ST MARY’S R. C. PRIMARY

MUSIC SUBJECT OVERVIEW 2021-2022

Our Whole-School Curriculum Intent

Our curriculum will:

* Build children’s knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence
* Provide knowledge in all subjects that builds sequentially through their time at St. Mary’s
* Reflect the need and be specific to our local area and community
* Develop transferrable skills through their growing knowledge of the curriculum
* Be stimulating, fun and memorable for all children, extended into an enhanced extra-curricular school life
* Be ambitious and have high expectations and aspirations inclusively for every individual including academic, artistic, personal and sporting achievements.
* Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.
* Reflect our mission statement that as a family, we pray, play and respect all and we have the capacity, by our actions, to change the world forever.

In Music, we aim to do this through the following curriculum. The documents below show the subject overview, the Statutory Requirements and the milestones the children should achieve at various points in their education at St. Mary’s.

Subject Overview: Music 2021-2022

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| Year Group | Autumn 1  Mr Doherty | Autumn 2  Mr Doherty | Spring 1  Class Teachers | Spring 2  Class Teachers | Summer 1  Class Teachers | Summer 2  Class Teachers |
| Year 1 | **Unit:**Hey You!  **Style:**Old-School Hip Hop  **Topic and cross-curricular links:**Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffitti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles. | **Unit:**Rhythm In The Way We Walk and Banana Rap  **Style:**Reggae, Hip Hop  **Topic and cross-curricular links:**Action songs that link to the foundations of music | **Unit:**In The Groove  **Style:**Blues, Latin, Folk, Funk, Baroque, Bhangra  **Topic and cross-curricular links:**Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles. | **Unit:**Round And Round  **Style:**Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion  **Topic and cross-curricular links:**Latin American style of music - Countries from around the world. Film music. Historical context of musical styles. | **Unit:**Your Imagination  **Style:**Pop  **Topic and cross-curricular links: ?** | Reflect, rewind and replay  Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| Year 2 | **Unit:**Hands, Feet, Heart  **Style:**South African styles  **Topic and cross-curricular links:**South African music and Freedom Songs. Nelson Mandela as a famous and inﬂuential person in our lifetimes. Historical context of musical styles. | **Unit:**Ho Ho Ho  **Style:**Christmas, Big Band, Motown, Elvis, Freedom Songs  **Topic and cross-curricular links:**Christmas. Literacy - Christmas vocabulary. Historical context of musical styles | **Unit:**I Wanna Play In A Band  **Style:**Rock  **Topic and cross-curricular links:**Teamwork, working together. The Beatles. Historical context of musical styles | **Unit:**Zootime  **Style:**Reggae  **Topic and cross-curricular links:**Animals, poetry and the historical context of musical styles. | **Unit:**Friendship Song  Style: Pop  **Topic and cross-curricular links ?** | Reflect, rewind and replay  Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| Year 3 | **Unit:**Let Your Spirit Fly  **Style:**R&B, Western Classical, Musicals, Motown, Soul  **Topic and cross-curricular links:**Historical context of musical styles. | **Unit:**Glockenspiel Stage 1  **Style:**Learning basic instrumental skills by playing tunes in varying styles  **Topic and cross-curricular links:**Introduction to the language of music, theory and composition | **Unit:**Three Little Birds  **Style:**Reggae  **Topic and cross-curricular links:**Animals, Jamaica, poetry and the historical context of musical styles | **Unit:**The Dragon Song  **Style:** A little bit funky and music from around the world.  **Topic and cross-curricular links:**Storytelling, creativity, PSHE, friendship, acceptance, using your imagination. | **Unit:**Bringing Us Together  **Style:**Disco  **Topic and cross-curricular links:**Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity. | Reflect, rewind and replay  Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| Year 4 | **Unit:**Mamma Mia  **Style:**ABBA  **Topic and cross-curricular links:**Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country. | **Unit:**Glockenspiel Stage 2  **Style:**Learning basic instrumental skills by playing tunes in varying styles  **Topic and cross-curricular links:**Introduction to the language of music, theory and composition. | **Unit:**Stop!  **Style:**Grime, Classical, Bhangra, Tango, Latin Fusion  **Topic and cross-curricular links:**Composition, Bullying. | **Unit:**Lean On Me  **Style:**Gospel  **Topic and cross-curricular links:**Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance. | **Unit:**Blackbird  **Style:** The Beatles  **Topic and cross-curricular links:**  The Beatles, equality and civil rights | Reflect, rewind and replay  Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| Year 5 | **Unit:**Livin' On A Prayer  **Style:**Rock  **Topic and cross-curricular links:**How Rock music developed from the Beatles onwards. Analysing performance. | **Unit:**Classroom Jazz 1  **Style:**Jazz  **Topic and cross-curricular links:**History of music - Jazz in its historical context. | **Unit:**Make You Feel My Love  **Style:**Pop Ballads  **Topic and cross-curricular links:**Historical context for ballads. | **Unit:**Fresh Prince Of Bel-Air  **Style:**Hip Hop  **Topic and cross-curricular links:**Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles. | **Unit:**Dancing In The Street  **Style:**Motown  **Topic and cross-curricular links:**The history of Motown and its importance in the development of Popular music. Civil rights | Reflect, rewind and replay  Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| Year 6 | **Unit:**Happy  **Style:**Pop/Motown  **Topic and cross-curricular links:**What makes us happy? Video/project with musical examples. | **Unit:**Classroom Jazz 2  **Style:**Jazz, Latin, Blues  **Topic and cross-curricular links:**History of music - Jazz in its historical context. | **Unit:**Benjamin Britten - A New Year Carol  **Style:**Benjamin Britten (Western Classical Music), Gospel, Bhangra.  **Topic and cross-curricular links:**Literacy and history, www.fridayafternoonsmusic.co.uk. The historical context of Gospel music and Bhangra. | **Unit:**You've Got A Friend  **Style:**The Music of Carole King  **Topic and cross-curricular links:**Her importance as a female composer in the world of popular music. | **Unit:**Music and Me  **Style:**Contemporary, music and identity  **Topic and cross-curricular links:**Celebrating the role of women in the music industry. | Reflect, rewind and replay  Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |

n.b. Mr Doherty will be teaching Music across the school until Christmas, following which staff will be taking over. Our response to the COVID-19 pandemic means that singing is not being taught at present. We are therefore concentrating on music theory, listening and appreciation, composition and performance through the use of classroom instruments, consisting of a class set of glockenspiels, percussion untuned instruments and a small selection of keyboards.

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| Key Stage 1 Statutory Requirements  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. |

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| Key Stage 2 Statutory Requirements  Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  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 |

Endpoints:

**Music is a fluid subject with inter-related dimensions**.

Throughout each term these dimensions will continue to build towards the end of year point (ie there are no specific end points in each unit).

Therefore, our end point unit tables look different to other foundation subjects.

Where foundation subject topics do fit in to another additional end point, these are noted underneath each term’s end points.

Endpoints in RED are not being taught at present because of our response to the COVID-19 pandemic and current guidance from Rochdale Council (September 2021)

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| Year One | | | | | | | | | |
|  | | Autumn | | | | Spring | | Summer | |
| Music is a fluid subject with inter-related dimensions. Throughout each term these dimensions will continue to build towards the end of year point. | **Unit titles and synopsis** | **Unit - Hey You**  (Old School Hip-Hop)  Children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. | **Unit - Rhythm in the way we walk**  (Reggae)  You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music | | **Singing Project – Christmas**  **Possibly doing a nativity** | **Unit - In the groove**  (Blues, Baroque, Latin, Bhangra, Folk, Funk)  Learning the same song in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk | **Unit - Round and round**  (Bossa Nova)  An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked | **Unit - Your imagination**  (Pop)  Focus on songs based on your imagination: | **Unit – Reflect, Rewind and Replay**  Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| **Performing** | 1. To begin to use their voices to speak/ sing / chant 2. To begin to join in with singing 3. To begin to use instruments to perform (> 2 notes) 4. To start to look at their audience when performing 5. To begin to clap short rhythmic patterns 6. To have a go to copy sounds | | | | 1. To develop how they use their voices to s/s/c 2. To join in with singing 3. To use instruments to perform (> 4 notes) 4. To look at their audience when performing 5. To clap short rhythmic patterns 6. To copy sounds | | 1. To confidently use their voices to s/s/c 2. To sing with confidence and certitude 3. To confidently use instruments to perform (>5 notes) 4. To look at their audience when performing 5. To clap short rhythmic patterns accurately 6. To copy sounds with confidence | |
| **Composing (Including notation)** | 1. To start to make different sounds with their voice 2. To begin to make different sounds with instruments 3. To identify some changes in sounds 4. To begin to change the sound 5. To start to repeat (short rhythmic and melodic) patterns 6. To start to make a sequence of sounds 7. To begin to show sounds by using pictures | | | | 1. To make different sounds with their voice 2. To make different sounds with instruments 3. To identify changes in sounds 4. To change the sound 5. To repeat (short rhythmic and melodic) patterns 6. To make a sequence of sounds 7. To develop how they show sounds by using pictures | | 1. To make different sounds with their voice confidently 2. To make different sounds with instruments confidently 3. To accurately identify changes in sounds 4. To change the sound with purpose 5. To accurately repeat (short rhythmic and melodic) patterns 6. To confidently make a sequence of sounds 7. To show sounds by using pictures | |
| **Appraising** | 1. To begin to respond to different moods in music 2. To sometimes say how a piece of music makes them feel 3. To begin to say whether they like or dislike a piece of music 4. To begin to choose sounds to represent different things 5. To start to recognise repeated patterns 6. To start to follow instructions about when to play or sing | | | | 1. To respond to different moods in music 2. To say how a piece of music makes them feel 3. To say whether they like or dislike a piece of music 4. To choose sounds to represent different things 5. To recognise repeated patterns 6. To follow instructions about when to play or sing at most times | | 1. To confidently respond to different moods in music 2. To explain how a piece of music makes them feel 3. To explain whether they like or dislike a piece of music 4. To confidently choose sounds to represent different things 5. To recognise repeated patterns accurately 6. To always follow instructions about when to play or sing | |
| Cross-curricular opportunities for end points in music | Me and my town | | Toys | | Polar regions  Frozen | Space  Use of the Planets Suite | Pirates  Sea shanties | Rochdale Pioneers  Gracie Fields |

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| Year Two | | | | | | | | | |
|  | | Autumn | | | | Spring | | Summer | |
| Music is a fluid subject with inter-related dimensions. Throughout each term these dimensions will continue to build towards the end of year point. | **Unit titles and synopsis** | **Hands, feet & heart**  (Afropop, South African)  Celebrate and learn about South African music. | **Ho, ho, ho**  (A song with rapping and improvising for Christmas)  You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing this song. | | **Singing Project – Christmas** | **I wanna play in a band**  (Rock)  Children learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song. | **Zoo time**  (Reggae)  A Reggae Song - The material presents an integrated approach to music where games, the interrelated dimensions of music | **Friendship Song**  (Pop)  Listen and Appraise the Friendship Song and other songs about friendship | **Reflect, rewind and replay**  Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| **Performing** | 1. To begin to sing and follow the melody (tune) 2. To begin sing accurately at a given pitch 3. To begin to perform simple patterns and accompaniments keeping a steady pulse 4. To begin to perform with others 5. To have a go at playing simple rhythmic patterns on an instrument 6. To begin to sing/ clap a pulse increasing or decreasing tempo | | | | 1. To increase ability to sing and follow the melody (tune) 2. To develop singing accurately at a given pitch 3. To develop performing simple patterns and accompaniments keeping a steady pulse 4. To perform with others 5. To play simple rhythmic patterns on an instrument 6. To sing/ clap a pulse increasing or decreasing tempo | | 1. To sing and follow the melody (tune) 2. To sing accurately at a given pitch 3. To perform simple patterns and accompaniments keeping a steady pulse 4. To perform with others confidently 5. To play simple rhythmic patterns on an instrument accurately 6. To sing/ clap a pulse increasing or decreasing tempo accurately | |
| **Composing (Including notation)** | 1. To begin to order sounds to create a beginning, middle and end 2. To start to create music in response to different starting points 3. To begin to choose sounds which create an effect 4. To start using symbols to represent sounds 5. To sometimes make connections between notations and musical sounds | | | | 1. To order sounds to create a beginning, middle and end 2. To create music in response to different starting points 3. To choose sounds which create an effect 4. To use symbols to represent sounds 5. To make connections between notations and musical sounds | | 1. To order sounds to create a beginning, middle and end confidently 2. To create music in response to different starting points independently 3. To purposefully choose sounds which create an effect 4. To use symbols to represent sounds accurately 5. To make connections between notations and musical sounds | |
| **Appraising** | 1. To begin to know ways they can improve their own work 2. To begin to listen out for particular things when listening to music | | | | 1. To develop ideas that begin improve their own work 2. To listen out for particular things when listening to music | | 1. To improve their own work 2. To listen out for particular things when listening to music with confidence. | |
| Cross-curricular opportunities for end points in music | Great Fire of London  Singing in a round – London’s Burning | | What makes Britain, Britain  Learn the national anthem; Land of Hope and Glory; Jerusalem; Last night of the proms, music from around the British Isles | | Castles  Greensleeves | Rainforests  Earth Song – M. Jackson | Animals | Rain  Rainscape with instruments |

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| Year Three | | | | | | | | | | |
|  | | Autumn | | | | Spring | | | Summer | |
| Music is a fluid subject with inter-related dimensions. Throughout each term these dimensions will continue to build towards the end of year point. | **Unit titles and synopsis** | **Let your spirit fly**  An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc) | **Glockenspiel stage 1**  (Mixed styles)  This Unit of Work introduces the children to learning about the language of music through playing the glockenspiel. | | **Singing Project - Christmas** | **Three Little Birds**  The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. | **Dragon song**  Using your imagination and working together as a class, create your own performance of this song | | **Bringing Us together**  (Disco)  A Disco song about friendship, peace, hope and unity | **Reflect, rewind and replay**  Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| **Performing** | 1. To begin to sing in tune with expression 2. To begin to control their voice when singing 3. To start to play some clear notes on instruments | | | | 1. To sing in tune with expression most of the time 2. To control their voice when singing most of the time 3. To play clear notes on instruments most of the time | | | 1. To sing in tune with expression confidently 2. To control their voice when singing always 3. To play clear notes on instruments | |
| **Composing (Including notation)** | 1. To start using some different elements in their composition 2. To begin to create repeated patterns with different instruments 3. To start to compose melodies and songs 4. To have a go at creating accompaniments for tunes 5. To start to combine different sounds to create a specific mood or feeling | | | | 1. To develop use of different elements in their composition 2. To create repeated patterns with different instruments 3. To develop ability when they compose melodies and songs 4. To create accompaniments for tunes 5. To combine different sounds to create a specific mood or feeling | | | 1. To use different elements in their composition 2. To create repeated patterns with different instruments with confidence 3. To compose melodies and songs independently 4. To create effective accompaniments for tunes 5. To combine different sounds to create a specific mood or feeling with purpose | |
| **Appraising** | 1. To know some ways that they can improve their work explaining how it has improved 2. To begin to use some musical words (the elements of music) to describe a piece of music and compositions 3. To begin to use some musical words to describe what they like and dislike 4. To begin to recognise the work of at least one famous composer | | | | 1. To improve their work explaining how it has improved 2. To use musical words (the elements of music) to describe a piece of music and compositions 3. To use a variety of musical words to describe what they like and dislike 4. To recognise the work of at least one famous composer | | | 1. To improve their work explaining how it has improved with confidence 2. To have a wide breadth of musical words (the elements of music) to use describe a piece of music and compositions 3. To accurately use musical words to describe what they like and dislike 4. To recognise the work of at least one famous composer | |
| Cross-curricular opportunities for end points in music | Stone age to iron aga  Early musical instruments, forms of communication | | Extreme Earth  Soundscapes | | Force and Magnets | | Romans  Music in Roman times, instruments etc | Maps | Middleton / Blackpool  Gracie Fields  Fairground rides music  Oh I do like to be beside the seaside |

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| Year Four | | | | | | | | | | |
|  | | Autumn | | | | Spring | | Summer | | |
| Music is a fluid subject with inter-related dimensions. Throughout each term these dimensions will continue to build towards the end of year point. | **Unit titles and synopsis** | **Mamma Mia**  (Pop)  Improvise and compose with the song Mamma Mia, children will listen and appraise more ABBA hits | **Glockenspiel Stage 2**  (Mixed Styles)  Children introduced to learning about the language of music through playing the glockenspiel. | | **Singing Project - Christmas** | **Stop!**  (Grime)  A rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing. | **Lean on me**  (Gospel)  The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked | **Blackbird**  (The Beatles / Pop)  All the learning in this unit is focused around the song, Blackbird and Other songs by The Beatles | | **Reflect, rewind and replay**  Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. |
| **Performing** | 1. To begin to play a simple part rhythmically 2. To start to sing songs from memory 3. To begin to improvise using repeated patterns | | | | 1. To start performing simple parts rhythmically 2. To sing songs from memory with developing pitch 3. To improvise using repeated patterns | | 1. To perform a simple part rhythmically 2. To sing songs from memory with accurate pitch 3. To improvise using repeated patterns confidently | | |
| **Composing (Including notation)** | 1. To begin to use notations to record and start to interpret sequences of pitches 2. To begin to use some standard notation 3. To start to use notations to record compositions in a small group 4. To begin to use their notation in a performance | | | | 1. To develop and use notations to record and interpret sequences of pitches 2. To use some standard notation 3. To use further notations to record compositions in a small group or on their own 4. To use their notation in a performance | | 1. To use notations to record and interpret sequences of pitches 2. To use and understand some standard notation 3. To use all learnt notations to record compositions in a small group or on their own 4. To use their notation in a performance confidently | | |
| **Appraising** | 1. To begin to explain the place of silence 2. To begin to know how identify the character of a piece of music 3. To begin to describe the different purposes of music 4. To begin to identify with the style of work of Beethoven, Mozart and Elgar | | | | 1. To explain the place of silence and begin to say what effect it has 2. To start to identify the character of a piece of music in a group 3. To begin to describe and identify the different purposes of music 4. To build knowledge to identify with the style of work of Beethoven, Mozart and Elgar | | 1. To explain the place of silence and say what effect it has 2. To start to identify the character of a piece of music 3. To describe and identify the different purposes of music 4. To be able to explain the style of work of Beethoven, Mozart and Elgar | | |
| Cross-curricular opportunities for end points in music | Rivers  By The Rivers of Babylon  Hold Back the River  River Deep Mountain High | | Egyptians  Walk Like an Egyptian  Egyptian early music and instruments | | Anglo Saxons and Scots / Middleton Saxons  Instruments, early music | | Peak District | Manchester / Rome  Differences in cultural music | |

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| Year Five | | | | | | | | | | |
|  | | Autumn | | | | Spring | | Summer | | |
| Music is a fluid subject with inter-related dimensions. Throughout each term these dimensions will continue to build towards the end of year point. | **Unit titles and synopsis** | **Livin’ on a prayer**  (Rock Anthems)  Learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs. | **Classroom Jazz 1**  (Bossa Nova / Swing)  All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing | | **Singing Project - Christmas** | **Make you feel my love**  (Pop Ballads)  The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked | **Fresh Prince of Bel Air**  (Old School Hip Hop)  The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. | **Dancin’ in the street**  (Motown)  All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas - a Motown song from the 1960s. | **Reflect, rewind and replay**  Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. | |
| **Performing** | 1. To start breath in the correct place when singing 2. To sing and use their understanding of meaning to begin to add expression 3. To start to maintain their part whilst others are performing their part 4. To attempt to perform 'by ear' and from simple notations 5. To start to improvise within a group using melodic phrase 6. To begin to learn how recognise and use basic structural forms e.g. rounds, variations, rondo form | | | | 1. To breath in the correct place when singing most of the time 2. To sing and use their understanding of meaning to add expression most of the time 3. To maintain more of their part whilst others are performing their part 4. To develop ability to perform 'by ear' and from simple notations 5. To improvise within a group using melodic phrases and develop rhythmic phrases 6. To start to recognise and use basic structural forms e.g. rounds, variations, rondo form | | 1. To breathe in the correct place when singing 2. To sing and use their understanding of meaning to add expression 3. To maintain their part whilst others are performing their part 4. To perform 'by ear' and from simple notations 5. To improvise within a group using melodic and rhythmic phrases 6. To recognise and use basic structural forms e.g. rounds, variations, rondo form | | |
| **Composing (Including notation)** | 1. To learn how to change sounds or organise them differently to change the effect 2. To begin to learn how to compose music which meets specific criteria 3. To begin to use some notations to record groups of pitches (chords) 4. To begin use a music diary to record aspects of the composition process 5. To begin to choose the most appropriate tempos for a piece of music | | | | 1. To plan some changes to sounds and organisation to change the effect 2. To develop composition of my music which meets specific criteria (2/3 things) 3. To use their notations to record groups of pitches (chords) 4. To build up a music diary to record aspects of the composition process 5. To choose the most appropriate tempos for a piece of music most of the time | | 1. To change sounds or organise them differently to change the effect 2. To compose music which meets specific criteria 3. To use their notations to record groups of pitches (chords) 4. To share music diary used from recording aspects of the composition process 5. To choose the most appropriate tempos for a piece of music | | |
| **Appraising** | 1. To begin to describe, compare and evaluate music using musical vocabulary 2. To sometimes explain why they think their music is successful or unsuccessful 3. To start to suggest improvements to their own or others' work 4. To begin tochoose the most appropriate tempo for a piece of music 5. To start to contrast the work of famous composers | | | | 1. To develop ability to describe, compare and evaluate music using musical vocabulary 2. To explain why they think their music is successful or unsuccessful 3. To suggest appropriate improvements to their own or others' work 4. To choose the most appropriate tempo for a piece of music most of the time 5. To contrast the work of famous composers and show preferences | | 1. To describe, compare and evaluate music using musical vocabulary accurately 2. To explain why they think their music is successful or unsuccessful confidently 3. To suggest accurate improvements to their own or others' work 4. To choose the most appropriate tempo for a piece of music 5. To contrast the work of famous composers and show preferences and explain choices. | | |
| Cross-curricular opportunities for end points in music | Space  Rocket Man  Space Oddity  Planets Suite | | Fair Trade / Highwayman  The Highwayman song | | Ancient Greece  Entertainment / music / culture | Vikings  Sea shanties, Enya | America  Music influences from America – links well with current music topic anyway | | Victorians  Oliver Twist – perhaps end of year show? |

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| Year Six | | | | | | | | | | |
|  | | Autumn | | | | Spring | | Summer | | |
| Music is a fluid subject with inter-related dimensions. Throughout each term these dimensions will continue to build towards the end of year point. | **Unit titles and synopsis** | **Happy**  (Pop / Neo Soul)  This unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy? | **Classroom Jazz 2**  (Bacharach & Blues)  This builds on the Y5 Jazz unit. All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues | | **Singing Project - Christmas** | **Britten: New Year Carol**  (Classical or Urban Gospel)  All the learning is focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol. | **You’ve got a friend**  (70s Ballad / Pop)  All the learning in this unit is focused around one song: You’ve Got A Friend - a song about friendship by Carole King. | **Music and Me**  Create your own music inspired by your identity & focus on women in the music industry. | | **Reflect, rewind and replay**  Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.  **Manchester Arts?** |
| **Performing** | 1. To begin to choose what to perform and create a programme. 2. To start to communicate the meaning of the words and articulate them. 3. To know how to use a venue to the best effective by talking in a group. 4. To start to record a performance and begin compare it to a previous performance. 5. To think about and discuss– “What went well?” | | | | 1. To explore different choices of what to perform and create a programme. 2. To communicate the meaning of the words and clearly articulate them. 3. To talk about the venue and how to use it to best effect. 4. To record the performance and compare it to a previous performance. 5. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | | 1. To choose what to perform and create a programme. 2. To confidently communicate the meaning of the words and clearly articulate them. 3. To talk and reason about the venue and how to use it to best effect. 4. To record the performance and compare it to a previous performance using musical related vocabulary. 5. To discuss, talk musically about it and share learning relating to – “What went well?” and “It would have been even better if...?” | | |
| **Composing (Including notation)** | 1. To being to Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. 2. To know the keynote or home note and the structure of the melody. 3. Listen to and begin to reflect upon the developing composition and make some musical decisions about how the melody connects with the song. 4. Begin to record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | | | | 1. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song most of the time 2. To begin to explain the keynote or home note and the structure of the melody. 3. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. 4. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) | | 1. To confidently Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. 2. Explain the keynote or home note and the structure of the melody with confidence and accuracy 3. Listen to and reflect honestly upon the developing composition and make accurate musical decisions about how the melody connects with the song. 4. Record the composition in accurately appropriate ways that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | | |
| **Appraising** | 1. To sometimes identify and move to the pulse with ease. 2. To begin to think about the message of songs. 3. To begin to compare two songs in the same style, talking about what stands out musically in each of them. 4. To begin to Listen carefully and respectfully to other people’s thoughts about the music. 5. Use some musical words when talking about the songs. 6. To talk about some of the musical dimensions working together 7. Start to Talk about the music and how it makes you feel, using some musical language to describe the music. | | | | 1. To identify and move to the pulse with ease most of the time 2. To think about the message of songs 3. To continue to compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. 4. Listen carefully and respectfully to other people’s thoughts about the music. 5. Use musical words when talking about the songs most of the time 6. To talk about most of the musical dimensions working together 7. Talk about the music and how it makes you feel, using more related musical language to describe the music. | | 1. To identify and move to the pulse with ease. 2. To think about and share the message of songs. 3. To accurately compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. 4. Listen carefully and offer respectful appropriate feedback to other people’s thoughts about the music. 5. Use musical words accurately when talking about the songs. 6. To talk about all of the musical dimensions working together 7. Talk about the music and how it makes you feel, using musical language to describe the music accurately. | | |
| Cross-curricular opportunities for end points in music | The Wonder of Me  Elvis  Various songs about individuality and identity ie Born This Way | | WW1  WW1 war time songs / propaganda | | A Matter of Life and Death / Islamic Civilization  Cultral instruments  Soundscapes – horror films  Romeo and Juliet | | Why do we need to save our planet?  Earth Song  Heal the World  We Are The World  Band Aid | **Manchester Arts?** | |

Music Composition – Notation Progression – end of year

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| **Year Group** | **Notation endpoints – end of year** |
| EYFS | Aural composition – Begin to Compose patterns using body percussion, hand clapping, untuned percussion instruments. Use of the outdoor stage for children to create their own compositions and perform for their peers (continuous provision)  Written composition – Begin to use basic shapes / colours and attaching meaning to pulse / rhythm |
| Year One | Aural composition – Confidently create patterns using body percussion, hand clapping, untuned percussion instruments.  Written composition – Confidently use basic shapes / colours and attaching meaning to pulse / rhythm |
| Year Two | Aural composition – Confidently create patterns using body percussion, hand clapping, untuned percussion instruments.  Written composition – Confidently use basic shapes / colours and attaching meaning to pulse / rhythm.  Begin to recognise letters with notes on a glockenspiel when composing or playing. |
| Year Three | To develop recognition of letters / notes on a glockenspiel when composing and playing.  To create a system of recording length of notes / octaves when writing compositions |
| Year Four | To begin to recognise and read music on a stave in the key of C.  To confidently read and use note letters when composing and playing instruments.  To recognise – quavers, crotchets, minims, semi quavers.  To begin to use quavers, crotchets, minims, semi quavers in compositions for rhythm. |
| Year Five | To read music using stave in key of C.  To recognise - Quavers, semi quavers, crotchets, minims, dotted quavers, ties, bars, rests.  Confidently use quavers, crotchets and minims in own compositions for rhythm.  Use note letters confidently, moving in to WRITING using staves for pitch in Summer term.  4/4 time.  Recognise < > for dynamics. |
| Year Six | Confidently able to READ and WRITE music using stave in key of C.  Use of: quavers, semi quavers, crotchets, minims, dotted notes, ties, sharp and flat, bars, rests when reading and writing.  Use of bars in 4/4 and 3/4 time.  Use of < and > for dynamics. |