

MUSIC WHOLE SCHOOL OVERVIEW



*Love, Care, Share...
Love learning as friends;
Care for our community as
neighbours;
Share our faith in Jesus as disciples.*



St. Ethelbert's RCP

Whole School Overview for Music

MUSIC STATEMENT OF INTENT

At St. Ethelbert's Primary School, we make music an enjoyable learning experience which brings our children together and motivates them to work as a team to achieve things they didn't think were possible. We encourage our children to participate in a variety of musical experiences which aim to develop their love of music; their self-confidence; a sense of achievement and to nurture and extend their God-given talents. As a school family, we enjoy music and appreciate the beauty and necessity of music in our lives. We ensure that our children understand the importance of music as a valuable tool across the whole curriculum, including in prayer and worship. As a Catholic school, hymns and other forms of spiritually nourishing music are a vital part of our identity.

Our scheme of work was specifically created with St. Ethelbert's children in mind by a very experienced local music specialist who has taught music to every year group in our school for six years.

Our music lessons aim to bring-out the best in our children whilst focusing on using and developing their ability to sing in tune. Through singing songs, the children learn about the structure and organisation of music. They sing; play tuned and untuned musical instruments with increasing control, confidence and expression and learn how to create their own compositions (focussing on the different dimensions of music) which in turn feeds their understanding when listening to and analysing music.

At St. Ethelbert's, we celebrate our children's successes and their learning journeys and see performing not only as a way to showcase the musical skills they have acquired but also as a means to boost their self-esteem, confidence and give them an opportunity to shine!

PREVIOUSLY COVERED IN EYFS

Nursery Autumn 1&2: I join in with singing songs.

Nursery Spring 1: I can sing familiar songs.

Nursery Spring 1: I can sing familiar songs.

Nursery Spring 2: I can make up a simple story – who/ what doing/ where with adult support

Nursery Summer 1: I can tap out simple rhythms.

Reception Autumn 1: I can make music in a variety of ways.

Reception Autumn 2: I can play/clap to the beat of the music and tap out a rhythm.

Reception Spring 1&2: I enjoy listening to and responding to a variety of music

Reception Summer 1&2: I can sing a range of nursery rhymes and songs.

KS1 National Curriculum:

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

YEAR 1

Autumn Term	Spring Term	Summer Term
UNIT: Autumn Leaves	UNIT: Countries of the UK	UNIT: Pirates
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
<p><u>Singing:</u> In this unit, pupils will find their singing voice (through simple songs, rhymes and chants) and sing broadly in tune with a limited pitch range. They will maintain a steady tempo and also change the tempo and dynamics. Pupils will make physical movements that represent sounds and respond to the beat through movement and dance. They will recognise simple and repeated phrases.</p> <p><u>Performing/playing:</u> In this unit, pupils will handle and play a variety of tuned/untuned percussion with control; exploring their different sounds. Using their 'thinking voice', they will play simple rhythms, keep a steady pulse and play repeated patterns (ostinato) on untuned percussion. Pupils will recognise and broadly control changes in timbre, tempo and dynamics when playing. Pupils will show an awareness of the audience when performing.</p> <p><u>Composing:</u> In this unit, pupils will identify how different sounds can be produced on a variety of classroom instruments and select to illustrate the words of each verse.</p>	<p><u>Singing:</u> In this unit, pupils will find their singing voice (through simple songs, rhymes and chants) and sing broadly in tune with a limited pitch range. They will maintain a steady tempo and also change the tempo and dynamics. Pupils will make physical movements that represent sounds and respond to the beat through movement and dance. They will recognise simple and repeated phrases.</p> <p><u>Performing/playing:</u> In this unit, pupils will handle and play a variety of tuned/untuned percussion with control; exploring their different sounds. Using their 'thinking voice', they will play simple rhythms, keep a steady pulse and play repeated patterns (ostinato) on untuned percussion. Pupils will recognise and broadly control changes in timbre, tempo and dynamics when playing. Pupils will show an awareness of the audience when performing.</p> <p><u>Composing:</u> In this unit, pupils will identify how different sounds can be produced on a variety of classroom instruments and select to illustrate the words of each verse.</p>	<p><u>Singing:</u> In this unit, pupils will find their singing voice (through simple songs, rhymes and chants) and sing broadly in tune with a limited pitch range. They will maintain a steady tempo and also change the tempo and dynamics. Pupils will make physical movements that represent sounds and respond to the beat through movement and dance. They will recognise simple and repeated phrases.</p> <p><u>Performing/playing:</u> In this unit, pupils will handle and play a variety of tuned/untuned percussion with control; exploring their different sounds. Using their 'thinking voice', they will play simple rhythms, keep a steady pulse and play repeated patterns (ostinato) on untuned percussion. Pupils will recognise and broadly control changes in timbre, tempo and dynamics when playing. Pupils will show an awareness of the audience when performing.</p> <p><u>Composing:</u> In this unit, pupils will identify how different sounds can be produced on a variety of classroom instruments and select to illustrate the words of each verse.</p>

Listening: In this unit, pupils will listen to a piece of music and respond with movement. They will talk about what they can see and how it makes them feel. Pupils will talk about any changes they can hear in the music.

Evaluating: In this unit, pupils will rehearse, refine and improve their own and other's work in relation to the intended effect, the audience, venue and occasion.

Listening: In this unit, pupils will listen to a piece of music and respond with movement. They will talk about what they can see and how it makes them feel. Pupils will talk about any changes they can hear in the music.

Evaluating: In this unit, pupils will rehearse, refine and improve their own and other's work in relation to the intended effect, the audience, venue and occasion.

Listening: In this unit, pupils will listen to a piece of music and respond with movement. They will talk about what they can see and how it makes them feel. Pupils will talk about any changes they can hear in the music.

Evaluating: In this unit pupils will rehearse, refine and improve their own and other's work in relation to the intended effect, the audience, venue and occasion.

KEY STICKY KNOWLEDGE

1. Find their singing voice (not chanting but actual 'singing') – broadly in tune but with limited pitch range.
2. Sing and play; maintaining a steady pulse with some accuracy (to help, in heads say tick-tock)
3. Tap or play a simple rhythm to accompany words using their thinking voice (not singing at the same time as playing) e.g. 'Hooray, it's Autumn'

KEY STICKY KNOWLEDGE

- Continue with the 'Sticky Knowledge' from Autumn Term.*
1. Begin to use their 'thinking voice'.
 2. Sing – changing the tempo and dynamics

KEY STICKY KNOWLEDGE

- Continue with the 'Sticky Knowledge' from Autumn & Spring Terms.*
1. Sing simple songs, rhymes and chants from memory.
 2. Recognise simple and repeated phrases.

Throughout the year

UNIT: Listening:

Autumn: The Western Classical Tradition up to the 1940s

Spring: The Western Classical Tradition & Film beyond the 1940s

Summer: Popular Music & Musical Traditions

~We also follow the 'A Song A Day' calendar which provides a different song to listen to for the 190 schools days of the year from 39 different styles, genres, historical periods and artists.

KEY KNOWLEDGE & SKILLS:

Autumn:

- *Ronda alla Turca –Mozart –Classical*

Spring:

- *Mars from The Planets – Holst - 20th Century*

Summer:

- *Blues - Runaway Blues - Ma Rainey*

- *Art Pop - Wild Man -Kate Bush*
- *Brazil Samba - Fanfarra (Cabua-Le-Le) -Sergio Mendes /Carlinhos Brown*
- listen with concentration and understanding to a range of high-quality live and recorded music (from N. Curriculum)

KEY STICKY KNOWLEDGE

- Know how to listen to a piece of music and respond with movement; interpreting what the music means to them
- Identify any changes they can hear including tempo, pitch and dynamics

Year 2

Autumn Term	Spring Term	Summer Term
UNIT: The Ants Go Marching	UNIT: Great Fire of London	UNIT: Circus
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
<p><u>Singing:</u> In this unit, pupils will sing with increasing vocal control and a good sense of pulse and rhythm. They will sing demonstrating an understanding of graduated changes of dynamics (including crescendo/decrescendo) and tempo (faster/slower) Pupils will use their 'thinking voice' confidently and recognise simple phrases.</p> <p><u>Performing/playing:</u> In this unit, pupils will demonstrate the difference between pulse and rhythm through physical movement, playing and singing. They will read and respond to chanted rhythm patterns and represent with stick notation. They will play simple repeated rhythms accurately. Pupils will play untuned percussion accurately; producing a good tone and create simple textures by playing an accompaniment. They will follow pictures and symbols to guide singing and playing.</p> <p><u>Composing:</u> In this unit, pupils will demonstrate an increased understanding of the quality of sounds and how they are made (timbre) and how they are combined (texture). They will select, order and compose a short sequence of instrumental sounds using</p>	<p><u>Singing:</u> In this unit, pupils will sing with increasing vocal control and a good sense of pulse and rhythm. They will sing demonstrating an understanding of graduated changes of dynamics (including crescendo/decrescendo) and tempo (faster/slower) Pupils will use their 'thinking voice' confidently and recognise simple phrases.</p> <p><u>Performing/playing:</u> In this unit, pupils will demonstrate the difference between pulse and rhythm through physical movement, playing and singing. They will read and respond to chanted rhythm patterns and represent with stick notation. They will play simple repeated rhythms accurately. Pupils will play untuned percussion accurately; producing a good tone and create simple textures by playing an accompaniment. They will follow pictures and symbols to guide singing and playing.</p> <p><u>Composing:</u> In this unit, pupils will demonstrate an increased understanding of the quality of sounds and how they are made (timbre) and how they are combined (texture). They will select, order and compose a short sequence of instrumental sounds using</p>	<p><u>Singing:</u> In this unit, pupils will sing with increasing vocal control and a good sense of pulse and rhythm. They will sing demonstrating an understanding of graduated changes of dynamics (including crescendo/decrescendo) and tempo (faster/slower) Pupils will use their 'thinking voice' confidently and recognise simple phrases.</p> <p><u>Performing/playing:</u> In this unit, pupils will demonstrate the difference between pulse and rhythm through physical movement, playing and singing. They will read and respond to chanted rhythm patterns and represent with stick notation. They will play simple repeated rhythms accurately. Pupils will play untuned percussion accurately; producing a good tone and create simple textures by playing an accompaniment. They will follow pictures and symbols to guide singing and playing.</p> <p><u>Composing:</u> In this unit, pupils will demonstrate an increased understanding of the quality of sounds and how they are made (timbre) and how they are combined (texture). They will select, order and compose a short sequence of instrumental sounds using</p>

graphic notation as a support. Pupils will create and choose sounds in response to a stimulus.

Listening: In this unit, pupils will identify musical features that illustrate different animals.

Evaluating: In this unit, pupils will evaluate their own music and that of others; discussing what was good and suggesting how it might be improved.

KEY STICKY KNOWLEDGE

1. Sing songs with increasing vocal control and a good sense of pulse and rhythm
2. Demonstrate the difference between pulse and rhythm e.g. Teacher: "Play me the pulse and/or rhythm to The Ants go Marching. Year 2 children to know the difference between the two 'on the spot'. Or the teacher may play/clap the pulse or rhythm whilst the children have closed their eyes and they have to indicate which one the teacher was playing.
3. Play simple repeated rhythms accurately e.g. 'All go Marching'

graphic notation as a support. Pupils will create and choose sounds in response to a stimulus.

Listening: In this unit, pupils will identify musical features that illustrate different animals.

Evaluating: In this unit, pupils will evaluate their own music and that of others; discussing what was good and suggesting how it might be improved.

KEY STICKY KNOWLEDGE

- Continue with the 'Sticky Knowledge' from Autumn Term.*
1. Sing and play – demonstrating an understanding of graduated changes of dynamics (crescendo and decrescendo) and tempo (faster, slower).
 2. Create simple textures by playing an accompaniment.

graphic notation as a support. Pupils will create and choose sounds in response to a stimulus.

Listening: In this unit, pupils will identify musical features that illustrate different animals.

Evaluating: In this unit, pupils will evaluate their own music and that of others; discussing what was good and suggesting how it might be improved.

KEY STICKY KNOWLEDGE

- Continue with the 'Sticky Knowledge' from Autumn & Spring Terms.*
1. Use their 'Thinking voice' confidently.
 2. Read and respond to chanted rhythm patterns and represent with stick notation.

Throughout the year

UNIT: Listening

Autumn: The Western Classical Tradition up to the 1940s

Spring: The Western Classical Tradition & Film beyond the 1940s

Summer: Popular Music & Musical Traditions

~We also follow the 'A Song A Day' calendar which provides a different song to listen to for the 190 schools days of the year from 39 different styles, genres, historical periods and artists.

KEY KNOWLEDGE & SKILLS:

Autumn:

- *Bolero –Ravel -20th Century*

Spring:

- *Night Ferry -Anna Clyne -21st Century*

Summer:

- *Rock n Roll -Hound Dog -Elvis Presley*

- *Pop - With a Little Help from my Friends -The Beatles*
- *Indonesia Gamelan –Baris -Gong Kebyar of Peliatan*
- listen with concentration and understanding to a range of high-quality live and recorded music (from N. Curriculum)

KEY STICKY KNOWLEDGE

- Identify any patterns within the musical (rhythm or melody)
- Identify instruments used that play and which instrumental family they belong to (woodwind, strings)

KS2 National Curriculum:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and 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
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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.

Year 3

Autumn Term	Spring Term	Summer Term
UNIT: Earthquakes (ticking clocks)	UNIT: Romans	UNIT: Rainforests
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
<p><u>Singing:</u> In this unit, pupils will confidently and fluently maintaining an appropriate pulse. They will sing with an increased vocal range, pitching the voice accurately, with expression, clear diction, good posture and begin to demonstrate good breath control. Pupils will maintain an independent part in a small group. They will use their voices to create and control sounds; including changes of tempo and dynamics.</p> <p><u>Performing/playing:</u> In this unit, pupils will play demonstrating a clear understanding of musical structure. They will play an accompaniment to a song; performing in 2 or</p>	<p><u>Singing:</u> In this unit, pupils will confidently and fluently maintaining an appropriate pulse. They will sing with an increased vocal range, pitching the voice accurately, with expression, clear diction, good posture and begin to demonstrate good breath control. Pupils will maintain an independent part in a small group. They will use their voices to create and control sounds; including changes of tempo and dynamics.</p> <p><u>Performing/playing:</u> In this unit, pupils will play demonstrating a clear understanding of musical structure. They will play an accompaniment to a song; performing in 2 or</p>	<p><u>Singing:</u> In this unit, pupils will confidently and fluently maintaining an appropriate pulse. They will sing with an increased vocal range, pitching the voice accurately, with expression, clear diction, good posture and begin to demonstrate good breath control. Pupils will maintain an independent part in a small group. They will use their voices to create and control sounds; including changes of tempo and dynamics.</p> <p><u>Performing/playing:</u> In this unit, pupils will play demonstrating a clear understanding of musical structure. They will play an accompaniment to a song; performing in 2 or</p>

more parts. Pupils will apply word chants to rhythms; linking syllables to notes. Pupils will respond to and use musical symbols from Western musical notation. Pupils will maintain their own part and control and initiate changes in dynamics / tempo.

Composing:

In this unit, pupils will identify, create and explore different combinations of vocal/instrumental sounds. They will compose in response to different stimuli and rehearse with others to achieve a high quality performance.

Listening: In this unit, pupils will identify musical features of music about earthquakes/ natural disasters.

Evaluating: In this unit, pupils will evaluate their own music and that of others – discussing what was good and suggesting how it might be improved.

KEY STICKY KNOWLEDGE

1. Sing with increased vocal range (the song covers a whole octave of notes). Pitching the voice accurately with clear diction (as there are fast notes) and have good posture.
2. Sing or play (on chime bars or different, untuned percussion) maintaining their own part e.g. can sing their part during a round
3. Control and initiate changes in dynamics and tempo (still playing their part but can change- loud, quiet, fast, slow) – controlling their voice or instrument but quietly for a quiet rumble of the volcano or maintain part as the earthquake reaches full power

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Composing:

In this unit, pupils will identify, create and explore different combinations of vocal/instrumental sounds. They will compose in response to different stimuli and rehearse with others to achieve a high quality performance.

Listening: In this unit, pupils will identify musical features of music about earthquakes/ natural disasters.

Evaluating: In this unit, pupils will evaluate their own music and that of others – discussing what was good and suggesting how it might be improved.

KEY STICKY KNOWLEDGE

- Continue with the 'Sticky Knowledge' from Autumn Term.*
1. Sing confidently and fluently – maintaining an appropriate pulse.
 2. Compose song accompaniments on untuned percussion (make-up lyrics and add an ostinato – choosing a selection of instruments).

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Composing:

In this unit, pupils will identify, create and explore different combinations of vocal/instrumental sounds. They will compose in response to different stimuli and rehearse with others to achieve a high quality performance.

Listening: In this unit, pupils will identify musical features of music about earthquakes/ natural disasters.

Evaluating: In this unit, pupils will evaluate their own music and that of others – discussing what was good and suggesting how it might be improved.

KEY STICKY KNOWLEDGE

- Continue with the 'Sticky Knowledge' from Autumn & Spring Terms.*
1. Maintain their own part with an awareness of how the different parts fit together to achieve the overall effect.
 2. Respond to and use musically symbols from Western Musical Notation.

Throughout the year

UNIT: Listening:

Autumn: The Western Classical Tradition up to the 1940s

Spring: The Western Classical Tradition & Film beyond the 1940s

Summer: Popular Music & Musical Traditions

~We also follow the 'A Song A Day' calendar which provides a different song to listen to for the 190 schools days of the year from 39 different styles, genres, historical periods and artists.

KEY KNOWLEDGE & SKILLS:

Autumn:

- *Hallelujah from Messiah – Handel – Baroque*
- *Night on a Bare Mountain- Mussorgsky*

Spring:

- *Jai Ho from Slumdog Millionaire - A.R. Rahman -21st Century*

Summer:

- *Funk -I Got You (I Feel Good) - James Brown*
- *Disco -Le Freak –Chic*
- *Indian Classical - Sahela Re - Kishori Amonkar*
- listen with attention to detail and recall sounds with increasing aural memory (from N. Curriculum)

KEY STICKY KNOWLEDGE

- Identify any patterns within the music (rhythm or melody)
- Identify instruments that can be heard, which family they belong to and how the instruments depicts the character of the piece

Year 4

Autumn Term	Spring Term	Summer Term
UNIT: Ukulele songs and chords	UNIT: Ukulele songs and chords	UNIT: Ukulele songs and chords
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
<p><u>Singing:</u> In this unit, pupils will sing confidently and fluently; maintaining an appropriate pulse. They will sing vocal range; pitching the voice accurately with expression, clear diction, good posture and beginning to demonstrate good breath control. Pupils will maintain an independent part in a small group.</p> <p><u>Performing/playing:</u> In this unit, pupils will play and sing demonstrating a clear understanding of musical structure. They</p>	<p><u>Singing:</u> In this unit, pupils will sing confidently and fluently; maintaining an appropriate pulse. They will sing vocal range; pitching the voice accurately with expression, clear diction, good posture and beginning to demonstrate good breath control. Pupils will maintain an independent part in a small group.</p> <p><u>Performing/playing:</u> In this unit, pupils will play and sing demonstrating a clear understanding of musical structure. They</p>	<p><u>Singing:</u> In this unit, pupils will sing confidently and fluently; maintaining an appropriate pulse. They will sing vocal range; pitching the voice accurately with expression, clear diction, good posture and beginning to demonstrate good breath control. Pupils will maintain an independent part in a small group.</p> <p><u>Performing/playing:</u> In this unit, pupils will play and sing demonstrating a clear understanding of musical structure. They</p>

will play an accompaniment to a song with confidence. Pupils will respond to and use musical symbols from Western musical notation. They will apply words and chants to rhythms, understanding how to link each syllable to one musical note. Pupils will control and initiate changes in tempo and dynamics.

Composing:

In this unit, pupils will devise and play short melodic/rhythmic phrases and compose in relation to different stimuli.

Listening: In this unit, pupils will listen to and analyse musical features and how they relate to culture, time and intended effect.

Evaluating: In this unit, pupils will rehearse, refine and improve their own and other's work in relation to the intended effect, audience, venue and occasion.

will play an accompaniment to a song with confidence. Pupils will respond to and use musical symbols from Western musical notation. They will apply words and chants to rhythms, understanding how to link each syllable to one musical note. Pupils will control and initiate changes in tempo and dynamics.

Composing:

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Evaluating: In this unit, pupils will rehearse, refine and improve their own and other's work in relation to the intended effect, audience, venue and occasion.

will play an accompaniment to a song with confidence. Pupils will respond to and use musical symbols from Western musical notation. They will apply words and chants to rhythms, understanding how to link each syllable to one musical note. Pupils will control and initiate changes in tempo and dynamics.

Composing:

In this unit, pupils will devise and play short melodic/rhythmic phrases and compose in relation to different stimuli.

Listening: In this unit, pupils will listen to and analyse musical features and how they relate to culture, time and intended effect.

Evaluating: In this unit, pupils will rehearse, refine and improve their own and other's work in relation to the intended effect, audience, venue and occasion.

KEY STICKY KNOWLEDGE

1. Sing confidently and fluently maintaining an appropriate pulse
2. Play the chords of C, F and G7 to a steady pulse
3. Respond to and use musically, symbols from Western Musical notation e.g. reading the bars to see how many strums in a bar, seeing G7 and playing that chord

KEY STICKY KNOWLEDGE

- Continue with the 'Sticky Knowledge' from Autumn Term.*
1. Play the chords of C, F, G7, and Dm to a steady pulse.
 2. Maintain an independent part in a group.

KEY STICKY KNOWLEDGE

- Continue with the 'Sticky Knowledge' from Autumn & Spring Terms.*
1. Play previous chords and incorporate Em with different strumming patterns.
 2. Compose a 4 beat strumming pattern to a steady pulse.

Throughout the year

UNIT: Listening

Autumn: The Western Classical Tradition up to the 1940s

Spring: The Western Classical Tradition & Film beyond the 1940s

Summer: Popular Music & Musical Traditions

~We also follow the 'A Song A Day' calendar which provides a different song to listen to for the 190 schools days of the year from 39 different styles, genres, historical periods and artists.

KEY KNOWLEDGE & SKILLS:

Autumn:

- *Symphony No. 5 –Beethoven -Classical*

Spring:

- *For the Beauty of the Earth –Rutter -20th Century*

Summer:

- *Jazz -Take the ‘A’ Train - Duke Ellington Orchestra*
- *90s Indie –Wonderwall –Oasis*
- *Punjab/UK Bhangra -Bhabiye Akh Larr Gayee -Bhujhangy Group*
- *Trinidad Calypso -Tropical Bird -Trinidad Steel Band*
- listen with attention to detail and recall sounds with increasing aural memory (from N. Curriculum)

KEY STICKY KNOWLEDGE

- Identify the different sections of the music and where they begin – musical structure like lines of poetry
- Identify the Interrelated Dimensions e.g. tempo, duration etc. and how they create the atmosphere and ‘picture’

Year 5

Autumn Term	Spring Term	Summer Term
UNIT: Popocatepetl	UNIT: Vikings	UNIT: Heio
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
<p><u>Singing:</u> In this unit, pupils will sing maintaining a strong sense of the pulse, controlling breathing, posture and sound projection. They will sing expressively and fluently with a wider pitch range. Pupils will lead and maintain an independent part in a group. They will sing, initiating and controlling changes in dynamics and tempo.</p> <p><u>Performing/playing:</u> In this unit, pupils will play and lead a part in a group for more complex accompaniments with mixed ensembles that demonstrate changes of texture. They will use tuned percussion to play short melodic phrases using the pentatonic scale. Pupils</p>	<p><u>Singing:</u> In this unit, pupils will sing maintaining a strong sense of the pulse, controlling breathing, posture and sound projection. They will sing expressively and fluently with a wider pitch range. Pupils will lead and maintain an independent part in a group. They will sing, initiating and controlling changes in dynamics and tempo.</p> <p><u>Performing/playing:</u> In this unit, pupils will play and lead a part in a group for more complex accompaniments with mixed ensembles that demonstrate changes of texture. They will use tuned percussion to play short melodic phrases using the pentatonic scale. Pupils</p>	<p><u>Singing:</u> In this unit, pupils will sing maintaining a strong sense of the pulse, controlling breathing, posture and sound projection. They will sing expressively and fluently with a wider pitch range. Pupils will lead and maintain an independent part in a group. They will sing, initiating and controlling changes in dynamics and tempo.</p> <p><u>Performing/playing:</u> In this unit, pupils will play and lead a part in a group for more complex accompaniments with mixed ensembles that demonstrate changes of texture. They will use tuned percussion to play short melodic phrases using the pentatonic scale. Pupils</p>

will respond to and use musical symbols including staff notation and including pitch.

Composing:

In this unit, pupils will devise and play ostinato. They will create and explore different combinations of instrument sounds. Pupils will devise and play melodic phrases using the pentatonic scale.

Listening: In this unit, pupils will listen to and analyse the features of music based upon volcanoes.

Evaluating: In this unit, pupils will rehearse, refine and improve their own and other's work in relation to the intended effect, audience, venue and occasion.

will respond to and use musical symbols including staff notation and including pitch.

Composing:

In this unit, pupils will devise and play ostinato. They will create and explore different combinations of instrument sounds. Pupils will devise and play melodic phrases using the pentatonic scale.

Listening: In this unit, pupils will listen to and analyse the features of music based upon volcanoes.

Evaluating: In this unit, pupils will rehearse, refine and improve their own and other's work in relation to the intended effect, audience, venue and occasion.

will respond to and use musical symbols including staff notation and including pitch.

Composing:

In this unit, pupils will devise and play ostinato. They will create and explore different combinations of instrument sounds. Pupils will devise and play melodic phrases using the pentatonic scale.

Listening: In this unit, pupils will listen to and analyse the features of music based upon volcanoes.

Evaluating: In this unit, pupils will rehearse, refine and improve their own and other's work in relation to the intended effect, audience, venue and occasion.

KEY STICKY KNOWLEDGE

1. Sing expressively and fluently (the notes, not breathing in the wrong places) with an increased vocal range (the song covers a whole octave of notes), controlling breathing, posture and sound projection.
2. Play and lead a part in a group for more complex accompaniment s with mixed ensembles that demonstrate changes of texture (there may be a rhythmic and melodic ostinati, a drone, pulse on beats 2 and 4)
3. Control and initiate graduated changes in dynamics and tempo (still playing their part but can change gradually as the 'story' develops - loud, quiet, fast, slow) – controlling their voice or instrument but quietly for a quiet rumble of the volcano or maintain part as the earthquake reaches full power

KEY STICKY KNOWLEDGE

- Continue with the 'Sticky Knowledge' from Autumn Term.*
1. Maintain an independent part in a small group (with a child leader - no adult to follow).
 2. Compose melodic patterns over a steady pulse.

KEY STICKY KNOWLEDGE

- Continue with the 'Sticky Knowledge' from Autumn & Spring Terms.*
1. Explore songs with different time signatures.
 2. Respond to and use musically symbols from Western Musical notation (following the music).

Throughout the year

UNIT: Listening

Autumn: The Western Classical Tradition up to the 1940s

Spring: The Western Classical Tradition & Film beyond the 1940s

Summer: Popular Music & Musical Traditions

~We also follow the 'A Song A Day' calendar which provides a different song to listen to for the 190 schools days of the year from 39 different styles, genres, historical periods and artists.

KEY KNOWLEDGE & SKILLS:

Autumn:

- *Symphonic Variations on an African Air* - Coleridge-Taylor - 20th Century
- *English Folk Song Suite* - Vaughan Williams - 20th Century

Spring:

- *This Little Babe from Ceremony of Carols* – Britten -20th Century

Summer:

- *80s Synth / Pop* - *Smalltown Boy* - Bronski Beat
- *90s Singer/Songwriter* - *Play Dead* – Bjork
- *Nigeria Drumming* -*Jin-Go-La-Ba (Drums of Passion)* - Babatunde Olatunji
- *South Africa Choral* -*Inkanyezi Nezazi* - Ladysmith Black Mambazo

- listen with attention to detail and recall sounds with increasing aural memory (from N. Curriculum)

KEY STICKY KNOWLEDGE

- Identify the structure (verse, chorus, bridge) of the piece and how each section depicts different moods and characteristics
- Make comparisons between the pieces

Year 6

Autumn Term	Spring Term	Summer Term
UNIT: World War II (Waving Goodbye)	UNIT: Bubble-gum Rappers	UNIT: Light
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
<p><u>Singing:</u> In this unit, pupils will sing; maintain a strong sense of the pulse, controlling breathing, posture and sound projection. They will sing expressively and fluently with a wider pitch range. They will lead and maintain an independent part in a group. Pupils will sing; initiating and controlling changes in dynamics and tempo.</p> <p><u>Performing/playing:</u></p>	<p><u>Singing:</u> In this unit, pupils will sing; maintain a strong sense of the pulse, controlling breathing, posture and sound projection. They will sing expressively and fluently with a wider pitch range. They will lead and maintain an independent part in a group. Pupils will sing; initiating and controlling changes in dynamics and tempo.</p> <p><u>Performing/playing:</u></p>	<p><u>Singing:</u> In this unit, pupils will sing; maintain a strong sense of the pulse, controlling breathing, posture and sound projection. They will sing expressively and fluently with a wider pitch range. They will lead and maintain an independent part in a group. Pupils will sing; initiating and controlling changes in dynamics and tempo.</p> <p><u>Performing/playing:</u></p>

In this unit, pupils will play and lead a part in a group for more complex accompaniments with mixed ensembles that demonstrate changes of texture. They will use tuned percussion to play short melodic phrases using the pentatonic scale. Pupils will respond to and use musical symbols including staff notation and including pitch. They will control and initiate changes in dynamics.

Composing:

In this unit, pupils will devise and play ostinato. They will create and explore different combinations of instrumental sounds. Pupils will devise and play melodic phrases using the pentatonic scale.

Listening: In this unit, pupils will listen to and analyse the features of songs sung/ written in the war period.

Evaluating: In this unit, pupils will rehearse, refine and improve their own and other's work in relation to the intended effect, audience, venue and occasion.

KEY STICKY KNOWLEDGE

1. Sing expressively and fluently (the notes, not breathing in the wrong places) with an increased vocal range (the song covers a whole octave of notes), controlling breathing, posture and sound projection.
2. Play and lead a part in a group for more complex accompaniments with mixed ensembles that demonstrate changes of texture (there may be a rhythmic and melodic ostinati, a drone, pulse on beats 2 and 4)
3. Control and initiate extreme changes (fortissimo and pianissimo) graduated changes in dynamics and tempo (still playing their part but can change gradually as the 'story' develops -loud, quiet, fast, slow) – controlling their voice or instrument but quietly for a quiet rumble of the volcano or maintain part as the earthquake reaches full power

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Evaluating: In this unit, pupils will rehearse, refine and improve their own and other's work in relation to the intended effect, audience, venue and occasion.

KEY STICKY KNOWLEDGE

- Continue with the 'Sticky Knowledge' from Autumn Term.*
1. Chant (rap) parts and experiment with positioning singers randomly within the group.
 2. Compose words and ostinato to a given structure.

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Evaluating: In this unit, pupils will rehearse, refine and improve their own and other's work in relation to the intended effect, audience, venue and occasion.

KEY STICKY KNOWLEDGE

- Continue with the 'Sticky Knowledge' from Autumn & Spring Terms.*
1. Sing a broad range of songs including those with syncopation (between the beat) maintaining a strong sense of the pulse, controlling breathing, posture and sound projection.
 2. Read and perform from rhythmic (duration) melodic (up and down notes) notation.

Throughout the year

UNIT: Listening

Autumn: The Western Classical Tradition up to the 1940s

Spring: The Western Classical Tradition & Film beyond the 1940s

Summer: Popular Music & Musical Traditions

~We also follow the 'A Song A Day' calendar which provides a different song to listen to for the 190 schools days of the year from 39 different styles, genres, historical periods and artists.

KEY KNOWLEDGE & SKILLS:

Autumn:

- 1812 Overture – Tchaikovsky - Romantic

Spring:

- Connect It - Anna Meredith - 21st Century

Summer:

- 90s RnB - Say my Name -Destiny's Child
- Argentina Tango –Libertango –Piazzolla
- Middle East Folk -Sprinting Gazelle - Reem Kelani
- England Folk - Sea Shanties – Various
- Poland Folk -Mazurkas Op. 24 - Chopin

- listen with attention to detail and recall sounds with increasing aural memory (from N. Curriculum)

KEY STICKY KNOWLEDGE

- Discuss the characteristics of the piece and how the instrumentation, interrelated dimensions and structure achieve the intended effect.
- Watch the music be performed and notices how physically involved the performers are