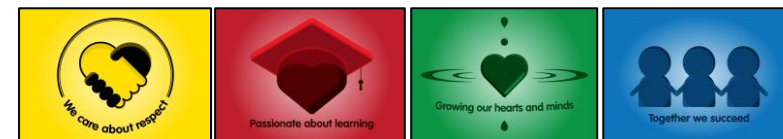
	Possible enrichment opportunities:	Listen to a live performance of Minimalist				
Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Lyrics and Melody	Rounds/Chords	Sound Sources	Samba	Musical	Musical
	To know that melody reflects lyrics That lyrics reflect time and place in which they were written. To know that the Blues were the songs of the African slaves To recognise that songs have chord structures To know the structure of the 12 Bar Blues	To know that a round is a musical structure To understand that structure is the musical plan of a piece. Singing in a round produces harmony The chord sequence supports the melody	To know that sounds can be recorded and then manipulated using electronic devices Music can have different textures How pitched sounds when combined can sound relaxed or tense To extend their sound vocabulary	Which Instruments are playing in samba Hip-Hop Style. What techniques are used to play each instrument To recognise the different sections in a samba piece To sing a traditional Brazilian song supported by an instrumental ensemble	Development of the genre of musicals About the context of songs within a musical How to practice and rehearse as a group and as soloists To improve articulation and projection	About staging and presenting a performance to an audience How to practice in order to achieve a performance How to achieve a high-quality performance
Key Vocabulary	Chord/Triad Octave 12 Bar Blues Lyrics Melody Improvisation Structure	A cappella Accompaniment Chord/Triad Harmony Bass Balance Key signature	Delay Echo Loop Sampler Acoustic Sound Processed Sound Sequencer	Apito Surdo Agago bell Ganza Caixa Repenique Tamborim	Lyrics Melody Style Accompaniment Duet Ensemble Chorus	Script Act Staging Backstage Wings Upstage Downstage



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		Sharp Flat	Electronic Music Relaxed Tense	Main Groove Paradinha Samba Hiphop	Orchestration Dimensions of Music	Character Costume
Skills	Singing	Listening	Improvising	Performing	Composing	Musicianship

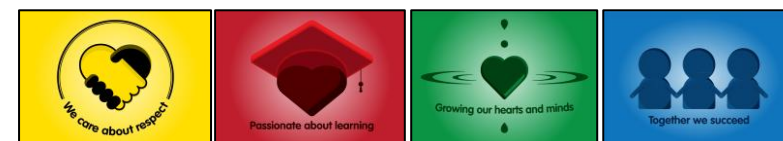
Autumn 1:	Intent:	We want our children to understand the historical background the slave trade and its effect on music. We also want them to compose and perform a 12 Bar Blues.
	Suggestions for Implementation:	- To create lyrics for a 12 Bar Blues - To create chords C F and G in C major - To order a 12 Bar Blues sequence - To improvise an instrumental break - To play part of a chord as a single note - To play from a chord pattern
	Suggested questions to measure impact:	- What are the origins of Blues music? - What is the most common chord sequence used in 12 Bar Blues? - Can you compose and perform a class 12 Bar Blues? - Name a Pop musician who has used 12 Bar Blues in their compositions
	Possible enrichment opportunities:	Perform for a friendly audience
Autumn 2:	Intent:	We want our children to understand the use of rounds in creating harmony. We want them to be able to confidently sing and play instruments in a round of two or more parts.



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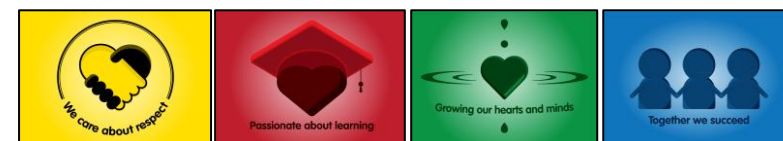
	Suggestions for Implementation:	To perform a round in two or more parts with confidence and identify how parts fit together To accompany a round with rhythmic ostinato on untuned percussion. To accompany a round with a chord structure played on chime bars To play a melody on tuned percussion To write chords on the stave
	Suggested questions to measure impact:	Can you identify the entry points in a round? Can you name the notes needed to accompany a round that uses the Primary Chords? What musical dimensions could you use to improve your ensemble's performance?
	Possible enrichment opportunities:	Perform to an audience

Spring 1:	Intent:	We want our children to extend their sound vocabulary, including the use of ICT, and to compose a soundscape
	Suggestions for Implementation:	Listen with concentration to identify contrasting moods and sensations Explore different textures using untuned sounds Explore, select and combine different sounds to create a soundscape
	Suggested questions to measure impact:	Can you name the five most common ways of modifying sound through sampling? Why was Delia Derbyshire a trail blazer? What is the structure of Vangelis's Alpha?
	Possible enrichment opportunities:	Imagine finished composition is to be used as a film score Design a poster for the film
Spring 2:	Intent:	We want our children to be able to play each of the traditional Samba instruments. We want them to perform and sing piece of a Samba Hip-Hop in a class ensemble



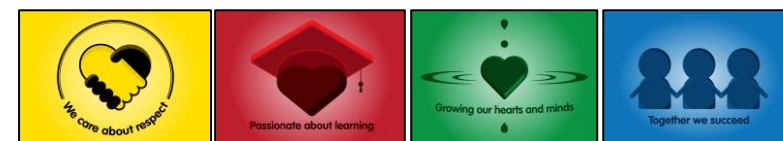
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	Suggestions for Implementation:	To play each of the traditional samba instruments To perform a call and response introduction To learn specific playing techniques on each of the different instruments To develop listening skills To use lyrics to generate new rhythmic patterns To learn a piece of samba hip-hop and its cultural background
	Suggested questions to measure impact:	Can you name the traditional instruments in a samba band? Which is your favourite instrument, and can you compose a rhythmic ostinato for that instrument? Describe a typical structure for a samba ensemble? Can you name a Pop Group that plays Hip Hop?
	Possible enrichment opportunities:	Perform a piece of Samba Hip-Hop to an audience
Summer 1:	Intent:	We want our children to rehearse and perform a quality performance which makes them proud of their achievements
	Suggestions for Implementation:	Make a list of Musicals Listen and discuss lyrics and melody in individual songs Discuss style of each song. Practice songs focusing on accuracy of melody and lyrics Use breath control and articulate words
	Suggested questions to measure impact:	Pupil will begin to use their scripts and lyrics on stage
	Possible enrichment opportunities:	Watch a performance of last year's Musical



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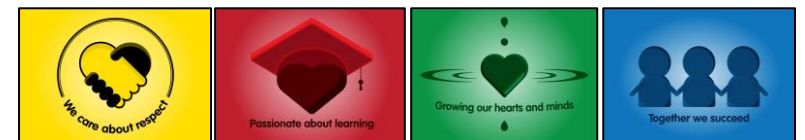
Summer 2:	Intent:	We want our children to rehearse and perform a quality performance which makes them proud of their achievements
	Suggestions for Implementation:	Stage songs using play script Practice scenes from musical Hold a dress rehearsal Refine Perform musical to an audience
	Suggested questions to measure impact:	Pupils with modify and improve on their performances
	Possible enrichment opportunities:	Perform the rehearsed Musical to a friendly audience



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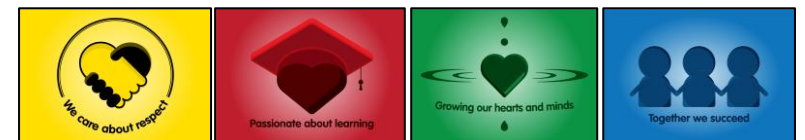
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