

Music at Werrington Primary School (Updated: June 2023)

This is the long term plan. It details the term’s units that are taught throughout the year. Each unit is taken from Charanga; The Original Scheme, which **follows a spiralsed curriculum, meaning knowledge and skills are revisited in all units across the year.** For more information relating to content, progression, skills and vocabulary, see below.

Music Units			
	Term 1	Term 2	Term 3
Reception <small>(EYFS topics are adapted to children’s interests each year, therefore are subject to change)</small>	Age-appropriate resources taken from Charanga, to create own units of work, which deliver the EYFS curriculum objectives, skills outlined on this document and link with topics. More details of these can be found on separate weekly plans. Performance focus: Singing (Autumn), Play instruments, following given piece (Spring), Playing their own compositions on instruments (Summer).		
Year 1	Title of unit: Hey You Style of main song: Old School Hip-Hop Unit theme: How pulse, rhythm and pitch work together Performance focus: Singing	Title of unit: In the Groove. Style of main song: Blues, Baroque, Latin, Bhangra, Folk, Funk Unit theme: How to be in the groove with different styles of music. Performance focus:Playing their own compositions on instruments.	Title of unit: Your Imagination Style of main song: Pop Unit theme: Using your imagination Performance focus: Play instruments (following given piece)
Year 2	Title of unit: Hands, Feet, Heart Style of main song: Afropop, South African Unit theme: South African music Performance focus: Singing	Title of unit: I Wanna Play in a Band Style of main song: Rock Unit theme: Playing together in a band Performance focus: Play instruments (following given piece)	Title of unit: Friendship Song Style of main song: Pop Unit theme: A song about being friends Performance focus: Playing their own compositions on instruments.

Recorders are also taught for a half term in each year group.

Music at Werrington Primary School (Updated: June 2023)

Music Units			
	Term 1	Term 2	Term 3
Year 3	<p>Title of unit: Glockenspiel Stage 1</p> <p>Style of main song: N/A</p> <p>Unit theme: Exploring and developing playing skills</p> <p>Performance focus: Play their own compositions</p>	<p>Title of unit: Three Little Birds</p> <p>Style of main song: Reggae</p> <p>Unit theme: Reggae and animals</p> <p>Performance focus: Play their instruments (following given piece)</p>	<p>Title of unit: Bringing Us Together</p> <p>Style of main song: Disco</p> <p>Unit theme: Disco, friendship, unity and hope</p> <p>Performance focus: Singing and dancing</p>
Year 4	<p>Title of unit: Glockenspiel Stage 2</p> <p>Style of main song: Mixed styles</p> <p>Unit theme: Exploring and developing playing skills using the glockenspiels</p> <p>Performance focus: Play instruments (following given piece)</p>	<p>Title of unit: Stop!</p> <p>Style of main song: Grime</p> <p>Unit theme: Writing lyrics linked to a theme</p> <p>Performance focus: Singing/rapping</p>	<p>Title of unit: Blackbird</p> <p>Style of main song: The Beatles/Pop</p> <p>Unit theme: The Beatles, equality and civil rights</p> <p>Performance focus: Playing their own compositions on instruments.</p>
Year 5	<p>Title of unit: Classroom Jazz 1.</p> <p>Style of main song: Bossa Nova and Swing</p> <p>Unit theme: Jazz and Improvisation</p> <p>Performance focus: Playing their own improvisations on instruments.</p>	<p>Title of unit: The Fresh Prince of Bel-Air</p> <p>Style of main song: Old-School Hip Hop</p> <p>Unit theme: Old School Hip-Hop</p> <p>Performance focus: Sing/rap, with their own lyrics they have written and added to the song.</p>	<p>Title of unit: Dancing in the Street</p> <p>Style of main song: Motown</p> <p>Unit theme: Motown</p> <p>Performance focus: Play their own compositions on their instruments.</p>
Year 6	<p>Title of unit: Happy</p> <p>Style of main song: Pop/Neo Soul</p> <p>Unit theme: Being Happy!</p> <p>Performance focus: Playing instruments (following a given piece)</p>	<p>Title of unit: A New Year Carol</p> <p>Style of main song: Classical or Urban Gospel</p> <p>Unit theme: Benjamin Britten's music and cover versions.</p> <p>Performance focus: Singing</p>	<p>Title of unit: Music and Me</p> <p>Style of main song: N/A</p> <p>Unit theme: Create your own music inspired by your identity and women in the music industry.</p> <p>Performance focus: Their own music using 'Music and Me' (Identity) as their theme.</p>

Music at Werrington Primary School (Updated: June 2023)

This is the Progression of Skills and knowledge for Music. It is split into three sections. This document has been adapted from Charanga’s progression of knowledge and skill document and from the Music Model Curriculum Expected Standards guidance, so that it is applicable to the music curriculum delivered at Werrington Primary School.

	Focus area of Music	EYFS objectives	Skills
<p style="text-align: center; font-size: 24pt; font-weight: bold;">Reception</p>	<p style="text-align: center;">Singing, Playing and Performing</p>	<p>Using their voices:</p> <p>Autumn:</p> <ul style="list-style-type: none"> -Remember and sing entire songs (3-4 years old). -Sing the pitch of a tone sung by another person (3-4 years old). -Sing the melodic shape of familiar songs (3-4 years old). <p>Spring:</p> <ul style="list-style-type: none"> -Sing in a group or on their own, increasingly matching the pitch and following the melody (Reception) <p>Summer:</p> <ul style="list-style-type: none"> -Sing a range of well-known nursery rhymes and songs (ELG). <p>Using classroom instruments:</p> <p>Autumn:</p> <ul style="list-style-type: none"> -Play instruments with increasing control to express their feelings and ideas (3-4 years old). <p>Spring:</p> <p>Explore and engage in music making, performing solo or in groups. (Reception)</p> <p>Summer:</p> <ul style="list-style-type: none"> -Perform songs and try to move in time with the music (ELG) 	<p>Using their voices:</p> <ul style="list-style-type: none"> -Speak and chant short phrases together -Find their singing voice and begin to develop an awareness of pitch over a small range of notes -Make changes in their voices to express different moods /feelings -Co-ordinate actions to go with a song -Sing short phrases or responses on their own -Sing a variety of songs both accompanied and unaccompanied. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> -Play instruments by shaking, scraping, rattling, tapping etc -Start and stop together -Begin to develop a sense of beat, using instruments or body sounds -Respond to symbols or hand signs -Copy a simple rhythm pattern or number of beats played on an instrument. -Play along to music showing a developing awareness of the beat. -Play with a sense of purpose and enjoyment.
	<p style="text-align: center;">Listening and Appraising</p>	<p>Autumn:</p> <ul style="list-style-type: none"> -Listen with increased attention to sounds (3-4 years old). -Respond to what they have heard, expressing their thoughts and feelings. <p>Spring:</p> <ul style="list-style-type: none"> -Listen attentively, move to and talk about music, expressing feelings and responses (Reception) -Watch and talk about performance art, expressing their feelings and responses (Reception) 	<ul style="list-style-type: none"> -Listen to sounds and respond by talking about them or physically with movement and dance -Recognise the sounds of the percussion instruments used in the classroom and identify and name them -Respond appropriately to a range of classroom songs, e.g tidy up songs, circle time songs, line up songs. -Begin to identify and describe key features or extreme contrasts within a piece of music -Begin to use musical terms (louder/quieter, faster/slower, higher/lower)

Music at Werrington Primary School (Updated: June 2023)

	Improvising and Composing	<p>Improvise and compose:</p> <p>Autumn: -Create own songs, or improvise a song around one they know (3-4 years old).</p> <p>Spring: Explore and engage in music making, performing solo or in groups. (Reception)</p>	<p>Improvise:</p> <ul style="list-style-type: none">-Different sounds made by the voice, hands, found objects and conventional instruments (timbre)-High and low sounds (pitch)-Long and short sounds (duration)-Loud and quiet sounds (dynamics)-Fast and slow sounds (tempo)-Begin to be aware of the effect that different sounds have to convey mood or meaning <p>Compose:</p> <ul style="list-style-type: none">· Begin to create and manipulate different effects on a sound source or instrument· Add chosen sound effects at an appropriate moment in a story or song· Create a sequence of different sounds in response to a given stimuli
--	---------------------------	---	---

Key vocabulary	Rap, chant, beat, pulse, high, low, faster, slower, audience, perform, compose, improvise, instruments (tuned and untuned), vocals, instruments, sing, music, loud, quiet, shaking, rattling, tapping, scraping.
-----------------------	--

Music at Werrington Primary School (Updated: June 2023)

	Focus area of Music	Knowledge	Skills
Year One	Singing, Playing and Performing	<p>Using their voices: -Sing or rap three songs from memory and sing them in unison.</p> <p>Using classroom instruments: -Learn the names of the notes in their instrumental part from memory or when written down. -Learn the names of the instruments they are playing.</p> <p>-A performance is sharing music with other people, called an audience.</p>	<p>Using their voices: -Speak and chant together -Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly). -Sing songs in different styles, conveying different moods (happy, sad, angry etc) and with a sense of enjoyment. -Co-ordinate actions to go with a song. -Sing in time to a steady beat. -Sing call and response songs.</p> <p>Using classroom instruments: -Play instruments by shaking, scraping, rattling, tapping etc. -Play in time to a steady beat/pulse, using instruments or body sounds. -Imitate copycat rhythms -Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song -Follow simple hand signals indicating: loud/quiet and start/stop.</p>
	Listening and Appraising	<p>-To know 3 songs off by heart and know what the songs are about. -To know and recognise the sound and names of some of the instruments they use. -To know that music has a steady pulse, like a heartbeat.</p>	<p>-Listen to a wide range of musical styles and traditions -Listen to music and move in time to its steady beat -Listen to and respond to a change in beat. -Recognise and respond through movement/dance to the different musical characteristics and moods of music. -Recognise the sounds of the percussion instruments used in the classroom and identify and name them. -Begin to describe and respond to music (dynamics-louder/quieter, tempo-faster/slower, pitch-higher/lower) -Begin to articulate how changes in speed,pitch and dynamics affect the mood.</p>
	Improvising and Composing	<p>Improvise: -Improvisation is about making up your own tunes on the spot. -When someone improvises they make up their own tune that has never been heard before. It is not written down and belongs to them. -Everyone can improvise!</p> <p>Compose:</p>	<p>Improvise: -With different sounds made by the voice (timbre) -High and low sounds (pitch) and rhythmic patterns -Long and short sounds (duration) -Fast and slow sounds (tempo) -Question and answer phrases</p> <p>Compose: -Use graphics/symbols to portray the sounds they have made</p>

Music at Werrington Primary School (Updated: June 2023)

	<ul style="list-style-type: none">-Composing is like writing a story with music.-Everyone can compose. -To know we can create rhythms from words, our names, favourite food, colours and animals	<ul style="list-style-type: none">-Sequence these symbols to make a simple structure (score)-Invent, retain and recall rhythm and pitch patterns-Compose their own sequence of sounds or patterns.-Use technology to capture, change and combine sounds.
--	--	---

Notation	<ul style="list-style-type: none">-Rhythms from word phrases-Graphics and symbols to represent sounds they make.
Key vocabulary to be modelled by the teacher and used by the children	Sing, rap, musical style, hip-hop, blues, bhangra, baroque, latin, folk, funk, beat, pulse (steady beat), pitch (high and low), tempo (faster and slower), dynamics (loud and quiet), rhythms, call and response, question and answer, audience, perform, compose, improvise, names of instruments (tuned and untuned), shaking, scraping, rattling, tapping, vocals, verse, chorus.

Music at Werrington Primary School (Updated: June 2023)

	Focus area of Music	Knowledge	Skills
<p>Year Two</p>	<p>Singing, Playing and Performing</p>	<p>Using their voices: -Sing or rap three songs from memory and sing them. -Know that unison is everyone singing at the same time. -Songs include other ways of using the voice e.g. rapping -To know why we need to warm up our voices.</p> <p>Using classroom instruments: -Learn the names of the notes in their instrumental part from memory or when written down. -Learn the names of the instruments which are played in class.</p> <p>-A performance is sharing music with other people, called an audience. -We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>Using their voices: -Sing words clearly and breathing at the end of phrases -Convey the mood or meaning of the song -Echo sing a short, melodic phrase -Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices. -Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader’s directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). -Follow a leader (teacher), starting and stopping together.</p> <p>Using classroom instruments: -Maintain a steady beat (pulse) -play faster or slower -play louder or quieter -Play and invent copycat rhythms -Perform a rhythm accompaniment to a song -Follow a direction, starting stopping together -Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p>
	<p>Listening and Appraising</p>	<p>-To know 3 songs off by heart and know what the songs are about. -Know some songs have a chorus or a response/answer part. -Know that songs have a musical style. -Know music has a steady pulse, like a heartbeat. -Rhythms are different from the steady pulse.</p>	<p>-Listen to music from a range of styles, eras and traditions -Recognise the sounds of the instruments they use, their names, how they are played and which ones can make high and low sounds. -Recognise how sounds are made - tapping, rattling, scraping, blowing etc. -Identify different qualities of sound (timbre) such as smooth, scratchy, clicking, ringing. -Recognise and respond to changes of speed (tempo), volume (dynamics) and pitch. -Recognise and respond to the mood of a piece in discussion and movement. Begin to use music terminology when describing how the mood is created (e.g. sad because the music is played very slowly and quietly). -Show an understanding of:</p> <ul style="list-style-type: none"> ● Pulse/beat ● Dynamics (louder, softer, crescendo, decrescendo) ● Tempo (faster, slower and pause) ● Rhythm (pattern, duration)

Music at Werrington Primary School (Updated: June 2023)

			<ul style="list-style-type: none"> ● Pitch (higher or lower) ● Ostinato (repeating musical rhythm or note pattern) ● Texture (thick or thin, many layers of sounds/voices singing/instruments playing?) ● Structure (verse/chorus)
	<p>Improvising and Composing</p>	<p>Improvise: -Improvisation is about making up your own tunes on the spot.-When someone improvises they make up their own tune that has never been heard before. It is not written down and belongs to them. -Everyone can improvise, and you can use one or two notes.</p> <p>Compose: -Composing is like writing a story with music. -Everyone can compose. -To know we can create rhythms from words, our names, favourite food, colours and animals. -Know rhythms are different from the steady pulse.</p>	<p>Improvise: -Ways in which sounds are made (tapped, blown, scraped, shaken) and can be changed. -Long and short sounds (duration) -Using rhythm patterns of words and sentences -with changes in pitch -sequences of sounds (structure)</p> <p>Compose: -Short melodic phrases -Short repeated rhythmic patterns - ostinati -rhythm patterns from words -a piece of music that has a beginning, middle and end (structure) -Create rhythms using word phrases as a starting point, then represent them with stick notation.</p>

<p>Notation</p>	<p>-Rhythms from word phrases -Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.</p>
<p>Key vocabulary to be modelled by the teacher and used by the children</p>	<p>Rap, genre of music, beat, pulse (steady beat), pitch (high and low), tempo (faster and slower), structure (overall plan of the song e.g. repeated phrases, verses, chorus), call and response, audience, perform, compose, improvise, names of instruments (tuned and untuned), vocals, instruments, texture (layers of sound), sing, introduction, verse, chorus, ending, Afropop, rock, classical, dynamics (loud and quiet), rhythms.</p>

	Focus area of Music	Knowledge	Skills
<p>Year Three</p>	<p>Singing, Playing and Performing</p>	<p>Using their voices: To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: a person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad. ● To know why you must warm up your voice. <p>Using classroom instruments: -To know and talk about the instruments which are played in class.</p> <p>-A performance is sharing music with other people, called an audience. This can be just one person to another or a special occasion involving people you don't know. -You need to know and have planned everything that will be performed. -You must sing or rap the words clearly and play with confidence. -Performing involves communicating feelings, thoughts and ideas about the song/music</p>	<p>Using their voices: -Chant or sing in unison or in simple two parts. -To begin to enjoy exploring singing solo. -To communicate the meaning of the words and clearly articulate them. -Sing in a variety of styles and traditions with more confidence, increasing the number sung from memory. -Understand that posture, breathing and diction are important. -Sing songs with a recognised structure e.g. verse, chorus -Show increasing accuracy of pitch and awareness of the shape of a melody. -Sing increasingly longer phrases. -Perform forte (loud) and piano (quiet), with control -Perform actions to songs and perform, demonstrating an awareness of character or style.</p> <p>Using classroom instruments: -Keep a steady beat on an instrument in a group or individually. React to changes of pulse. -Play tuned percussion with increasing confidence. -Copy a short melodic phrase by ear on a pitched instrument. -Play using symbols including graphic and simple staff notation. -Follow simple hand directions from a leader. -Perform with an awareness of others. -Perform pieces, including compositions, to a familiar audience (the different class in their year group), as a member or a group or class. -Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato or steady beat.</p> <p>-To reflect upon their performance and say what they were pleased with and what they would change, explaining why.</p>
	<p>Listening and Appraising</p>	<p>-To know 3 songs from memory and who sang them or wrote them -To know the style of the units' songs. -To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ● Its lyrics: what the song is about 	<p>-Think about what the words of a song mean. -Discuss how a song makes them feel. -Listen with concentration to longer pieces/extracts of music from different styles, eras and traditions. -Identify repetition in music i.e. a song with a chorus</p>

Music at Werrington Primary School (Updated: June 2023)

		<ul style="list-style-type: none"> Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, pitch) Identify the main sections of the song (introduction, verse, chorus) Name some of the instruments they heard in the song. Know that every piece of music has a pulse and can find and demonstrate it. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. 	<ul style="list-style-type: none"> -Recognise aurally wooden, metal, skin percussion instruments and begin to know their names. -Listen to their own compositions and use musical language to describe pulse, rhythm, pitch, dynamics and tempo. -Identify and discuss a steady beat / a changing beat, a specific rhythm pattern or event, the tempo, dynamics and the melody (pitch). -Walk, move or clap to a steady and a changing beat. -Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc). -Show an understanding of: <ul style="list-style-type: none"> Duration (beat, rhythm, longer, shorter, sustained) Dynamics (forte-loud, piano- soft, crescendo, decrescendo) Tempo (faster, slower and pause, allegro-fast, adagio-slow) Timbre (the type and quality of the sound). Pitch (moving in steps or leaps) Ostinato (repeating musical rhythm or note pattern) Texture (layers of sound-thick or thin, many layers of sounds/voices singing/instruments playing?) Structure (repetition/echo/question and answer phrases/verse/chorus) Notation-introduce the stave and clef - use dots to represent higher and lower pitches. Know crotchets, quavers and crotchet rests.
	<p>Improvising and Composing</p>	<p>Improvise: -Improvisation is about making up your own tunes on the spot. -When someone improvises they make up their own tune that has never been heard before. It is not written down and belongs to them. -To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>Compose: -To know and talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again. 	<p>Improvise: -Using longer, shorter / faster, slower / higher, lower/ louder, softer sounds on tuned and untuned percussion and voices. -With 2 pitched notes moving by step (adjacent to each other) and by leap (notes with gaps between them). -Exploring the timbre (different sounds) that one instrument can make. -Invent short responses using 2 notes.</p> <p>Compose: -Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). -Compose song accompaniments on untuned percussion using known rhythms and note values. -Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>

Music at Werrington Primary School (Updated: June 2023)

		<ul style="list-style-type: none"> • Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> -Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. -Use symbols to represent sound graphic scores / known rhythms and durations of traditional notation.
--	--	--	--

Reading notation	<ul style="list-style-type: none"> -Understand the stave, lines and spaces, and clef. Use dot notation to show higher and lower pitch. -Understand the difference between crotchets and paired quavers. -Apply word chants to rhythms, understanding how to link each syllable to one musical note.
Key vocabulary to be modelled by the teacher and used by the children	Rap, genre of music, beat, pulse, structure, introduction, verses, chorus, ending, call and response, audience, perform, compose, improvise, names of instruments (tuned and untuned), vocals, dynamics, forte-loud, piano- soft, crescendo, decrescendo), tempo (faster, slower and pause, allegro-fast, adagio-slow), timbre, pitch, steps, leaps, ostinato, texture, notation, stave, clef, crotchets, quavers and crotchet rests, reggae, classical, unison, solo, posture, diction.

	Focus area of Music	Knowledge	Skills
Year Four	Singing, Playing and Performing	<p>Using their voices: To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: a person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad. • To know why you must warm up your voice. • Texture: How a solo singer makes a thinner texture than a large group <p>Using classroom instruments: -To know and talk about the instruments which are played in class. -Other instruments they might play, be played in a band or orchestra or by their friends.</p>	<p>Using their voices: --Chant or sing in unison or in simple two parts. -Sing songs from a variety of styles, eras and traditions with an increasing awareness of the tone of their voices and shape of their melody. -Further develop good posture and clear diction. -Sing songs showing musical expression i.e. phrasing, changes of tempi, crescendo, diminuendo. -Sing two part songs with more confidence and increasing accuracy of pitch. -Sing with accurate pitch over larger leaps, confidently as part of a small group or solo. -Copy short phrases and be able to sing up and down in step independently.</p> <p>Using classroom instruments: -Play by ear - find known phrases or short melodies using tuned instruments. -Maintain a drone or one of multiple ostinato patterns in a small, instrumental group against a steady beat. -Demonstrate legato and staccato playing (smooth and detached).</p>

Music at Werrington Primary School (Updated: June 2023)

	<p>-A performance is sharing music with other people, called an audience. This can be just one person to another or a special occasion involving people you don't know.</p> <p>-You need to know and have planned everything that will be performed.</p> <p>-You must sing or rap the words clearly and play with confidence.</p> <p>-Performing involves communicating feelings, thoughts and ideas about the song/music</p>	<p>-Perform in two parts.</p> <p>-Read and play from simple staff notation including rests.</p> <p>-Follow a leader, stopping/starting, playing faster/slower, louder/quieter with a sense of ensemble.</p> <p>-Play to an audience of adults or other classes in an assembly with increasing confidence.</p> <p>-To reflect upon their performance and say what they were pleased with and what they would change, explaining why.</p>
Listening and Appraising	<p>-To know 3 songs from memory, who sang them or wrote them, when they were written and, if applicable, why they were written.</p> <p>-To know the style of the songs and be able to name other songs that are the same style.</p> <p>-To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ● Its lyrics: what the song is about ● Some of the style indicators of that song (musical characteristics that give the song its style) ● Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, pitch) ● Identify the main sections of the song (introduction, verse, chorus) ● Name some of the instruments they heard in the song. <p>-Know and be able to talk about:</p> <ul style="list-style-type: none"> ● how pulse, rhythm and pitch work together to create a song ● Pulse: Finding the pulse - the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Pitch: high and low sounds that create melodies ● How to keep an internal pulse 	<p>-Recognise and talk about contrasting styles and traditions of music in broad terms, using musical language.</p> <p>-Recognise aurally the range of percussion (tuned and untuned) and some individual orchestral instruments used and taught in school.</p> <p>-Recognise music from different times and countries, identifying key elements that give its unique sound.</p> <p>-Identify repeated rhythmic patterns or melodic phrases in live or recorded music.</p> <p>-Identify verse and chorus or call and response structures.</p> <p>-Identify the use of metre in 2, 3 or 4, discuss time signature.</p> <p>-Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</p> <p>-Show an understanding of:</p> <ul style="list-style-type: none"> ● Duration - time signature (metre - shown at the start of the line of music), legato and staccato (playing smooth and detached) ● Dynamics (forte-loud, piano- soft, crescendo- getting louder, decrescendo - getting softer) ● Tempo (faster, slower and pause, allegro-fast, adagio-slow) ● Timbre (the sound type and quality of different instruments). ● Pitch (pentatonic scales, moving in steps or leaps) ● Ostinato (repeating musical rhythm or note pattern) ● Texture (drone - layers of sound, combinations of sound) ● Structure (repetition/echo/question and answer phrases/verse/chorus) ● Notation-introduce the stave and clef - use dots to represent higher and lower pitches. Know crotchets, paired quavers, minims and rests.
Improvising and Composing	<p>Improvise:</p> <p>-Improvisation is about making up your own tunes on the spot.</p>	<p>Improvise:</p> <p>-Combine and control different timbre to create particular effects</p> <p>-With a range of 3 pitched notes that move by steps or leaps to make short phrases and melodies.</p>

Music at Werrington Primary School (Updated: June 2023)

	<p>-When someone improvises they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>-To know that using one or two notes confidently is better than using five</p> <p>-To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>-To know you can use some of the riffs you have heard in the challenges in your improvisations.</p> <p>Compose:</p> <p>-To know and talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again. • Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>-Music that incorporates effective silences - rests.</p> <p>Compose:</p> <p>-A simple rhythmic accompaniment to a song using ostinato (a repeating pattern) and drones (repeated notes).</p> <p>-A simple melody from a selected group of up to 5 notes.</p> <p>-Music that has a recognisable structure.</p> <p>-A piece of music that has a clearly defined plan to achieve the intended effect.</p> <p>-Arrange a song using tuned and untuned accompaniments developed from the song and perform to an audience of adults or other classes in an assembly.</p> <p>-Capture creative ideas using any of the following: rhythm notation, time signatures, staff notation, graphic scores or technology.</p> <p>-Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars (different time signatures).</p> <p>-Explore developing knowledge of musical components by composing music to create a specific mood,</p>
--	---	---

<p>Notation</p>	<p>-Understand the differences between minims, crotchets, paired quavers and rests.</p> <p>-Read and perform pitch notation within a defined range (5 notes).</p> <p>-Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>
<p>Key vocabulary to be modelled by the teacher and used by the children</p>	<p>Time signatures, Rap, genre of music, beat, pulse, structure, introduction, verses, chorus, ending, call and response, audience, perform, compose, improvise, names of instruments (tuned and untuned), vocals, dynamics, forte-loud, piano- soft, crescendo, decrescendo), tempo (faster, slower and pause, allegro-fast, adagio-slow), timbre, pitch, steps, leaps, ostinato, drone, texture, notation, stave, clef, crotchets, quavers, rests, unison, solo, posture, diction, legato, staccato, pentatonic scales, repetition, echo, paired quavers, minims.</p>

Music at Werrington Primary School (Updated: June 2023)

	Focus area of Music	Knowledge	Skills
<p style="text-align: center;">Year Five</p>	<p style="text-align: center;">Singing, Playing and Performing</p>	<p>Using their voices: -To know and confidently sing three songs and their parts from memory and to sing them with a strong sense of internal pulse. -To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> ● its' main features ● Singing in unison, the solo, lead vocal, backing vocals or rapping ● To know what the song is about and the meaning of the lyrics ● To know and explain the importance of warming up your voice. <p>Using classroom instruments: -To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down e.g. staff notation, symbols. ● The notes C, D, E, F, G, A, B, C on the treble stave ● Other instruments they might play, be played in a band or orchestra or by their friends. <p>-A performance is sharing music with other people, called an audience. This can be just one person to another or a special occasion involving people you don't know. -You need to know and have planned everything that will be performed. -You must sing or rap the words clearly and play with confidence. -Performing involves communicating feelings, thoughts and ideas about the song/music</p>	<p>Using their voices: -Sing a wide variety of styles from a broad range of traditions and eras with expression, accuracy and a sense of ensemble. -Communicate the meaning and mood of the song -Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch, for an assembly or special occasion.</p> <p>Using classroom instruments: -Develop instrumental skills over a sustained period -Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. -Read and play rhythms with confidence from graphic and known staff notation. -Play melodies, increasing independence, on tuned percussion or melodic instruments, written on one stave, C to C. -Maintain a rhythmic or melodic accompaniment to a song, such as as drone (repeating single note), ostinato (repeating pattern) or simple sequence of notes. -Maintain own part on a pitched instrument in a small ensemble. -Perform with sensitivity to different dynamics, tempi -Perform with a range of instruments in mixed groups to an audience, with confidence and a sense of ensemble. -Perform own compositions to an audience. -Use technology to keep a record of work in progress and record performances.</p>
	<p style="text-align: center;">Listening and Appraising</p>	<p>To know 3 songs from memory, who sang them or wrote them, when they were written and, if applicable, why they were written. -To know the style of the unit's songs and be able to name other songs that are the same style.</p>	<p>-Use musical vocabulary and knowledge to talk about music from a variety of styles, traditions and cultures, including performances of their own and others' compositions. -Distinguish differences in timbre between a variety of instruments.</p>

Music at Werrington Primary School (Updated: June 2023)

	<p>-To choose two songs and be able to talk about:</p> <ul style="list-style-type: none"> ● Its lyrics: what the song is about ● Some of the style indicators of that song (musical characteristics that give the song its style) ● Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, pitch) ● Identify the main sections of the song (introduction, verse, chorus) ● Name some of the instruments they heard in the song. ● The historical context of the songs. What else was going on at this time? <p>-Know and be able to talk about:</p> <ul style="list-style-type: none"> ● how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep an internal pulse 	<p>-Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempo in an extract of live or recorded music.</p> <p>-Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.</p> <p>-Show an understanding of:</p> <ul style="list-style-type: none"> ● Duration - time signature (metre - shown at the start of the line of music), legato and staccato (playing smooth and detached) ● Dynamics (forte-loud, piano- soft, crescendo- getting louder, decrescendo - getting softer) ● Harmony - drone, major, minor ● Tempo (faster, slower and pause, allegro-fast, adagio-slow) ● Timbre (the sound type and quality of different instruments). ● Pitch (pentatonic scales, moving in steps or leaps) ● Ostinato (repeating musical rhythm or note pattern) ● Texture (drone - layers of sound, combinations of sound) ● Structure (repetition/echo/question and answer phrases/verse/chorus) ● Notation-introduce the stave and clef - use dots to represent higher and lower pitches. Know crotchets, quavers, minims, minim rest, crotchet rests, semibreves.
<p>Improvising and Composing</p>	<p>Improvise:</p> <p>-Improvisation is about making up your own tunes on the spot.</p> <p>-When someone improvises they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>-To know that using one or two notes confidently is better than using five</p> <p>-To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>-To know you can use some of the riffs you have heard in the challenges in your improvisations.</p> <p>Compose:</p> <p>-To know and talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again. 	<p>Improvise:</p> <p>-Over a drone, chords or harmony developing a sense of shape</p> <p>-Using up to 5 notes on a scale, such as pentatonic.</p> <p>-Developing ideas, using musical devices such as texture created by layering rhythmic and/or melodic ostinato</p> <p>-Working in a structure such as ternary (ABA form)</p> <p>-Exploring characteristics of various styles, and traditions.</p> <p>-Experimenting with a wider range of musical dimensions, such as broader dynamics and richer textures.</p> <p>Compose:</p> <p>-Develop ideas explored above, always considering musical elements.</p> <p>-Compose lyrics to match a melody.</p> <p>-Compose melodies, using up to 5 notes, over chords.</p> <p>-Compose music in pairs, with a ternary (ABA) structure.</p> <p>-Compose a piece that reflects given intentions, e.g. descriptive music, a melody with accompaniment.</p> <p>-Refine own compositions after discussion.</p>

Music at Werrington Primary School (Updated: June 2023)

	<ul style="list-style-type: none"> • A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> -Use a range of graphic symbols, note names, known rhythm and staff notation to record compositions. -Use technology to capture, sample, sequence and manipulate sound to create compositions.
--	---	---

<p>Notation</p>	<ul style="list-style-type: none"> -Further understand the differences between semibreves, minims, crotchet and crotchet rests, paired quavers and semiquavers. -Understand the differences between 2/4, 3/4 and 4/4 time signatures. -Read and perform pitch notation with an octave (e.g. C to C) -Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms.
<p>Key vocabulary to be modelled by the teacher and used by the children</p>	<p>Time signatures, Rap, genre of music, beat, pulse, structure, introduction, verses, chorus, ending, call and response, audience, perform, compose, improvise, names of instruments (tuned and untuned), vocals, dynamics, forte-loud, piano- soft, crescendo, decrescendo), tempo (faster, slower and pause, allegro-fast, adagio-slow), timbre, pitch, steps, leaps, ostinato, drone, texture, notation, stave, clef, crotchets, quavers, rests, unison, solo, posture, diction, legato, staccato, pentatonic scales, repetition, echo, paired quavers, minims, semibreves, octave.</p>

	Focus area of Music	Knowledge	Skills
<p>Year Six</p>	<p>Singing, Playing and Performing</p>	<p>Using their voices: -To know and confidently sing three songs and their parts from memory and to sing them with a strong sense of internal pulse. -To know about the style of the songs so you can represent the feeling and context of your audience. -To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> ● its' main features ● Singing in unison, the solo, lead vocal, backing vocals or rapping ● To know what the song is about and the meaning of the lyrics ● To know and explain the importance of warming up your voice. <p>Using classroom instruments: -To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down e.g. staff notation, symbols. ● The notes C, D, E, F, G, A, B, C on the treble stave ● Other instruments they might play, be played in a band or orchestra or by their friends. <p>-To know a performance is sharing music with an audience with belief, in a variety of contexts, for example this can be from one person to another, or to people who you don't know. It is planned and different for each occasion. -You need to know and have planned everything that will be performed. -You must sing or rap the words clearly and play with confidence. -Performing involves communicating feelings, thoughts and ideas about the song/music</p>	<p>Using their voices: -Maintain a part in two part songs, experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. -Sing a broad range of songs, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. -Sing longer phrases with greater control -Communicate the mood and meaning of the song.</p> <p>Using classroom instruments: -Perform on a range of instruments in mixed groups to an audience, with confidence and a sense of ensemble -Continue to play by ear on pitched instruments, extending the length of phrases or melodies played. -Read and play known notation from rhythm notation cards / scores. -Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>-Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch, for an assembly or special occasion. -Perform own compositions to an audience.</p>

Music at Werrington Primary School (Updated: June 2023)

	<p>Listening and Appraising</p>	<p>To know 3 songs from memory, who sang them or wrote them, when they were written and why they were written. -To know the style of the unit's songs and be able to name other songs that are the same style. -To talk about all of the main songs (3) from the units across the year, and compare their similarities and differences, commenting on:</p> <ul style="list-style-type: none"> ● Its lyrics: what the song is about ● The style indicators of that song (musical characteristics that give the song its style) ● Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ● Identify the main sections of the song (introduction, verse, chorus) ● Name some of the instruments they heard in the song. ● The historical context of the songs. What else was going on at this time, musically and historically? <p>-Know and talk about the fact we have a musical identity</p> <p>-Know and be able to talk about:</p> <ul style="list-style-type: none"> ● how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep an internal pulse 	<p>-To use musical vocabulary and knowledge to discuss features of music from a variety of styles, traditions and cultures, including performances of their own and others' compositions. Distinguish differences in timbre between a variety of instruments and combinations of instruments and sounds. -Recognise, identify features of expression in an extract of live or recorded music -Use musical vocabulary to discuss the success or effectiveness of the composer's choices for a piece of music -Use musical vocabulary and knowledge to help identify areas for development or refinement when composing. -Show an understanding of:</p> <ul style="list-style-type: none"> ● Duration - time signature (metre - shown at the start of the line of music), legato and staccato (playing smooth and detached) ● Dynamics (forte-loud, piano- soft/quiet, crescendo- getting louder, decrescendo - getting softer) ● Harmony - drone, major, minor ● Tempo (faster, slower and pause, allegro-fast, adagio-slow) ● Timbre (the sound type and quality of different instruments). ● Pitch (pentatonic scales, moving in steps or leaps) ● Ostinato (repeating musical rhythm or note pattern) ● Texture (drone - layers of sound, combinations of sound, accompaniment) ● Structure (repetition/echo/question and answer phrases/verse/chorus, ternary) ● Notation-recognise C to C stave. Further understand time signatures, semibreves, minims, crotchets, quavers, semiquavers and their rests.
	<p>Improvising and Composing</p>	<p>Improvise: -Improvisation is about making up your own tunes on the spot. -When someone improvises they make up their own tune that has never been heard before. It is not written down and belongs to them.-To know that using one, two or three notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake. -To know you can use some of the riffs you have heard in the challenges in your improvisations.</p>	<p>Improvise: Pupils should extend their improvisation skills through working in small groups to: -Create music with multiple sections that include repetition and contrast. -Use chord changes as part of an improvised sequence. -Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. -Explore characteristics of various styles, and traditions, e.g. folk, blues (following on from listening). -Experiment with a wider range of musical dimensions, such as broader dynamics and richer textures.</p>

Music at Werrington Primary School (Updated: June 2023)

	<p>-To know a well-known improvising musician</p> <p>Compose:</p> <p>-To know and talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again. ● A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. ● Notation: recognise the connection between sound and symbol 	<p>Compose:</p> <ul style="list-style-type: none"> - Compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. -Notate melodies. -Compose melodies made from pairs of phrases (question and answer) in either G major or E minor or a key suitable for the instrument chosen. - Compose a ternary piece; use available music software/apps to create and record it. Use technology to edit and improve compositions.
--	---	--

Notation	<p>-Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests.</p> <p>-Further develop the skills to read and perform pitch notation within an octave (e.g. C to C).</p> <p>-Read and play confidently from rhythmic notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.</p> <p>-Read and play from notation a four bar phrase, confidently identifying the note names and durations.</p>
Key vocabulary to be modelled by the teacher and used by the children	<p>Time signatures, Rap, genre of music, beat, pulse, structure, introduction, verses, chorus, ending, call and response, audience, perform, compose, improvise, names of instruments (tuned and untuned), vocals, dynamics, forte-loud, piano- soft, crescendo, decrescendo), tempo (faster, slower and pause, allegro-fast, adagio-slow), timbre, pitch, steps, leaps, ostinato, drone, texture, notation, stave, clef, crotchets, quavers, rests, unison, solo, posture, diction, legato, staccato, pentatonic scales, repetition, echo, paired quavers, minims, semibreves, octave, semiquavers.</p>