

Curriculum Overview for Music

The music policy and overview are written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education'. It also takes into consideration Article 29 'Education must develop every child's personality, talents and abilities to the full' and Article 31 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities'. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

Music is a fundamental form of creativity and holds value and importance in the wider community and across the world as an international language. In Wingate Primary School we believe music develops self-confidence, creativity and imagination. Music education at our school promotes a life-long love of music, and opportunity for self-expression and personal achievement, led by children's interests. We believe that all pupils should have the opportunity to develop talent and interest in a wide range of musical skills (including singing, performance, improvisation, composition, musical appreciation and the history of music), and through a diverse range of musical genres from different eras and cultures.

Pupils learn music through the strands of: listening and appraising, knowledge and understanding of musical language, the history of music, singing, playing instruments, improvisation, composition, performance and musical notation. These strands often interweave and are almost all covered every half term across all year groups. Progression is developed through the repetition and depth of learning within these strands. This is through the integration and understanding of the interrelated dimensions of music, including: pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation. Throughout each year and across all year groups, the interrelated dimensions of music are built upon the foundation of pulse, creating a spiral of musical learning across the school. Our music teaching also aims to expose pupils to a diverse range of musical genres and musicians, across history and across different cultures.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p style="text-align: center;">Article 29: Education must develop every child's personality, talents and abilities to the full.</p> <p style="text-align: center;">Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>					
Rec.	<ul style="list-style-type: none"> Listen with increased attention to sounds (linked to Phase 1 phonics) Respond to what they have heard, expressing their thoughts and feelings. (through guided drawing/writing time and dancing to songs, e.g. in morning dance) Listen to a range of music, including Western Classical music and traditional world music (during guided writing/drawing time, assemblies etc.) Remember and sing songs and rhymes, including: nursery rhymes, Harvest Festival songs and Christmas songs (Nativity) – linked to C&L Sing the pitch of a tone sung by another person Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (for example, through call and response songs and singing games) Create their own songs, or improvise a song around one they know Play untuned percussion instruments with increasing control and explore how the sound can be changed (for example, played quietly or loudly, fast or slowly) Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. For example, by tapping out simple rhythms and copying sound patterns using body percussion and percussion instruments – linked to PD 		<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses (through listening to music on Charanga, guided drawing/writing time and dancing to songs, e.g. in morning dance) Listen to a range of music, including Western Classical music and traditional world music (during guided writing/drawing time, assemblies etc.) and discuss where we think the music comes from and what it sounds like. Move rhythmically and expressively to music, beginning to move to the pulse and expressing their thoughts and feelings through movement/dance (e.g. morning dance, music through Charanga and Circurama) Sing in a group or on their own, increasingly matching the pitch and following the melody. Learn rhymes, poems and songs, including a range of well-known nursery rhymes, a Chinese New Year song and Festival songs. Listen carefully to these, paying attention to how they sound – linked to C&L Play untuned percussion instruments alongside music and to begin to play tuned percussion instruments (chime bars), playing to the pulse of the music and exploring how the sound can be changed. Choose instruments suitable for the style and decide how they could be played (begin to compose). Explore and engage in music making and dance, performing solo or in groups <p>Everyone and Our World (units on Charanga)</p>		<ul style="list-style-type: none"> Listen carefully to a range of music (including Western Classical music and traditional world music) and talk about the music they listen to, comparing both types of music. Move in time with the music, moving or clapping/tapping to the pulse. Respond and move rhythmically and expressively to music, representing this through for example dance. Sing a range of well-known nursery rhymes and songs, including Festival songs, focussing on singing in tune and performing as a group. Sing and play instruments together, beginning to be aware of making music as an ensemble. Play untuned and tuned (chime bars) percussion instruments in time with music. Explore and experiment with different sounds, and make decisions over what instruments to play and how to play them (compose together). Learn a traditional African song and dance and perform it with others, encouraging children to create their own music to accompany this. (Jambo) <p>Big Bear Funk (unit on Charanga) Whole Class Singing (with Danielle)</p>	
Yr 1	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality live and recorded music. Listening to Hip-Hop music and identifying features of the music, including band instruments, style features, structure and dynamics. Finding the pulse and repeating back simple rhythmic and melodic phrases. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing a repetitive song, using a small pitch range, focussed on singing with correct pitch. To play tuned instruments musically. Playing chime bars, using 1 note. To experiment with, create, select and combine sounds using the inter-related dimensions of music. Experimenting with simple rhythms using body percussion and 1/2 	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality live and recorded music. Reggae/Pop music; identifying band instruments, style features, structure, dynamics and tempo. Finding the pulse to different tempos and repeating back simple rhythmic phrases. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing repetitive songs, with a small pitch range, focussed on singing with correct pitch. To play un-tuned instruments musically. Playing simple rhythmic sequences using untuned percussion. To experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality live and recorded music. Variety of music genres (Blues, Baroque, Latin, Bhanga, Folk, Funk); identifying band instruments, style features, structure, dynamics and tempo. Finding the pulse to different tempos and repeating back simple rhythmic and melodic phrases. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing and chanting a repetitive song, using 2 pitches. To play tuned instruments musically. Playing chime bars, using 2 notes. To experiment with, create, select and combine sounds using the inter-related dimensions of music. Experimenting with simple rhythms 	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality live and recorded music. Bossa Nova/Jazz/Film music; identifying band instruments, style features, structure, dynamics and tempo. Finding the pulse to different tempos and repeating back simple rhythmic and melodic phrases. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing a repetitive song with a small pitch range, moving mostly stepwise. To play tuned and untuned instruments musically. Playing chime bars, using 3 notes, with slow tempo and simple rhythms, and playing untuned percussion. To experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality live and recorded music. Pop/Musicals music; identifying instruments, style features, the story the music tells, structure, dynamics and tempo. Finding the pulse to different tempos and repeating back simple rhythmic and melodic phrases. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing a mostly repetitive song with a small pitch range, moving stepwise. To play tuned instruments musically. Playing chime bars, with a repetitive melody and using 1/3 notes. To experiment with, create, select and combine sounds using the inter-related dimensions of music. Experimenting with simple rhythms 	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality live and recorded music. Western Classical music; identifying instruments, style features, structure, dynamics and tempo. Finding the pulse to different tempos and repeating back simple rhythmic and melodic phrases. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing and chanting repetitive songs, with a small pitch range. To play un-tuned instruments musically. Playing simple rhythmic sequences using untuned percussion. To experiment with, create, select and combine sounds using the inter-related dimensions of music.

	<p>pitches and creating music with 1/2 pitches.</p> <p>Hey You (Hip-Hop unit on Charanga) and Whole Class Singing (with Danielle)</p>	<p>Experimenting with and creating simple rhythms.</p> <p>Rhythm in the Way We Walk and Banana Rap (Reggae unit on Charanga) and Whole Class Singing (with Danielle)</p>	<p>and 1/2 pitches and creating music with 1/2 pitches.</p> <p>In The Groove (unit on Charanga - range of styles: Blues, Baroque, Latin, Bhangra, Folk, Funk)</p>	<p>Experimenting with simple rhythms and 2 pitches.</p> <p>Round and Round (Bossa Nova unit on Charanga)</p>	<p>and 1/2 pitches and creating music with simple rhythms and 1/3 pitches.</p> <p>Your Imagination (Pop unit on Charanga)</p>	<p>Experimenting with and creating simple rhythms.</p> <p>Reflect, Rewind & Replay (Western Classical Music unit on Charanga)</p>
Yr 2	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality live and recorded music. Listening to Afropop/South African music and identifying and discussing features of the music, including instruments, style features, structure and dynamics. Finding the pulse to different tempos and repeating back rhythmic and melodic phrases. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing repetitive songs with a limited pitch range, focussed on singing with correct pitch expressively. To play tuned instruments musically. Playing chime bars using 3 notes. To experiment with, create, select and combine sounds using the inter-related dimensions of music. Experimenting with rhythms and 1/2 pitches and creating music with 3 pitches. <p>Hands, Feet, Heart (Afropop/South African unit on Charanga) and Whole Class Singing (with Danielle)</p>	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality live and recorded music. Pop and Jazz music; identifying and discussing instruments, style features, structure, dynamics and tempo. Finding the pulse to different tempos and repeating back rhythmic phrases. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing songs with a limited pitch range, focussed on singing with correct pitch expressively. To play tuned and un-tuned instruments musically. Playing chime bars using 3 notes and playing rhythmic sequences using untuned percussion. To experiment with, create, select and combine sounds using the inter-related dimensions of music. Experimenting with and creating increasingly complex rhythms. <p>Ho Ho Ho (Christmas unit on Charanga) and Whole Class Singing (with Danielle)</p>	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality live and recorded music. Rock music; identifying and discussing instruments, style features, structure, dynamics and tempo. Finding the pulse to different tempos and repeating back rhythmic and melodic phrases. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing a repetitive action song with a limited pitch range, moving mostly stepwise. To play tuned instruments musically. Playing chime bars accurately using 2 notes. To experiment with, create, select and combine sounds using the inter-related dimensions of music. Experimenting with increasingly complex rhythms and 1/2 pitches and creating music with 3 pitches. <p>I Wanna Play in A Band (Rock unit on Charanga)</p>	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality live and recorded music. Reggae music; identifying and discussing instruments, style features, structure, dynamics and tempo. Finding the pulse to different tempos and repeating back rhythmic and melodic phrases. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing a repetitive song using 2 notes, creatively, singing in unison. To play tuned instruments musically. Playing chime bars using 2 notes with a faster rhythm. To experiment with, create, select and combine sounds using the inter-related dimensions of music. Experimenting with increasingly complex rhythms and 1/2 pitches and creating music with 3 pitches. <p>Zootime (Reggae unit on Charanga)</p>	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality live and recorded music. Repeating back melodic and rhythmic phrases using steel pans. To play tuned instruments musically. Playing melodies and rhythms on steel pan instruments, as an ensemble. To experiment with, create, select and combine sounds using the inter-related dimensions of music. Experimenting with rhythms and 1/3 pitches. <p>Whole Class Steel Pans (Jamie Blackwood)/ Reflect, Rewind & Replay (Western Classical Music unit on Charanga)</p>	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high quality live and recorded music. Western Classical music; identifying and discussing instruments, style features, structure, dynamics and tempo. Finding the pulse to different tempos and repeating back rhythmic and melodic phrases. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. Singing and chanting repetitive songs, with a limited pitch range. To play un-tuned instruments musically. Playing rhythmic sequences using untuned percussion. To experiment with, create, select and combine sounds using the inter-related dimensions of music. Experimenting with and creating increasingly complex rhythms <p>Reflect, Rewind & Replay (Western Classical Music unit on Charanga)/ Whole Class Steel Pans (Jamie Blackwood)</p>
Yr 3	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Listening to RnB music and describing and comparing features of the music, including instruments, style features, structure, dynamics and tempo. To listen with attention to detail and recall sounds with increasing aural memory. Finding the pulse and repeating back increasingly complex rhythmic and melodic phrases. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing a song with mostly stepwise movement, repeated verse and chorus and a backing part. Playing glockenspiels using 3 notes. To improvise and compose music for a range of purposes using the inter-related dimension of music. Improvising with increasingly complex rhythms and 1/2 pitches and composing music with 3 pitches. To use and understand staff and other musical notations. Playing from and composing using simple rhythms 	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Western Classical music (Early Twentieth Century and Romantic); describing and comparing instruments, style features, structure, dynamics and tempo. To listen with attention to detail and recall sounds with increasing aural memory. Repeating back melodic phrases using glockenspiels. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Playing glockenspiels using 2-4 notes and playing in parts. To use and understand staff and other musical notations. Playing from staff notation. Writing the treble clef sign and 4/4 time signature (4 crotchet beats in a bar). To develop an understanding of the history of music. Learning about the history of the Classical periods of Early Twentieth Century music and Romantic music. 	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Reggae music; describing and comparing instruments, style features, structure, tempo and dynamics. To listen with attention to detail and recall sounds with increasing aural memory. Finding the pulse to different tempos and repeating back increasingly complex rhythmic and melodic phrases. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing a song with mostly stepwise movement, repeated verse and chorus and a backing part. Playing glockenspiels using 2-4 notes. To improvise and compose music for a range of purposes using the inter-related dimension of music. Improvising with increasingly complex rhythms and 1/2 pitches and composing music with 3 pitches. To use and understand staff and other musical notations. Playing from and composing using simple rhythms and 3 notes. Writing the treble clef 	<ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory. Repeating back increasingly complex rhythmic and melodic phrases accurately using a steel pan instrument. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Playing more complex melodies and rhythms on steel pan instruments, accurately as an ensemble. To compose music for a range of purposes using the inter-related dimension of music. Composing 4 bars of music using 3 notes, simple rhythms and rests. To use and understand staff and other musical notations. Playing from and composing using simple rhythms (crotchets, quavers, minims and rests) and 3 notes. 	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Music from around the world; describing and comparing instruments, style features, structure, dynamics, tempo and texture. To listen with attention to detail and recall sounds with increasing aural memory. Finding the pulse to different tempos and repeating back increasingly complex rhythmic and melodic phrases. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing songs with a wider pitch range, focussing on singing in tune, sight-singing and reading notation. Playing glockenspiels using 3 notes with a more complex rhythm and faster pulse. To improvise and compose music for a range of purposes using the inter-related dimension of music. Improvising with increasingly complex rhythms and 1-2 pitches. Composing music with 3 pitches and song-writing with limited pitch range. To use and understand staff and other musical notations. Playing/ composing using simple rhythms and 	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Disco music; describing and comparing instruments, style features, structure, dynamics, tempo and texture. To listen with attention to detail and recall sounds with increasing aural memory. Finding pulse and repeating back increasingly complex rhythmic and melodic phrases. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing in tune, sight-singing, reading notation and song writing. Playing glockenspiels using 3 notes with a more complex rhythm and faster pulse. To improvise and compose music for a range of purposes using the inter-related dimension of music. Improvising with increasingly complex rhythms and 1-2 pitches. Composing music with 3 pitches and song-writing with limited pitch range. To use and understand staff and other musical notations. Playing/ composing using simple rhythms and

	and 3 notes. Writing the treble clef sign. Let Your Spirit Fly (RnB unit of Charanga)	Glockenspiel Stage 1 (unit on Charanga) and listening and appraising Early Twentieth Century and Romantic music.	sign, 4/4 time signature and a crotchet. Three Little Birds (Reggae unit on Charanga)/ Whole Class Steel Pans (Jamie Blackwood)	Whole Class Steel Pans (Jamie Blackwood)/ Three Little Birds (Reggae unit on Charanga)	and composing using simple rhythms and 3 notes. The Dragon Song (Pop/World Music unit on Charanga) and Whole Class Singing (with Danielle)	3 notes. Writing treble clef sign, 4/4 time signature, a crotchet and minim. • To develop an understanding of the history of music. Learning about the history of Disco music. Bringing Us Together (Disco unit on Charanga) and Whole Class Singing (with Danielle)
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Yr 4	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Listening to Pop music by ABBA and describing and comparing features of the music, including instruments, style features, structure, dynamics and tempo. To listen with attention to detail and recall sounds with increasing aural memory. Finding the pulse and repeating back increasingly complex rhythmic and melodic phrases. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing a song with a wider pitch range and repeated chorus. Playing glockenspiels as an ensemble, using 2 notes accurately. To improvise and compose music for a range of purposes using the inter-related dimension of music. Improvising with increasingly complex rhythms and 1/2 pitches and composing music with 5 pitches. To use and understand staff and other musical notations. Playing from and composing using simple rhythms and 5 notes. Writing the treble clef sign, 4/4 time signature, a crotchet and a minim. Mamma Mia (ABBA/Pop unit on Charanga)	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Classical music (Classical and Baroque); describing and comparing instruments, style features, structure, dynamics and tempo. To listen with attention to detail and recall sounds with increasing aural memory. Repeating back melodic phrases using glockenspiels. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Playing glockenspiels using 2-4 notes with more complex melodies and playing in parts. To use and understand staff and other musical notations. Playing from staff notation. Writing the treble clef sign, 4/4 time signature and introduced to the bass clef sign. To develop an understanding of the history of music. Learning about the history of the Classical periods of Classical and Baroque music. Glockenspiel Stage 2 (unit on Charanga) and listening and appraising Classical and Baroque music.	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Gospel music; describing and comparing instruments, style features, structure, dynamics, tempo and texture. To listen with attention to detail and recall sounds with increasing aural memory. Finding the pulse to different tempos and repeating back increasingly complex rhythmic and melodic phrases. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing songs with a wider pitch range, focussed on singing in tune, sight-singing and singing from notation. Playing glockenspiels using 3 notes with a more complex rhythm, as an ensemble. To improvise and compose music for a range of purposes using the inter-related dimension of music. Improvising with increasingly complex rhythms and 1/2 pitches and composing music with 5 pitches. To use and understand staff and other musical notations. Playing from and composing using simple rhythms and 5 notes. Writing a crotchet, minim and introduced to a dotted minim. Lean On Me (Gospel/Soul unit on Charanga) and Whole Class Singing (with Danielle)	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Pop music by The Beatles; describing and comparing instruments, style features, structure, dynamics, tempo and texture. To listen with attention to detail and recall sounds with increasing aural memory. Finding the pulse to different tempos and repeating back increasingly complex phrases. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing with a wider pitch range, expressively as an ensemble, in tune, sight-singing, singing from notation and song-writing. Playing glockenspiels using 3 notes with a more complex rhythm and faster pulse. To improvise and compose music for a range of purposes using the inter-related dimension of music. Improvising with increasingly complex rhythms and 1/2 pitches and composing music with 5 pitches. To use and understand staff and other musical notations. Playing/composing with simple rhythms and 5 notes. Writing a crotchet, minim, dotted minim and introduced to a semibreve. To develop an understanding of the history of music. Learning about the history of Pop music, The Beatles and their music. Blackbird (Beatles/Pop unit on Charanga) and Whole Class Singing (with Danielle)	<ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory. Repeating back increasingly complex rhythmic and melodic phrases and repeating back sounds accurately using a brass instrument. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Playing brass instruments, using 5 notes. To use and understand staff and other musical notations. Playing from notation, using simple rhythms (crotchets, quavers, minims and rests) and 5 notes. Whole Class Brass (DMS)	<ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory. Repeating back increasingly complex rhythmic and melodic phrases and repeating back sounds accurately using a brass instrument. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Playing brass instruments, using 5/6 notes. To use and understand staff and other musical notations. Playing from and composing using simple rhythms (crotchets, quavers, minims and rests) and 5 notes. Whole Class Brass (DMS) and DMS Virtual Brass Event
Yr 5	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Listening to Rock music and evaluating and comparing features of the music, including style features, structure, tempo and dynamics. To listen with attention to detail and recall sounds with increasing aural memory. Finding the pulse and repeating back increasingly complex rhythmic and melodic phrases using voice and glockenspiels. 	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Western Classical music; evaluating and comparing style features, structure, tempo, dynamics and texture. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing a song with 	<ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory. Repeating back rhythmic phrases using Samba instruments. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Playing rhythms on Samba instruments, as an ensemble. To improvise and compose music for a range of purposes using the inter-related dimension of music. Creating 	<ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory. Repeating back rhythmic phrases accurately using Samba instruments. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Playing rhythms accurately on Samba instruments, as an ensemble. To improvise and compose music for a range of purposes using the inter-related dimension of music. Creating 	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Pop Ballads; evaluating and comparing style features, structure, tempo, dynamics, texture and timbre. To listen with attention to detail and recall sounds with increasing aural memory. Finding the pulse to different tempos and repeating back increasingly complex rhythmic and melodic phrases using voice and glockenspiels. 	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Motown music; evaluating and comparing style features, structure, tempo, dynamics, texture and timbre. To listen with attention to detail and recall sounds with increasing aural memory. Finding the pulse to different tempos and repeating back increasingly complex rhythmic and melodic phrases using voice and glockenspiels.

	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing a song with a wide pitch range and repeated bridge and chorus. Playing glockenspiels using 3 notes as solo or ensemble. To improvise and compose music for a range of purposes using the inter-related dimension of music. Improvising/composing increasingly complex rhythms and 2-3 pitches. To use and understand staff and other musical notations. Playing/composing using staff notation (3 pitches). Writing the treble clef sign and 4/4 time signature on a staff. To develop an understanding of the history of music. Learning about the history of Rock music. <p>Livein' On A Prayer (Rock unit on Charanga)</p>	<p>expression as an ensemble. Playing glockenspiels using 5 notes.</p> <ul style="list-style-type: none"> To compose music for a range of purposes using the inter-related dimension of music. Composing with increasingly complex rhythms and 5 pitches. To use and understand staff and other musical notations. Playing from and composing using staff notation (5 pitches). Writing the treble clef sign, 4/4 time signature and crotchets and minims on a staff. To develop an understanding of the history of music. Learning about the history of, and comparing, the periods of Classical music. <p>Reflect, Rewind and Replay (Western Classical Music unit on Charanga)</p>	<p>rhythmic phrases to perform as part of a group.</p> <ul style="list-style-type: none"> To use and understand staff and other musical notations. Playing from notation, using a range of rhythms. <p>Whole Class Samba Beats (DMS)</p> <p>(Whole Class Samba Beats (DMS))</p>	<p>rhythmic phrases to perform as part of a group.</p> <ul style="list-style-type: none"> To use and understand staff and other musical notations. Playing from notation, using a range of rhythms. <p>Whole Class Samba Beats (DMS)</p> <p>(Whole Class Samba Beats (DMS))</p>	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing songs expressively and with harmonies as an ensemble. Playing glockenspiels using 4 notes accurately, as an ensemble. To improvise and compose music for a range of purposes using the inter-related dimension of music. Improvising/composing increasingly complex rhythms and 2-3 pitches. To use and understand staff and other musical notations. Playing/composing on staff notation (3 pitches). Writing the treble clef sign, 4/4 time signature and crotchets, minims and dotted minims on a staff. To develop an understanding of the history of music. Learning about the history of Pop Ballads. <p>Make You Feel My Love (Pop unit on Charanga) and Whole Class Singing (with Danielle)</p>	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing songs with expression and harmonies, as an ensemble, focussing on song-writing. Playing glockenspiels using 2 notes with a faster and more complex rhythm, accurately as an ensemble. To improvise and compose music for a range of purposes using the inter-related dimension of music. Improvising/composing increasingly complex rhythms and 2-3 pitches. To use and understand staff and other musical notations. Playing/composing using staff notation (3 pitches). Writing the treble clef sign, 4/4 time signature and crotchets, minims, dotted minims and semibreves on a staff. To develop an understanding of the history of music. Learning about the history of Motown. <p>Dancing in the Street (Motown unit on Charanga) and Whole Class Singing (with Danielle)</p>
Yr 6	<ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory. Repeating back melodic and rhythmic phrases using ukuleles. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Playing melodies and rhythms accurately on ukuleles, as an ensemble. To improvise and compose music for a range of purposes using the inter-related dimension of music. Creating increasingly melodic and rhythmic phrases to perform as part of a group. To use and understand staff and other musical notations. Playing from notation, using a wide range of pitches and rhythms. <p>Whole Class Ukuleles (Jamie Blackwood)</p>	<ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory. Repeating back melodic and rhythmic phrases accurately using ukuleles. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Playing melodies and rhythms accurately on ukuleles, as an ensemble. To improvise and compose music for a range of purposes using the inter-related dimension of music. Creating increasingly melodic and rhythmic phrases to perform as part of a group. To use and understand staff and other musical notations. Playing from notation, using a wide range of pitches and rhythms. <p>Whole Class Ukuleles (Jamie Blackwood)</p>	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Listening to Pop/Neo Soul music and evaluating and comparing features of the music, including style features, structure, tempo, dynamics and texture. To listen with attention to detail and recall sounds with increasing aural memory. Finding the pulse to different tempos and repeating back increasingly complex rhythmic and melodic phrases using voice and glockenspiels. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing with a wide pitch range, singing harmonies effectively together as an ensemble. Playing glockenspiels using 3 notes, accurately as an ensemble. To improvise and compose music for a range of purposes using the inter-related dimension of music. Improvising/composing increasingly complex rhythms and 2-5 pitches. To use and understand staff and other musical notations. Playing from, composing and writing using staff notation (5 pitches). To develop an understanding of the history of music. Learning about the history of Pop/Neo Soul music. 	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Western Classical music; evaluating and comparing style features, structure, tempo, dynamics, texture and timbre. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing songs with a wide pitch range and expression, singing harmonies effectively together as an ensemble, with a focus on song-writing. Playing glockenspiels using 5 notes. To compose music for a range of purposes using the inter-related dimension of music. Composing with increasingly complex rhythms and 5 pitches. To use and understand staff and other musical notations. Playing from, composing and writing using staff notation (5 pitches). To develop an understanding of the history of music. Learning about the history of, and comparing, the periods of Classical music. 	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. 70s Ballads/Pop music; evaluating and comparing style features, structure, tempo, dynamics, texture and timbre. To listen with attention to detail and recall sounds with increasing aural memory. Finding the pulse to different tempos and repeating back increasingly complex rhythmic and melodic phrases using voice and glockenspiels. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Singing a song with a wide pitch range, repeated chorus and a second part. Playing glockenspiels using 4 notes with a more complex rhythm. To improvise and compose music for a range of purposes using the inter-related dimension of music. Improvising and composing with increasingly complex rhythms and 2-5 pitches. To use and understand staff and other musical notations. Playing from, composing and writing using staff notation (5 pitches). To develop an understanding of the history of music. Learning about the history of a 70s Pop Ballad. <p>You've Got a Friend (70s Ballad/Pop unit on Charanga)</p>	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians. Contemporary music; evaluating and comparing style features, structure, tempo, dynamics, texture and timbre. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Rapping to a beat using own lyrics, performing as an ensemble. Playing own composition on glockenspiels using 5 notes. To compose music for a range of purposes using the inter-related dimension of music. Composing with increasingly complex rhythms and 5 pitches. To use and understand staff and other musical notations. Playing from, composing and writing using staff notation (5 pitches). To develop an understanding of the history of music. Learning about the history of female composers. <p>Music and Me (unit on Charanga - range of styles by female composers)</p>

			Happy (Pop/Neo Soul unit on Charanga) and Whole Class Singing (with Danielle)	Reflect, Rewind and Replay (Western Classical Music unit on Charanga) and Whole Class Singing (with Danielle)		(Hip-Hop, Classical, Electronic, Soul, Contemporary))
--	--	--	---	---	--	---