

Folly View and The Elms Primary Schools

Long Term Plan 2024-25

SUBJECT: Music



Vision: For children to experience and find enjoyment in a variety of first-hand opportunities to listen, perform and compose music from across a wide range of historical periods, genres, styles and traditions.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pre-School	<p><u>Me!</u></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> Do you enjoy listening to the music and respond through dancing or other movement? <p><u>Explore and Create</u></p> <p>Games Track</p> <ul style="list-style-type: none"> Can move to the pulse of the music by copying an adult, eg marching, jumping, moving like a character from the song? <p>Copycat Rhythm Games</p> <ul style="list-style-type: none"> Can you copy back the rhythm of your name? <p>High and Low Games</p> <ul style="list-style-type: none"> Can you copy sounds you hear? <p><u>Singing: Learn to Sing the Song</u></p> <ul style="list-style-type: none"> Can you learn to sing the song in unison with support? Can you copy some actions? <p><u>Share and Perform</u></p> <ul style="list-style-type: none"> Can you choose a song to sing and perform it with your class? 		<p><u>My Stories</u></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> Do you enjoy listening to the music and respond through dancing or other movement? Can you recognise and name some of the characters and stories in the songs? <p><u>Explore and Create</u></p> <p>Games Track</p> <ul style="list-style-type: none"> Can you copy an adult to find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song? <p>Copycat Rhythm Games</p> <ul style="list-style-type: none"> Can you copy back a rhythm from a word in the song? <p>High and Low Games</p> <ul style="list-style-type: none"> Can you copy sounds you hear and discuss high-pitched and low-pitched sounds? <p>Create your own sounds using instruments</p> <ul style="list-style-type: none"> Can you play an untuned percussion instrument in time with the pulse when copying an adult? <p><u>Singing: Learn to Sing the Song</u></p> <ul style="list-style-type: none"> Can you learn to sing the song in unison with support? Can you add some actions to the song with support? <p><u>Share and Perform</u></p> <ul style="list-style-type: none"> Can you choose a song to sing and perform it with any actions you have learnt with your class? 		<p><u>Everyone</u></p> <p><u>Listen and Respond</u></p> <ul style="list-style-type: none"> Do you enjoy listening to the music and responding to music through dancing or other movement? Do you enjoy listening to the music and responding to different speeds through dancing or other movement? <p><u>Explore and Create</u></p> <p>Games Track</p> <ul style="list-style-type: none"> Can you copy an adult to find the pulse in different ways and show this through actions eg marching, jumping, moving? <p>Copycat Rhythm Games</p> <ul style="list-style-type: none"> Can you copy back rhythms of two words put together in the song? <p>High and Low Games</p> <ul style="list-style-type: none"> Can you copy sounds you can hear beginning to show an understanding of the difference between high pitched notes and low pitched notes, e.g. a police siren is high pitched and a tractor engine is low pitched. <p>Create your own sounds using instruments</p> <ul style="list-style-type: none"> Can you play an untuned percussion instrument in time with the pulse after an adult has demonstrated? <p><u>Singing: Learn to Sing the Song</u></p> <ul style="list-style-type: none"> Can you learn to sing or rap the songs in unison with support? Can you add actions to the song with support? <p><u>Share and Perform</u></p> <ul style="list-style-type: none"> Can you choose one of the songs or the rap and perform it with any actions you have created in a group? 	
Key Vocabulary	Pulse, rhythm, pitch, high sounds, low sounds, perform, clap		Pulse, clap and play rhythm, high and low sounds, pitch, perform, rap, unison.		Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.	
Cultural Capital	Christmas performance, performances in assemblies from Faringdon Community College students, Rock Steady performances (3 times a year).					
SMSC	<p>Spiritual – To know more and to wonder about music.</p> <p>Moral – To become increasingly curious.</p> <p>Social – To sing together as a class and in groups.</p> <p>Cultural – To explore music from around the World.</p>					

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Reception	<p><u>Our World</u></p> <p><u>Listen and Respond</u></p> <ul style="list-style-type: none"> Do you enjoy listening to the music and responding through dancing or other movement? Can you find the pulse naturally? <p><u>Explore and Create</u></p> <p>Games Track</p> <ul style="list-style-type: none"> Can you find the pulse in different ways and show this through actions eg marching, jumping, moving? Do you enjoy thinking up and sharing your own ideas for actions? Copycat Rhythm Games Can you copy back the rhythms of phrases in the song? Can you choose one phrase from the song and have a go at clapping the rhythm? <p>High and Low Games</p> <ul style="list-style-type: none"> Can you copy sounds you can hear to distinguish high-pitched sounds from low-pitched sounds? Do you enjoy exploring the pitch of your voice? <p>Create your own sounds using instruments</p> <ul style="list-style-type: none"> Can you play a 1-note pattern in time with the pulse? Do you enjoy inventing a 2-note repeated pattern? <p><u>Singing: Learn to Sing the Song</u></p> <ul style="list-style-type: none"> Can you learn to sing the songs in unison with support? Can you add appropriate actions or substitute a word in some sections? Do you enjoy singing a song from memory? <p><u>Share and Perform</u></p> <ul style="list-style-type: none"> Can you choose one of the songs and perform it with any actions you have created? Can you listen back to the performance? Do you enjoy the challenge of performing with just the backing track and adding actions to the songs? 		<p><u>Big Bear Funk</u></p> <p><u>Listen and Respond</u></p> <ul style="list-style-type: none"> Do you enjoy listening and dancing to funk music? Can you talk about funk music? <p><u>Explore and Create</u></p> <p>Games Track</p> <ul style="list-style-type: none"> Can you find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear? Do you enjoy thinking up and sharing your own ideas for actions? <p>Rhythm Games</p> <ul style="list-style-type: none"> Can you copy back the rhythm of words from the video? Can you clap the rhythm of words from the song? Can you clap a whole line of the song? <p>High and Low Games</p> <ul style="list-style-type: none"> Can you play the pulse with a pitched note or untuned percussion instrument? <p>Pitch Activities</p> <ul style="list-style-type: none"> Can you add one pitched sound to the rhythm of words and short phrases from the song? Do you enjoy playing and experimenting with 2-note or 3-note patterns? <p><u>Singing: Learn to Sing the Song</u></p> <ul style="list-style-type: none"> Can you learn to sing the songs in unison with support? Can you add actions or substitute a word in some sections? Do you enjoy singing a song from memory? <p><u>Share and Perform</u></p> <ul style="list-style-type: none"> Can you choose one of the songs and perform it with any actions you have created? Can you listen back to the performance? Do you enjoy the challenge of performing with just the backing track and adding actions to the songs? 		<p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Respond</u></p> <ul style="list-style-type: none"> Do you enjoy listening and dancing to a wide variety of musical styles? Can you talk about a wide range of music? <p><u>Explore and Create</u></p> <p>Games Track</p> <ul style="list-style-type: none"> Can you find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear? Do you enjoy thinking up and sharing your own ideas for actions? <p>Rhythm Games</p> <ul style="list-style-type: none"> Can you copy back the rhythm of words from the video? Can you clap the rhythm of words from the song? Can you clap a whole line of the song? <p>High and Low Games</p> <ul style="list-style-type: none"> Can you play the pulse with a pitched note or untuned percussion instrument? Can you copy sounds you can hear to distinguish high-pitched sounds from low-pitched sounds? Do you enjoy exploring the pitch of your voice? <p>Pitch Activities</p> <ul style="list-style-type: none"> Can you add one pitched sound to the rhythm of words and short phrases from the song? Do you enjoy playing and experimenting with 2-note or 3-note patterns? <p><u>Singing: Learn to Sing the Song</u></p> <ul style="list-style-type: none"> Can you learn to sing the songs in unison with support? Can you add actions or substitute a word in some sections? Do you enjoy singing a song from memory? <p><u>Share and Perform</u></p> <ul style="list-style-type: none"> Can you choose one of the songs and perform it with any actions you have created? Can you listen back to the performance? Do you enjoy the challenge of performing with just the backing track and adding actions to the songs? 	
Key Vocabulary	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, clap		Pulse, clap and play rhythm and melodic patterns, high and low sounds, pitch, high sounds, low sounds, tempo, perform, rap, unison.		Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk,	
Cultural Capital	Take part in a nativity and watch KS1 nativity. Take part in singing assemblies. Listen to a variety of music during assemblies. Watch performances in assemblies from Faringdon Community College students. Opportunity to take part in Rock Steady lessons and to perform to the school and parents 3 times a year.					
SMSC	Spiritual – To know more and to wonder about music. Moral – To become increasingly curious. Social – To sing together as a class and in groups. Cultural – To explore music from around the World.					

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<p>Year 1</p>	<p><u>My Musical Heartbeat</u> <u>How can we make friends when we sing together?</u></p> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you clap the beat in a piece of music? Can you listen and then clap back a four-beat rhythm? <p><u>Listening – When listening to a piece of music –</u></p> <ul style="list-style-type: none"> How does the music make you feel? Does the music have a steady beat? Is the music slow, steady or fast? Is it smooth or spikey sounding? <p><u>Compose –</u></p> <ul style="list-style-type: none"> Can you create a melody using 2,3 or 4 notes? Can you write it down so you can play it again later? Can you create a rhythm for your melody? <p><u>Improvising –</u></p> <ul style="list-style-type: none"> Can you improvise with one, two or three given notes when playing along with the backing music? <p><u>Singing – Choose a song to sing as a group or class -</u></p> <ul style="list-style-type: none"> Why do we warm up our voices and bodies before we sing? What is the song about? Can you sing together, listening to the others singing? <p><u>Playing instruments –</u></p> <ul style="list-style-type: none"> Can you play 2 notes as directed during a piece of music? <p>Children should have regular performance opportunities to demonstrate the skills learned.</p>	<p><u>Exploring Sounds</u> <u>How does music make the world a better place?</u></p> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you clap the beat in a piece of music? Can you listen and then clap back a four-beat rhythm? Can you warm up your voice and body? Can you listen and sing back a four-beat melodic pattern? <p><u>Listening – When listening to a piece of music –</u></p> <ul style="list-style-type: none"> How does the music make you feel? What does the music make you think of? Is the music loud or quiet? Is there one voice/instrument or more? Is the music slow, steady or fast? What is they style of the music? <p><u>Compose –</u></p> <ul style="list-style-type: none"> Can you Perform your simple composition using two, three, four or five notes? Can you start your tune on note one and ending it on note one? Are you beginning to understand that composing is like writing a story with music? <p><u>Improvising –</u></p> <ul style="list-style-type: none"> Can you improvise with one, two or three given notes when playing along with the backing music? Can you create a rhythm pattern? Can you create a pitch pattern? <p><u>Singing – Choose a song to sing as a group or class –</u></p> <ul style="list-style-type: none"> Can you demonstrate good posture for singing? Can you follow the leader or conductor when singing? Can you add actions to a song? <p><u>Playing instruments –</u></p> <ul style="list-style-type: none"> Can you play 2 or 3 notes as directed during a piece of music? <p>Children should have regular performance opportunities to demonstrate the skills learned.</p>	<p><u>Having fun with improvisation.</u> <u>What songs can we sing to help us through the day?</u></p> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you clap the beat in a piece of music? Can you listen and then clap back a four-beat rhythm? Can you warm up your voice and body? Can you listen and sing back a four-beat melodic pattern? <p><u>Listening – When listening to a piece of music –</u></p> <ul style="list-style-type: none"> How does the music make you feel? What does the music make you think of? Is the music loud or quiet? What instruments can you hear? Is the music slow, steady or fast? Have you heard this music before or anything similar? <p><u>Improvising –</u></p> <ul style="list-style-type: none"> Can you improvise with one, two or three given notes when playing along with the backing music? Can you create a rhythm pattern? Can you create a pitch pattern? Can you improvise simple vocal patterns using 'Questions and Answer' phrases. <p><u>Compose –</u></p> <ul style="list-style-type: none"> Can you create a story, choosing and playing classroom instruments? Can you use your own graphic notation or letter names to record your composition so you can remember it? <p><u>Playing instruments –</u></p> <ul style="list-style-type: none"> Can you play 3 or 4 notes as directed during a piece of music? <p><u>Singing – Choose a song to sing as a group or class –</u></p> <ul style="list-style-type: none"> Can you demonstrate good posture for singing? Can you follow the leader or conductor when singing? Can you add actions to a song? Can you sing in unison? Can you sing, rap, rhyme, chant and use spoken word? <p>Children should have regular performance opportunities to demonstrate the skills learned.</p>
<p>Key Vocabulary</p>	<p>Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure. Instruments – string instruments, violin, cello, double bass, guitar, bass guitar, ukelele, wind instruments, flute, clarinet, brass instruments, trumpet, trombone, horn, saxophone, percussion instruments, drum, cymbal, maracas (shaker), glockenspiel, xylophone, piano, keyboard, voices, male, female. Melody, backing music, improvise, compose, sing, play, dance</p>		
<p>Cultural Capital</p>	<p>Take part in a nativity and watch reception class nativity. Take part in singing assemblies. Listen to a variety of music during assemblies. Watch performances in assemblies from Faringdon Community College students and FV choir. Opportunity to take part in Rock Steady lessons and to perform 3 times a year. Opportunity to join choir and to perform in assemblies and 3 community performances. Faringdon Learning Trust Performing arts Festival.</p>		
<p>SMSC</p>	<p>Spiritual – the purpose and content of some music can explicitly encourage or reflect upon themes such as friendship, sharing, peace, love, forgiveness or other such topics. Moral – The central role of listening in music (even when performing) also being a key skill in paying attention to others, which leads to caring and aiding the development of empathy. Social – When we play or sing with other people in music, it is the pulse (whether audible or not) that keeps us together. In keeping together to perform and create as one, we become closer to the other people around us – we have more in common, despite our differences. Having things in common with other people can be a first step in making friends. Pulse is one thing we all have in common, as humans and as musicians. Cultural – The ancient origins of music having arisen in ceremonies and stories (compare to its role in today's films and shows!), meaning it is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other.</p>		
	<p><u>Pulse, Rhythm and Pitch</u> <u>How does music help us to make friends?</u></p>	<p><u>Inventing a Musical Story</u> <u>How does music make the World a better place?</u></p>	<p><u>Exploring improvisation</u> <u>How does music make us happy?</u></p>

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Year 2	Musicianship	Musicianship	Musicianship
	<p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you use body percussion, instruments and voices? Can you find and keep a steady beat? <p><u>Listening – When listening to a piece of music –</u></p> <ul style="list-style-type: none"> Can you mark the beat of a listening piece by tapping or clapping in time with the tempo? Can you walk in time to the beat of a piece of music? Can you spot changes in tempo and show this by tapping or clapping with the new tempo? Can you find different steady beats? Can you move and dance with the music confidently? Can you talk about how the music makes you feel? Can you recognise some band and orchestral instruments? Can you start to talk about where music might fit into the world? <p><u>Composing</u></p> <ul style="list-style-type: none"> Can you explore and create graphic scores? Can you compose with C, D, E, F, G? How many notes did you use? Can you create and perform your own melody and rhythm patterns. <p><u>Improvising –</u></p> <ul style="list-style-type: none"> Can you find and try to keep a steady beat? Can you use the notes C, D, E to create simple melodic patterns? Did you use one, two or three notes? Can you copy a leader/partners rhythms? <p><u>Playing instruments –</u></p> <ul style="list-style-type: none"> Do you treat instruments carefully and with respect? Can you play a part on a tuned instrument by ear or from notation? <p><u>Singing – Choose a song to sing as a group or class -</u></p> <ul style="list-style-type: none"> Can you sing as part of a group? Can you demonstrate good singing posture? Can you move confidently to a steady beat? Can you join in sections of the song, eg chorus? Can you sing to communicate the meaning of the words? <p><u>Performance</u></p> <ul style="list-style-type: none"> Which songs did you perform? Which one was your favourite? 	<p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you use body percussion, instruments and voices? Can you find and keep a steady beat? Can you copy back simple rhythmic patterns using long and short? Can you copy back simple melodic patterns using high and low? <p><u>Listening – When listening to a piece of music –</u></p> <ul style="list-style-type: none"> Can you mark the beat of a listening piece by tapping or clapping in time with the tempo? Can you describe tempo as fast or slow? Can you describe dynamics as loud or quiet? Can you join in sections of the song, eg call and response? Can you start to talk about the style of a piece of music? Can you recognise some band and orchestral instruments? Can you start to talk about where music might fit into the world? <p><u>Composing</u></p> <ul style="list-style-type: none"> Can you create musical sound effects and short sequences of sounds in response to music and video stimulus? Can you create a story, choosing and playing classroom instruments? Can you use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces? <p><u>Improvising –</u></p> <ul style="list-style-type: none"> Can you find and try to keep a steady beat? Can you use the notes C, D, E to create simple melodic patterns? Can you use high and low pitched C, D, E to create simple melodic patterns? Can you copy a leader/partners rhythms? Can you use very simple rhythm patterns using long and short? <p><u>Playing instruments –</u></p> <ul style="list-style-type: none"> Do you treat instruments carefully and with respect? Can you play a part on a tuned instrument by ear or from notation? Can you play together and keep the beat? <p><u>Singing – Choose a song to sing as a group or class -</u></p> <ul style="list-style-type: none"> Can you sing songs from memory and/or from notation? Can you sing in unison and sometimes in parts, and with more pitching accuracy? Can you add actions to a song? Can you understand and follow the leader or conductor? <p><u>Performance</u></p> <ul style="list-style-type: none"> Which songs did you perform? Which one was your favourite? 	<p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you use body percussion, instruments and voices? Can you find and keep a steady beat? Can you copy back simple rhythmic patterns using long and short? Can you copy back simple melodic patterns using high and low? Can you complete vocal warm-ups? Can you sing short phrases independently? <p><u>Listening – When listening to a piece of music –</u></p> <ul style="list-style-type: none"> Can you mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo? Can you walk in time to the beat of a piece of music? Can you spot changes in tempo and show this by tapping or clapping with the new tempo? Can you identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.? Can you move and dance with the music confidently? Can you talk about how the music makes you feel? Can you find different steady beats? Can you describe tempo as fast or slow? Can you describe dynamics as loud or quiet? Can you join in sections of the song, eg call and response? Can you start to talk about the style of a piece of music? Can you recognise some band and orchestral instruments? Can you start to talk about where music might fit into the world? <p><u>Composing</u></p> <ul style="list-style-type: none"> Can you create a story, choosing and playing classroom instruments? Can you use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces? Can you create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims? <p><u>Improvising –</u></p> <ul style="list-style-type: none"> Can you find and try to keep a steady beat? Can you use the notes G, A, B or F, G, A to create simple melodic patterns? Can you use high and low pitched versions of the same note to create simple melodic patterns? Can you copy a leader/partners rhythms? Can you use very simple rhythm patterns using long and short? Can you work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation? <p><u>Playing instruments –</u></p> <ul style="list-style-type: none"> Do you treat instruments carefully and with respect?

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			<ul style="list-style-type: none"> Can you play a part on a tuned instrument by ear or from notation? Can you play together and keep the beat? Can you listen to and follow musical instructions from a leader? Can you rehearse and perform your part within the song? <p><u>Singing – Choose a song to sing as a group or class -</u></p> <ul style="list-style-type: none"> Can you sing as part of a group in unison and sometimes in parts, and with more pitching accuracy? Can you demonstrate good singing posture? Can you sing songs from memory and/or from notation? Can you talk about feelings created by the music/song and express these when singing? Can you begin to understand the style of song you are singing and respond to this in your singing? Can you follow the leader or conductor responding to directions such as a change in dynamics (loud/quiet) or tempo (fast/slow)? <p><u>Performance</u></p> <ul style="list-style-type: none"> Which songs did you perform? Which one was your favourite?
Key Vocabulary	<p>Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p> <p>Instruments – string instruments, violin, cello, double bass, guitar, bass guitar, ukelele, wind instruments, flute, clarinet, brass instruments, trumpet, trombone, horn, saxophone, percussion instruments, drum, cymbal, maracas (shaker), tambourine, glockenspiel, xylophone, piano, keyboard, voices, male, female</p> <p>Melody, backing music, improvise, compose, sing, play, dance, perform, rehearse, patterns, riffs, chorus, verse</p>	<p>Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p> <p>Instruments – string instruments, violin, cello, double bass, guitar, bass guitar, ukelele, wind instruments, flute, clarinet, brass instruments, trumpet, trombone, horn, saxophone, percussion instruments, drum, cymbal, maracas (shaker), tambourine, glockenspiel, xylophone, piano, keyboard, voices, male, female</p> <p>Melody, backing music, improvise, compose, sing, play, dance, perform, rehearse, fast slow, loud quiet</p>	<p>Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p> <p>Instruments – string instruments, violin, cello, double bass, guitar, bass guitar, ukelele, wind instruments, flute, clarinet, brass instruments, trumpet, trombone, horn, saxophone, percussion instruments, drum, cymbal, maracas (shaker), tambourine, glockenspiel, xylophone, piano, keyboard, voices, male, female</p> <p>Melody, backing music, improvise, compose, sing, play, dance, perform, rehearse, planet, movement</p>
Cultural Capital	<p>Take part in a nativity and watch reception class nativity. Take part in singing assemblies. Listen to a variety of music during assemblies. Watch performances in assemblies from Faringdon Community College students and FV choir. Opportunity to take part in Rock Steady lessons and to perform 3 times a year. Opportunity to join choir and to perform in assemblies and 3 community performances. Faringdon Learning Trust Performing arts Festival.</p>		
SMSC	<p>Spiritual – How the purpose and content of some music can explicitly encourage or reflect upon themes such as friendship, sharing, peace, love, forgiveness or other such topics.</p> <p>Moral – The central role of listening in music (even when performing) also being a key skill in paying attention to others, which leads to caring and aiding the development of empathy.</p> <p>Social – When we play or sing with other people in music, it is the pulse (whether audible or not) that keeps us together. In keeping together to perform and create as one, we become closer to the other people around us – we have more in common, despite our differences. Having things in common with other people can be a first step in making friends. Pulse is one thing we all have in common, as humans and as musicians. Music can bring people closer together by sharing what we like and listen to. The measurable physical and emotional effects of music can bring us into closer coordination with other people.</p> <p>Cultural – The ancient origins of music having arisen in ceremonies and stories (compare to its role in today’s films and shows!), meaning it is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other.</p>		
Year 3	<p>Oxfordshire County Music Ukulele program</p> <ul style="list-style-type: none"> Can you hold the ukelele appropriately? Can you identify the open string notes? Can you play pieces with up to three simple chords? Can you identify simple rhythmic notation, (crotchets, quavers and one beat rests)? 	<p>Oxfordshire County Music Ukulele program</p> <ul style="list-style-type: none"> Can you play pieces with up to four cords? Are you continuing to further develop appropriate strumming technique? Can you pluck single note appropriately? 	<p>Oxfordshire County Music Ukulele program</p> <ul style="list-style-type: none"> Can you play pieces with up to six chords? Can you select the correct playing technique, (strumming or plucking)? Can you combine chordal and melodic passages within a single piece?

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	<ul style="list-style-type: none"> Are you developing appropriate strumming techniques? Can you read and play from a range of simple notations? Can you play/sing along with a simple backing track? 	<ul style="list-style-type: none"> Can you begin to play simple melodies using up to 5 notes and fretted notes? Can you identify and play more complex rhythmic notation, (minims, 2 beat rests and semi-quavers)? Have you began to read simple pitched staff notation? Can you play and sing simultaneously with increasing confidence? 	<ul style="list-style-type: none"> Can you read and play melodies using 5 notes? Can you read and play complex rhythmic notation (dotted notes)? Can you read and play simple staff notation? Can you play and sing simultaneously with a sense of performance?
Key Vocabulary	Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure. Ukulele, strings, notes, chords, crotchet, quaver, rest, strumming.	Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure. Ukulele, strings, notes, chords, crotchet, quaver, rest, strumming, melody, fretted notes, minim, semi-quaver, staff.	Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure. Ukulele, strings, notes, chords, crotchet, quaver, rest, strumming, plucking, melody, fretted notes, minim, semi-quaver, dotted notes staff.
Cultural Capital	Take part in a Christmas performance and watch reception and KS1 nativities. Take part in singing assemblies. Listen to a variety of music during assemblies. Watch performances in assemblies from Faringdon Community College students and FV choir. Opportunity to take part in Rock Steady lessons and to perform 3 times a year. Opportunity to join choir and to perform in assemblies and 3 community performances. Faringdon Learning Trust Performing arts Festival. To take part in a ukelele concert.		
SMSC	<p>Spiritual – How the purpose and content of some music can explicitly encourage or reflect upon themes such as friendship, sharing, peace, love, forgiveness or other such topics.</p> <p>Moral – The central role of listening in music (even when performing) also being a key skill in paying attention to others, which leads to caring and aiding the development of empathy. Developing an understanding to how the sounds we create with our ukelele may affect others in the class.</p> <p>Social – When we play or sing with other people in music, we become closer to the other people around us – we have more in common, Music can bring people closer together by sharing what we like and listen to. The measurable physical and emotional effects of music can bring us into closer coordination with other people.</p> <p>Cultural – Learning and playing music from different cultures.</p>		
Year 4	<p><u>Exploring feelings when you play: How does music connect us with our past?</u></p> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you use body percussion, instruments and voices in one key? In the time signatures of 4/4 and 2/4 can you find and keep a steady beat? Can you listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation? Can you copy back melodic patterns using 3 notes? <p><u>Listening – When listening to a piece of music –</u></p> <ul style="list-style-type: none"> Can you find and demonstrate the steady beat? Can you identify 4/4 and 2/4 metre? Can you identify the tempo as fast, slow or steady? <p><u>Singing</u></p>	<p><u>Compose with your friends: How does music improve our world?</u></p> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you use body percussion, instruments and voices in two different keys (e.g. c major and g major)? In the time signatures of: 3/4 and 4/4 can you find and keep a steady beat? Can you listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation? Can you copy back melodic patterns using 4 notes? <p><u>Listening – When listening to a piece of music –</u></p> <ul style="list-style-type: none"> Can you discuss the structures of songs? Can you place the song/piece in its historical, cultural and global context? 	<p><u>Expression and Improvisation: How does music shape our way of life?</u></p> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you use body percussion, instruments and voices in the key of A minor? In the time signatures of 4/4 can you find and keep a steady beat. Can you listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation? Can you copy back melodic patterns using 6 notes? <p><u>Listening – When listening to a piece of music –</u></p> <ul style="list-style-type: none"> Can you recall by ear memorable phrases heard in the music? Can you identify major and minor tonality? Can you describe legato and staccato? Can you recognise the style of music you are listening to?

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	<ul style="list-style-type: none"> Can you demonstrate good singing posture? Can you sing 'on pitch' and 'in time'? Can you sing as part of a choir / group with awareness of size: the larger, the thicker and richer the musical texture. Can you rehearse and learn songs from memory? <p><u>Composing</u></p> <ul style="list-style-type: none"> Can you compose in the key of G major? How many notes did you use? Can you create a melody using crotchets, minims, quavers and their rests? Can you use simple dynamics? <p><u>Improvisation</u></p> <ul style="list-style-type: none"> Can you explore improvisation using C,D,E,G,A? <p><u>Playing an instrument -</u></p> <ul style="list-style-type: none"> Can you rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major and G major? <p><u>Notation</u></p> <ul style="list-style-type: none"> Can you explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation? Can you identify and understand minims, crotchets, dotted crotchets, quavers and semiquavers? Can you identify the Stave, the treble cleff and the time signature? <p>Performance - Children should have regular opportunities to rehearse and enjoy the opportunity to share what has been learned in the lessons.</p>	<ul style="list-style-type: none"> Can you identify the style of music? <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you sing in different time signatures: 3/4 and 4/4. Can you sing expressively, with attention to breathing and phrasing? Can you sing expressively, with attention to staccato and legato? Can you talk about the different styles of singing used for different styles of song? <p><u>Composing</u></p> <ul style="list-style-type: none"> Can you compose over a simple chord progression? Can you compose in the key of C major? How many notes did you use? <p><u>Improvisation</u></p> <ul style="list-style-type: none"> Can you improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation? <p><u>Notation</u></p> <ul style="list-style-type: none"> Can you explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers in the key of C major and D major? Can you read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers? <p><u>Playing an instrument -</u></p> <ul style="list-style-type: none"> Can you rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major and D major? <p>Performance - Children should have regular opportunities to rehearse and enjoy the opportunity to share what has been learned in the lessons.</p>	<p><u>Singing</u></p> <ul style="list-style-type: none"> Can you rehearse and learn songs from memory with notation? Can you demonstrate vowel sounds, blended sounds and consonants clearly? Can you talk about how the songs and their styles connect to the world? <p><u>Composing</u></p> <ul style="list-style-type: none"> Can you start to use simple structures within compositions, eg introduction, verse, chorus or AB form? Can you compose in the key of C major? How many notes did you compose with? <p><u>Notation</u></p> <ul style="list-style-type: none"> Can you follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble? <p><u>Improvisation</u></p> <ul style="list-style-type: none"> Can you improvise over a simple chord progression. Can you improvise over a groove, (repeating rhythm)? Can you improvise in the keys of C major and A minor? How many notes can you use to improvise? <p><u>Playing an instrument -</u></p> <ul style="list-style-type: none"> Can you rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major and G major? <p>Performance - Children should have regular opportunities to rehearse and enjoy the opportunity to share what has been learned in the lessons.</p>
Key Vocabulary	Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure. Instruments – string instruments, wind instruments, brass instruments, trumpet, trombone, horn, saxophone, percussion instruments, piano, keyboard, voices, male, female. Melody, backing music, improvise, compose, sing, play, dance, perform, rehearse, patterns, riffs, chorus, verse, time signature, treble clef, stave, pentatonic, major, minor, minims, crotchets, quavers, semiquavers		
Cultural Capital	Take part in a nativity and watch reception class nativity. Take part in singing assemblies. Listen to a variety of music during assemblies. Watch performances in assemblies from Faringdon Community College students and FV choir. Opportunity to take part in Rock Steady lessons and to perform 3 times a year. Opportunity to join choir and to perform in assemblies and 3 community performances. Faringdon Learning Trust Performing arts Festival. Virtual learning day with the Royal Opera House.		
SMSC	Spiritual – Exploring how music shapes our way of life. Moral – Exploring how music improves our World Social – Composing and improvising with our friends. Cultural – Exploring how music connects us with our past		
Year 5	<p><u>Melody and Harmony in Music</u> How does music bring us together?</p> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you find and keep a steady beat? Can you listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation? <p><u>Listening – when listening to a piece of music -</u></p> <ul style="list-style-type: none"> Can you talk about feelings created by the music? Can you justify a personal opinion with reference to Musical Elements? Can you find and demonstrate the steady beat? Can you identify 6/8 metre? Can you identify the musical style of a song or piece of music? 	<p><u>Sing and Play in different Styles</u> How does Music connect us with our past?</p> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation? Can you copy back melodic patterns in F major? <p><u>Listening – when listening to a piece of music -</u></p> <ul style="list-style-type: none"> Can you identify instruments by ear and through a range of media? Can you discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form? Can you explain a bridge passage and its position in a song? Can you recall by ear memorable phrases heard in the music? 	<p><u>Freedom to improvise</u> How does music shape our way of life?</p> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you use body percussion, instruments and voices in the key centres of: C major, D major, D minor and C major in the time signatures of: 3/4, 4/4 and 6/8? Can you copy back melodic patterns? <p><u>Listening – when listening to a piece of music -</u></p> <ul style="list-style-type: none"> Can you explain the role of a main theme in musical structure? Do you know and understand what a musical introduction is and its purpose? Can you recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, pop and funk?

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<p><u>Composition</u></p> <ul style="list-style-type: none"> Can you create music in response to music and video stimulus? Can you start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Can you use simple dynamics? Can you use rhythmic variety? Can you compose in the key of G major? How many notes did you use? <p><u>Improvisation</u></p> <ul style="list-style-type: none"> Can you improvise in the key of A minor and C minor? Can you improvise in 4/4 or 6/8 metre? <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you rehearse and learn songs from memory and/or with notation? Can you sing in 4/4 and 6/8 time? Can you sing in unison and parts, and as part of a smaller group? Can you sing 'on pitch' and 'in time'? <p><u>Notation</u></p> <ul style="list-style-type: none"> Can you explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation? Can you identify: <ul style="list-style-type: none"> Stave Treble clef Time signature Can you read and respond to minims, crotchets, quavers, dotted quavers and semiquavers? Can you recognise how notes are grouped when notated? <p>Playing instrument - This should initially be done as a whole class, with greater independence gained through smaller group performance.</p> <ul style="list-style-type: none"> Can you rehearse and learn to play a simple melodic instrumental part by ear or from notation, in G major and C minor? Can you play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform in smaller groups, as well as the whole class? Can you explain why the song was chosen, including its composer and the historical and cultural context of the song. 	<ul style="list-style-type: none"> Can you recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, pop and gospel? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you compose in the key of Eb major? How many notes did you use? <p><u>Improvisation</u></p> <ul style="list-style-type: none"> Can you improvise in the keys of A minor and C major? How many notes did you use? Can you use question and answer form when improvising? <p><u>Singing</u></p> <ul style="list-style-type: none"> Can you sing a second part in a song? Can you self-correct if lost or out of time? Can you sing expressively, with attention to breathing and phrasing? Can you sing expressively, with attention to dynamics and articulation? <p><u>Notation</u></p> <ul style="list-style-type: none"> Can you explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers? Can you understand the differences between 2/4 and 4/4 time signatures? Can you read and perform pitch notation within an octave (eg C–C' /do–do)? <p>Playing instrument - This should initially be done as a whole class, with greater independence gained in each lesson through smaller group performance.</p> <ul style="list-style-type: none"> Can you rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major and Eb major? Can you play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C' /do–do range? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you perform a range of repertoire pieces and arrangements combining acoustic instruments? Can you record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece? Can you discuss and talk musically about the strengths and weaknesses of a performance? 	<p><u>Composition</u></p> <ul style="list-style-type: none"> Can you create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests in the key of G major? Can you use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)? <p><u>Improvisation</u></p> <ul style="list-style-type: none"> Can you improvise in the key of C major? Can you improvise in 2/4 and 4/4 metre? Can you improvise over a simple groove, responding to the beat and creating a satisfying melodic shape? Can you experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)? <p><u>Singing</u></p> <ul style="list-style-type: none"> Have you developed confidence as a soloist? Can you talk about the different styles of singing used for different styles of song? Can you talk confidently about how connected you feel to the music and how it connects in the world? Can you respond to a leader or conductor? <p><u>Notation</u></p> <ul style="list-style-type: none"> Can you explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers? Can you identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign? <p>Playing instrument - This should initially be done as a whole class, with greater independence gained in each lesson through smaller group performance.</p> <ul style="list-style-type: none"> Can you rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major and G major? Can you play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C' /do–do range? <p><u>Performance</u></p> <ul style="list-style-type: none"> Can you create, rehearse and present a holistic performance for a specific purpose, for an audience? Can you perform from memory or with notation, with confidence and accuracy? Can you collect feedback from the audience and reflect how future performances might be different?
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Key Vocabulary	rhythmic patterns, dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, rests, Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure. Instruments – string instruments, violin, cello, double bass, guitar, bass guitar, ukelele, wind instruments, flute, clarinet, brass instruments, trumpet, trombone, horn, saxophone, percussion instruments, drum, cymbal, maracas (shaker), tambourine, glockenspiel, xylophone, piano, keyboard, voices, male, female Melody, backing music, improvise, compose, sing, play, dance, perform, rehearse, patterns, riffs, chorus, verse, time signature, treble cleff, stave, pentatonic, major, articulation, minor	rhythmic patterns, dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, rests, Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure. Instruments – string instruments, violin, cello, double bass, guitar, bass guitar, ukelele, wind instruments, flute, clarinet, brass instruments, trumpet, trombone, horn, saxophone, percussion instruments, drum, cymbal, maracas (shaker), tambourine, glockenspiel, xylophone, piano, keyboard, voices, male, female Melody, backing music, improvise, compose, sing, play, dance, perform, rehearse, patterns, riffs, chorus, verse, time signature, treble cleff, stave, pentatonic, major, articulation, minor	rhythmic patterns, dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, rests, Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure. Instruments – string instruments, violin, cello, double bass, guitar, bass guitar, ukelele, wind instruments, flute, clarinet, brass instruments, trumpet, trombone, horn, saxophone, percussion instruments, drum, cymbal, maracas (shaker), tambourine, glockenspiel, xylophone, piano, keyboard, voices, male, female Melody, backing music, improvise, compose, sing, play, dance, perform, rehearse, patterns, riffs, chorus, verse, time signature, treble cleff, stave, pentatonic, major, articulation, minor
SMSC	<p>Spiritual – Exploring how music shapes our way of life. Moral – Exploring how to express ourselves to others through song. Exploring how music makes us feel. Social – Exploring how music brings us together. Cultural – Exploring how music connects us with our past</p>		
Year 6	<p><u>Music and Technology</u> How does music bring us together?</p> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you find and keep a steady beat? Can you listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation? <p><u>Listening – when listening to a piece of music –</u></p> <ul style="list-style-type: none"> Can you talk about feelings created by the music? Can you justify a personal opinion with reference to Musical Elements? Can you identify 2/4 and 4/4? Can you identify the musical style of a song using some musical vocabulary to discuss its Musical Elements? 	<p><u>Creative composition</u> How does music improve our world?</p> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you copy back melodic patterns in the key of C major? <p><u>Listening – when listening to a piece of music –</u></p> <ul style="list-style-type: none"> Can you discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break? Can you explain a bridge passage and its position in a song? Can you explain the role of a main theme in musical structure? Do you know and understand what a musical introduction and outro is, and its purpose? <p><u>Singing</u></p>	<p><u>Improvising with confidence</u> How does music shape our way of life?</p> <p><u>Musicianship</u></p> <ul style="list-style-type: none"> Can you use body percussion, instruments and voices in the key centres of: G major, F minor and D minor, in the time signatures of: 4/4, 5/4 and 6/8? <p><u>Listening – when listening to a piece of music –</u></p> <ul style="list-style-type: none"> Can you recall by ear memorable phrases heard in the music? Can you identify major and minor tonality? Can you identify different styles of music? Can you identify key features of these styles?

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<p><u>Singing</u></p> <ul style="list-style-type: none"> Can you demonstrate and maintain good posture and breath control whilst singing? Can you sing expressively, with attention to breathing and phrasing? Can you sing expressively, with attention to dynamics and articulation? Can you lead a singing rehearsal? <p><u>Improvisation</u></p> <ul style="list-style-type: none"> Can you explore improvisation within C major? How many notes did you use? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you create music in response to music and video stimulus? Can you use music technology, if available, to capture, change and combine sounds? Can you start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form)? Can you use simple dynamics? Can you use rhythmic variety? Can you compose in G major? <p><u>Notation</u></p> <ul style="list-style-type: none"> Can you explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation? Can you identify; the stave, the treble clef and the time signature? <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> Can you rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, G major and D major? Can you 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 (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)? <p><u>Performing</u></p> <ul style="list-style-type: none"> Can you create, rehearse and present a holistic performance for a specific event, for an unknown audience? Can a student or a group of students rehearse and lead parts of the performance? 	<ul style="list-style-type: none"> Can you rehearse and learn songs from memory and/or with notation? Can you Sing in 2/4 and 4/4? Can you sing syncopated melodic patterns? <p><u>Improvisation</u></p> <ul style="list-style-type: none"> Can you improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation? Can you improvise in the key of C Major? How many notes did you use? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you compose a ternary (ABA form) piece; using available music software/apps to create and record it, discussing how musical contrasts are achieved? Can you use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)? Can you use full scale in D minor? Can you create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests? <p><u>Notation</u></p> <ul style="list-style-type: none"> Can you read and respond to minims, crotchets, quavers, dotted quavers and semiquavers? Can you recognise how notes are grouped when notated? <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> Can you rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, E_b major and D minor? Can you 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 (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)? <p><u>Performing</u></p> <ul style="list-style-type: none"> Can you perform from memory or with notation? Can you understand the value of choreographing any aspect of a performance? Can you understand the importance of the performing space and how to use it? 	<p><u>Singing</u></p> <ul style="list-style-type: none"> Can you sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style? Can you continue to sing in parts where appropriate? Can you sing with and without an accompaniment. Can you talk about the different styles of singing used for the different styles of songs sung in this year? Can you discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world? <p><u>Notation</u></p> <ul style="list-style-type: none"> Can you explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers? Can you identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign? <p><u>Performing</u></p> <ul style="list-style-type: none"> Can you create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts? Can you record the performance and compare it to a previous performance? Can you collect feedback from the audience and reflect how the audience believed in the performance? Can you discuss how the performance might change if it was repeated in a larger/smaller performance space? <p><u>Improvisation</u></p> <ul style="list-style-type: none"> Can you explore improvisation within G major? Can you improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation? <p><u>Composition</u></p> <ul style="list-style-type: none"> Can you plan and compose an 8 or 16-beat melodic phrase in F minor, and incorporate rhythmic variety and interest? Can you play this melody on available tuned percussion and/or orchestral instruments? Can you notate this melody? Can you enhance this melody with rhythmic or simple chordal accompaniment? <p><u>Playing instruments</u></p>
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SUBJECT: Music



Vision: For children to experience and find enjoyment in a variety of first-hand opportunities to listen, perform and compose music from across a wide range of historical periods, genres, styles and traditions.

			<ul style="list-style-type: none"> Can you rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of G major and F minor? Can you play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)?
Key Vocabulary	Adagio, crotchet, minim, quaver, semiquaver, time signature, major, minor, soul, pop, bar, flats, sharps, Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure. Adagio, major, minor, crotchet, minim, quaver, semiquaver, flats, sharps, pop, disco, rock 'n' roll	Musical elements – pulse, beat, rhythm, pitch, tempo, dynamics, timbre, texture, structure. Adagio, major, minor, crotchet, minim, quaver, semiquaver, flats, sharps, pop, soul
SMSC	<p>Spiritual – Discussing and discovering how connected we are to music and songs Moral – Building confidence in collecting feedback and reflecting on this in relation to ourselves and others. Social – Developing communication with others whilst performing to create confident group performances. Cultural – Discussing with others how the songs and styles are connected to the World.</p>		
Year 7	<p><u>Singing and Vocal Technique</u></p> <ul style="list-style-type: none"> Can you apply correct vocal technique when singing, (posture, breath control, diction)? Can you learn melodies orally through call and response? Can you sing a round with confidence? Can you sing in two part harmony with confidence? Can you express the song effectively when singing? Can you sing a solo within a performance with confidence and expression? 	<p><u>Introduction to rhythm and STOMP</u></p> <ul style="list-style-type: none"> Do you understand note durations and simple rhythm notation? Do you understand about time signatures and bar lines in relation to rhythms? Can you write rhythmic notations? Can you create your own rhythmic ostinatos? Do you understand different textures? Can you compose in the style of STOMP? 	<p><u>Introduction to Pitch and Keyboard Course</u></p> <ul style="list-style-type: none"> Can you read treble clef notation and read shar[s and flats? Can you play a simple melody with your right hand using correct figure technique? Can you read bass clef notation? Can you play the baseline with your left hand using correct finger technique? Can you put the right and left hand parts together and perform the piece fluently? Can you look at the finer details of the performance, shaping the music, specifically focusing on dynamics?
Key Vocabulary	Singing, vocals, posture, breath control, diction, call and response, confidence, harmony, round, solo	Rhythm, crotchets, minims, semibreves, rests, ostinato, texture	Treble clef, melody, bass, keyboard, dynamics, notation, treble clef, bass clef
SMSC	<p>Spiritual – To reflect on spiritual understanding through music Moral – Listen and support others while engaged in musical activities. Social – To work at a group to learn and perform together. Cultural – To develop a greater understanding of the importance of music in different cultures.</p>		