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**Wibsey Primary School**

**Music Cumulative Curriculum**

**By the end of Year 6 our pupils will:**

* 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.

At Wibsey Music is predominantly taught by a Music specialist who is permanent member of school staff (UQT), with teachers also teaching singing and vocal work and listening and appraise.

**Pupils at Wibsey will be taught to:**

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|  | **Nursery** | **Reception** | | **Year 1** | | **Year 2** | | **Year 3** | | | **Year 4** | | **Year 5** | | **Year 6** |
| **Curriculum Coverage**  **Music at Wibsey is taught within a 2-year rolling programme.** | Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music  Sing a range of well-known nursery rhymes and songs | Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music  Sing a range of well-known nursery rhymes and songs | | 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. | | 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. | | Sing with increasing confidence and control.  To perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purpose 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. | | | Sing with increasing confidence and control.  To perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purpose 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. | | Sing with increasing confidence and control.  To perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purpose 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. | | Sing with increasing confidence and control.  To perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  Improvise and compose music for a range of purpose 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. |
| **Singing and vocal work** | **Pupils in Nursery will be taught:**  To listen carefully to sounds  How to imitate different sounds with their voice – loud / quiet, soft / spikey  To join in with Nursery rhymes and simple songs and begin to sing at different speeds (tempo) and high and low (pitch)  To think about a steady beat when performing movements (clapping and body percussion) | **Pupils in Reception will be taught:**  To listen carefully to sounds, music and instruments  To explore singing at different speeds (tempo)  To explore how to use their voice in different ways (speaking, singing and chanting) to make sounds – (high / low; loud / quiet, soft / smooth / spikey) to create mood and feeling  To sing simple songs  The meaning of the word ‘pulse’  How to clap to a steady beat | | **Pupils in Year 1 will be taught:**  To identify the differences in pitch in different sounds  How to use their own voices to copy changes in pitch (high / low) to create different effects  How to make long and short sounds using their voice  How to use their voice and follow a melody when singing  To sing at different speeds and high / low  To sing to an audience | | **Pupils in Year 2 will be taught:**  To sing with accuracy with a limited range of pitch.  To follow instructions for when and how to sing.  How to imitate changes of pitch accurately.  To use their voice to sing and perform songs with expression to create dramatic effect | | **Pupils in Year 3 will be taught:**  To use their voices to sing in tune  To accurately sing songs with a larger range of pitch  How to maintain a simple part when singing collaboratively within a group and sing in a two-part round  The importance of listening carefully to identify the appropriate start and end points when singing  The importance of pronouncing words clearly when singing | | | **Pupils in Year 4 will be taught:**  How to maintain a simple part when singing collaboratively within a group and how to sing in a four-part round  To listen carefully to identify appropriate start and end points when singing and respond appropriately  How to control their voice when singing  How to use good articulation and project their voice when required | | **Pupils in Year 5 will be taught:**  To sing a solo and as part of a group.  How to sing a simple harmony  To sing songs from memory using accurate differentiated pitch  How to use controlled breathing when singing  How to sing with self- control | | **Pupils in Year 6 will be taught:**  To sing from memory with confidence and accuracy.  How to hold a harmony part accurately when singing both in a group and alone  How to sing with controlled breathing and phrasing with measured breath |
| **Playing and performing** | **Pupils in Nursery will experience playing:**  Tambourine / xylophone / bells / shakers / shells / bongos / triangles / wooden blocks and scrapers | **Pupils in Reception will experience playing:**  xylophones / jingle bells / tambourines / castanets / maracas / wooden scrapers / wooden blocks | | **Pupils in Year 1 will experience playing:**  Chime bars / glocks / boomwhackers / rhythm sticks | | **Pupils in Year 2 will experience playing:**  Glocks / boomwhackers / rhythm sticks / hand bells / keyboards | | **Pupils in Year 3 will experience playing:**  Glockenspiel  Recorder  Ukulele | | | **Pupils in Year 4 will experience playing:**  Woodwind or brass | | **Pupils in Year 5 will experience playing:**  Woodwind or brass | | **Pupils in Year 6 will experience playing:**  Glocks / boomwhackers / jumbie jams / hand bells / keyboards |
| **Pupils in Nursery will be taught:**  How to create different sounds by hitting, scraping, shaking and blowing different objects  How to use their motor skills to control the different sounds – loud and quiet | **Pupils in Reception will be taught:**  How to use their fine motor skills to control the different sounds they make when playing an instrument – loud and quiet | | **Pupils in Year 1 will be taught:**  To listen carefully and copy sounds created by a leader  What the pulse / beat is, how to identify it and how to clap or tap along to the beat of the music  How to play fast and slow, loud and quiet with their or body when asked  The meaning of the terms timbre, tempo and dynamics | | **Pupils in Year 2 will be taught:**  To perform to others.  To listen carefully and notice when the speed (tempo) and volume (dynamics) change  How to change the speed (tempo) and volume (dynamics) when playing  The meaning of the term ‘pulse’ and how to demonstrate this when following a leader  To keep in time with the music when playing (with support) | | **Pupils in Year 3 will be taught:**  To perform rhythms with untuned percussion.  To play tuned instruments  The difference between tuned and untuned instruments when they are played  The term ‘pitch’ and that tuned instruments have pitch  That a note is the representation of a musical sound and represent the pitch of a sound  How the different notes (C,D,E,F,G,A and B) are positioned on a stave to correspond with notes/keys on an instrument | | | **Pupils in Year 4 will be taught:**  To play notes on tuned instruments.  To play a variety of rhythms on untuned instruments with control and a good sense of pulse.  How an instrument is constructed and played to create a controlled sound  That notes have different lengths and how to put these together to form a rhythm  That a note can represent the pitch and duration of a sound  To read formal notation on a stave with an understanding of note length. – minim, crotchet, quaver, semi-quaver, breve, semibreve  How to use a variety of different note lengths to form a rhythm and fit them with the pulse  To identify that notes have different colours and shapes to represent the length of the not  To perform to others with an awareness of an audience’s needs. | | **Pupils in Year 5 will be taught:**  To play tuned instruments and untuned percussion with an appropriate pulse and a growing awareness of combining dynamics, duration, timbre, texture, structure and pitch.  What an ostinato is  To play simple ostinatos on tuned instruments.  To notice the rhythm of the ostinatos and be able to copy it in time with the pulse  That different elements of music combine to help to put a piece of music together.  To recognize that music has a start and end point to make it complete and that these are important when performing to an audience | | **Pupils in Year 6 will be taught:**  To play tuned and untuned percussion with confidence as part of an ensemble or solo.  To maintain an appropriate pulse with a comprehensive awareness of dynamics, duration, timbre, texture, structure and pitch.  Identify the different elements within a piece of music  To understand  how the elements of music work together to produce a piece of music  Recognise how notation is written and follow it when playing an instrument – include rest, repeat |
| **Improvisation** | **Pupils in Nursery will be taught:**  To use motor skills to make sounds using instruments  To use different parts of their body to make different sounds | **Pupils in Reception will be taught:**  To explore sounds through using their voice and fine motor skills to play instruments and body percussion | | **Pupils in Year 1 will be taught:**  What a rhythmic pattern is  How to use different parts of their body, voices and instruments to play a simple rhythmic pattern  How to improvise using a simple rhythmic pattern using one or two notes and play them on tuned instruments  How to use instruments/different parts of their body to play a simple question and answer rhythm | | **Pupils in Year 2 will be taught:**  How to create more complex rhythmic patterns using two notes and perform them on tuned instruments with increasing control  What pulse is and how to use instruments/different parts of their body to keep a simple pulse going along to a piece music  What question and answer rhythms are and how to use instruments to play a simple sequence of question and answer rhythms  How some dimensions: tempo and dynamics are used as part of a creation to give effect | | **Pupils in Year 3 will be taught:**  How to use a number of rhythmic patterns together to create a melody  To create a simple rhythmic pattern with two notes using voice, sounds and instruments that will complement a piece of music | | | **Pupils in Year 4 will be taught:**  To use three notes to improvise, along with sounds, voice and instruments  How to create a more complex rhythmic pattern using three notes that will complement a piece of music  How to use their knowledge of a variety of different call and response rhythmic patterns to alternate with peers  To use their knowledge of how tempo and rhythm are used as part of a creation to give effect when improvising | | **Pupils in Year 5 will be taught:**  To understand the term “riff” and know what it is  To put an increasing number of complex rhythmic patterns, which use three notes together, and understand that they need to repeat these to produce a “riff”. Use voice, sounds and instruments.  To use their knowledge of how all dimensions: tempo and dynamics are used as part of a creation to give an overall effect when improvising  To use their knowledge of a variety of different call and response rhythmic patterns to alternate with peers | | **Pupils in Year 6 will be taught:**  To understand the term “head” and know what it is  Use an increasing number of complex rhythmic patterns together understanding that they need to repeat to produce a “head” that fits with the pulse  To improvise with up to five notes using voice, sounds and instruments  To create and play with confidence a more complex rhythmic pattern using five notes that will complement a piece of music  To use their knowledge of a greater variety of different call and response rhythmic patterns to alternate with peers  To use their knowledge of all dimensions of music and use them as part of a creation to give an overall effect when improvising |
| **Composition** | **Pupils in Nursery will be taught:**  To use motor skills in a controlled way to make different sounds  To use different parts of their body and by hitting, scraping, shaking and blowing to make different sounds | **Pupils in Reception will be taught:**  To use fine motor skills in a controlled way to make different sounds when using different parts of their body and by hitting, scraping, shaking and blowing to make different sounds | | **Pupils in Year 1 will be taught:**  To use two rhythmic shape cards to create a simple rhythmic pattern  To create different sounds using a variety of different methods including body percussion, voices and instruments, recording them using picture / graphic notation | | **Pupils in Year 2 will be taught:**  To utilise body percussion, voices and instruments with confidence and awareness of pulse to create different effects.  That a composition needs a beginning, middle and end  To combine a beginning, middle and end together to make a composition  To use symbols to record the sounds that they have created  To useknowledge of colours or symbols used for differentinstruments to create music | | **Pupils in Year 3 will be taught:**  How to create basic rhythms using a rhythm grid.  To use their knowledge of shape patterns and how to fit them into a rhythm grid  To use up to three different notes to compose a simple melody using graphic or standard notation  To use two elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo) to show contrasts in their compositions | | | **Pupils in Year 4 will be taught:**  What a stave is and how to place notes on the stave when composing  To use a scale to produce a simple tune using notes on the stave  To use their knowledge of more complex shape patterns and how to fit them into a rhythm grid  To use two elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo) in their composition | | **Pupils in Year 5 will be taught:**  To understand that a composition has a simple structure: beginning, middle and end  To use their knowledge of beginning, middle and end when producing a simple composition  How to use a scale including the pentatonic notes to produce a simple tune using notes on the stave and record it  Use all the elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo) to show contrast in their composition | | **Pupils in Year 6 will be taught:**  To use knowledge of set structures when composing a more complex composition  To use their knowledge of a scale including the pentatonic notes to produce a more complex tune using notes on the stave and record it  To combine selected musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo) within their tune |
| **Listening and appraising** | **Pupils in Nursery will be taught:**  To use simple listening skills and comment on whether they like a piece of music or not | **Pupils will be taught:**  Use simple listening skills and comment on whether they like it or not and comment on how it made them feel | | **Pupils will be taught:**  Understand the term ‘dynamics’ and identify it in a piece of music and say how it made the music change  Use simple listening skills and comment on whether they like it or not and comment on how it made them feel | | **Pupils will be taught:**  Identify two or more of the elements and how it impacts the music  Listen and comment on whether they like a piece of music or not and comment on how it made them feel | | **Pupils will be taught:**  Identify the different elements and how it impacts the music  Listen carefully to music and comment on whether they like it or not and comment on how it made them feel | | | **Pupils will be taught:**  Identify the different elements within the music  and describe the impact and the effects it creates  Listen carefully to music and comment on whether they like it or not and comment on how it made them feel | | **Pupils will be taught:**  Notice how the elements impact on the music and describe the effects it creates using simple musical language  Listen carefully to music and comment on whether they like it or not and comment on how it made them feel | | **Pupils will be taught:**  Notice how the elements impact on the music and describe the effects it creates using more complex musical language |
| **Listening and Appraise Entitlement** | Across school children follow the Charanga Scheme for the History of Music  All children, as they progress across the school, are exposed to the History of Music from Early Music to Contemporary and a number of composers from across the musical timeline eg Vivaldi, Mozart, Holst, McCartney  **The basic entitlement is**   * Baroque Period - Johan Sebastian Bach (1685 – 1750)   George Frideric Handel (1685 – 1759)   * Classical Period – Wolfgang Amadeus Mozart – (1756-1791)   Ludwig Van Beethoven- (1770- 1827)   * Romantic Period – Peter Ilyich Tchaikovsky (1840-1893)   Johannes Brahms (1833-1897)   * Early/Mid-20th - Igor Stravinsky (1882- 1971)   Benjamin Britton (1913-1976)   * Contemporary – John Williams (1932-present)   Sami Yusuf (1980-present) | | | | | | | | | | | | | | |
| **Cross curricular listening** | Class teachers incorporate music and singing provision into their thematic work drawing from Charanga, Sparkyard and Sing Up | | | | | | | | | | | | | | |
| **Reception**  A variety of well known nursery rhymes | **Year 1**  on ilkley moor bar t'at  (Where I live) If I Were a Toy(Toys)Wuauquikuna mother earth(Plants)Circle of Life- Elton John(Animals) Jambo Bwana  Circle of Life yEpic Orchestral version  (Africa) | **Year 2**  Sparkyard – Neil Armstrong and Christopher Columbus songs Ruelle - Walking on The MoonStar Wars Main Theme (Explorers) Baroque Chamber Strings (Great Fire of London)  beautiful india music.  (Non-European countries-India)  Nathan Evans The Last sea Shanty  (Yorkshire Dales & Coast) | | **Year 3**  Ancient Music - Stone Age  (Stone age → Iron age)  Italian national anthem  (Italy) National Anthem of Roman Empire (Romans)  Volcanoes sound track- Tracks 1&2  (Volcanoes) | | **Year 4**  Handel water music-air  (Rivers)  Matchstick men and matchstalk cats and dog  (Industrial Revolution) Anglo-Saxon Folk Music - "Wælheall" (Anglo Saxons)  13 pipes basto natural  (South America)  Pharaoh Ramses ii  (Ancient Egyptians) | | | **Year 5** Gustav Holst- The Planets, Full SuiteRuelle - Walking on The MoonStar Wars Main Theme (Earth and Space). Nordic/Viking Music - Fólkvangr (Vikings) Zorba The Greek Dance (Ancient Greeks) | | **Year 6**  We'll Meet Again - Vera Lynn -  (WII)  Dam busters march  (WII) "World Trade Centre" by Craig Armstrong. (Global trading)  Handel water music suite 2  (Rivers and mountains)  Evolution Cells divide  (Evolution) | |  | |
| **Key concepts**  **Composition**  **Performance**  **Musicianship** | **Composing** | | | | | | | | | | | | | | |
| Instruments and body parts can be used to make sounds | Different sounds can be made by using the voice, instruments and body parts | | A rhythmic pattern can be created using the voice, instruments and body parts and recorded using picture notation | | Sounds are recorded using symbols notation | | Compositions use notes with different pitch - these are recorded using formal notation | | | Compositions use notes with different lengths – these are recorded  Formal notation | | Compositions have a simple structure: beginning, middle and end | | Set structures organise more complex compositions |
| **Performing** | | | | | | | | | | | | | | |
| Different sounds can be created by hitting, scraping, shaking and blowing | Sounds can be controlled – loud / soft | | Music contains contrasts - fast / slow; loud / quiet | | The tempo (speed) and dynamics (volume) can change during a piece of music | | Using tuned instruments enable changes in pitch | | | Standard notation tells the musician what to play and how | | Music has a start and end point | | The different elements of music combine to put a piece of music together |
| **Musicianship**  **Understanding Music** | | | | | | | | | | | | | | |
| Music has a beat | Music can be controlled | | Music can be controlled to give a desired effect | | The elements of music can change within a piece to create different effects | | All pieces of music played have a structure: a beginning, middle and end | | | The standard notation tells the musician how the piece is to be played | | Within a piece of music all the elements can be used to provide contrasts across the piece | | The musical elements combine uniquely in each piece of music |
| **Vocabulary** | Music, Dynamics, loud, quiet, beat | Music, Dynamics, loud, quiet, beat, pulse, high, low | | Music, Dynamics, loud, quiet, soft, silent, pitch, high, low, beat, pulse, rhythm, pattern | | Music, Dynamics, loud, quiet, soft, silent, pitch, high, low, Tempo, fast slow, rhythm, beat, pulse | | Music, Dynamics, loud, quiet, soft, silent, pitch, high, low, Tempo, fast slow, riff, rhythm, beat, pulse, pianissimo, piano, metzo piano, metzo forte, forte, fortissimo, crescendo, diminuendo | | | Music, Dynamics, loud, quiet, soft, silent, pitch, high, low, Tempo, fast slow, riff, rhythm, beat pulse, pianissimo, piano, metzo piano, metzo forte, forte, fortissimo, crescendo, diminuendo | | Music, Dynamics, loud, quiet, soft, silent, pitch, high, low, Tempo, fast slow, riff, Ostinato, Texture, Duration, rhythm, beat pulse, pianissimo, piano, metzo piano, metzo forte, forte, fortissimo, crescendo, diminuendo | | Music, Dynamics, loud, quiet, soft, silent, pitch, high, low, Tempo, fast slow, riff, Ostinato, Texture, Duration, rhythm, beat pulse, pianissimo, piano, metzo piano, metzo forte, forte, fortissimo, crescendo, diminuendo |
| **Core learning experiences** | Singing with parents and the Christmas Sing Along | Performance for parents - Nativity | | Performance for parents - Nativity | | Performance for parents – Nativity | | Performance for parents – Easter Production / Carols round the Tree | | | Performance for parents – Easter Production / Carols round the Tree | | Performance for parents – Carols round the Tree | | Performance for parents – End of Year Production / Carols round the Tree |
| **End points**  **Singing and vocal work**  **Playing and performing**  **Improvisation**  **Composition**  **Listen and appraise** | **By the end of N, pupils:**  Make a variety of sounds with their own voices  Join in familiar simple songs and rhymes.  Demonstrate how to create loud and quiet sounds by hitting, shaking, scraping and blowing a range of objects  Create a variety of sounds through playing instruments, body percussion and voice  Listen to a range of music appropriate to age range and say if they like it or not | **By the end of R, pupils:**  Explore sounds created from their own voice and sing familiar songs and rhymes  Create a range of different sounds by hitting, shaking, scraping and blowing a range of objects  Create a variety of controlled sounds through using fine motor skills when playing instruments and body percussion  Explain how a piece of age appropriate music makes them feel | | **By the end of Y1, pupils:**  Explore sounds created from their own voice and sing songs with changes in pitch whilst following a simple melody  Create sounds that are loud and quiet, fast and slow when playing given instruments  Improvise using a simple rhythmic pattern comprising one or two notes  Creates different sounds and simple rhythmic patterns  by utilising body percussion, voices and instruments and records them using picture / graphic notation  Can listen and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.  Explain how a piece of age appropriate music makes them feel and analyse how the use of dynamics made the music change | | **By the end of Y2, pupils:**  Accurately sing songs with changes in pitch and with some expression  Identify timbre, dynamics and tempo when playing a piece of music and compare and contrast where these change  Creates music and copies sounds that demonstrate pulse and changes in tempo and dynamics  Demonstrate question and answer rhythms  Demonstrate an awareness of pulse when using body percussion, voices and instruments  Improvise a simple rhythmic pattern comprising two notes and integrate tempo and dynamics to create effect and perform using a tuned instrument  Creates music and records sounds by using picture/symbol notation for different instruments  Create a simple rhythmic pattern with a beginning, middle and end and records using symbols  Explain how a piece of age appropriate music makes them feel and analyse two elements impacted on the music and made it change | | **By the end of Y3 pupils:**  Sing pronouncing words clearly, with accurate pitch whilst maintaining a simple part in a two-part round  Create and play rhythms with untuned percussion demonstrating good control  Create music with tuned instruments by reading standard and other forms of notation and playing the notes correctly  Create their own rhythms, using two notes, and combine them to create melodies  Create basic rhythms using three notes and a rhythm grid  Compose simple melodies which demonstrate selected musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo) and record pitch using graphic or standard notation  Explain how the different elements impact on a piece of music | | | **By the end of Y4, pupils:**  Sing with secure voice control, pronouncing words clearly, with accurate pitch whilst maintaining a simple part within a four-part round  Creates a variety of rhythms on untuned instruments with control and a good sense of pulse.  Create music on tuned instruments by reading formal notation on a stave, showing understanding of note length and playing the notes carefully  Compose their own rhythms using at least three notes, using voice, sounds and instruments, and combine them to create melodies and integrate tempo and rhythm as part of their creation  Demonstrate call and respond  Create rhythms using a rhythm grid.  Compose more complex melodies using graphic or standard notation to record note length and pitch.  Compose more complex melodies which demonstrate the contrast between two different elements in their composition: pulse, rhythm, pitch, texture, timbre, dynamics and tempo  Explain how the different elements impact on the music and describe the effects it creates | | **By the end of Y5, pupils:**  Sing a harmony either a solo or as part of a group with controlled breathing  Create music by playing tuned instruments and untuned percussion with an appropriate pulse and a growing awareness of combining dynamics, duration, timbre, texture, structure and pitch.  Play a piece of music with a clearly defined start and finish  Play simple ostinatos accurately on tuned instruments.  Create repeated complex rhythms and melodies to produce a “riff”  Demonstrate different call and response rhythmic patterns  Create and play with confidence a more complex rhythmic pattern using three notes, voices, sound and instruments that will complement a piece of music and integrate rhythm, tempo and dynamics as part of the creation  Compose pieces of music that follow simple structures and combine selected musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo), recording their compositions using graphic and standard notation  Explain, using musical terms, the effects that the different elements have on the music | | **By the end of Y6, pupils:**    Hold a harmony, either as a solo or as part of a group, with controlled breathing and phrasing when singing  Create a piece of music by using relevant notation as appropriate to play tuned and untuned percussion confidently and as part of an ensemble or solo  Demonstrate the ability to maintain an appropriate pulse with a comprehensive awareness of dynamics, duration, timbre, texture, structure and pitch  Create more complex rhythms, using five notes, that lead to melodies, repeating these to create a “riff” or “head”  Create improvisations with up to five notes, using voice, sound and instruments and rhythm, tempo, and dynamics as part of the creation  Create improvisations that integrate a deeper knowledge of the interrelated dimensions of music  Compose creative pieces of music that follow set structures and combine musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo) to demonstrate contrast within their pieces and use standard notation to develop and record their compositions  Explain, using more complex musical terms, the effects that the different elements have on the music |
| **Greater Depth** | Can children sing songs, make music and dance, and experiment with ways of changing them? | Can they talk about features of their own and others’ work, recognising the differences between them and the strengths of others?  Can children talk about the ideas and processes which have led them to make music, designs, images or products?  Can they skip in time to music? | | Can they perform a rhythm to a steady pulse?  Can they give a reason for choosing an instrument?  Can they identify texture - listening for whether there is more than one sound at the same time?  Can they identify musical structure in a piece of music (verse, chorus etc)? | | Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?  Can they use simple structures (e.g. repetition and order) in a piece of music?  Do they know that phrases are where we breathe in a song?  Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect? | | Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?  Can they compose a simple piece of music that they can recall to use again?  Do they understand metre in 4 beats; then 3 beats?  Can they recognise changes in sounds that move incrementally and more dramatically?  Can they compare repetition, contrast and variation within a piece of music? | | | Can they use selected pitches simultaneously to produce simple harmony?  Can they explore and use sets of pitches, e.g.4 or 5 note scales?  Can they show how they can use dynamics to provide contrast?  Can they identify how a change in timbre can change the effect of a piece of music? | | Can they use pitches simultaneously to produce harmony by building up simple chords?  Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?  Do they understand the relation between pulse and syncopated patterns?  Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?  Can they explain how tempo changes the character of music?  Can they identify where a gradual change in dynamics has helped to shape a phrase of music? | | Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?  Can they show how a small change of tempo can make a piece of music more effective?  Do they use the full range of chromatic pitches to build melodic lines and bass lines?  Can they appraise the introductions, interludes and endings for songs and compositions they have created? |
| **The History of Music** | Across school children follow the Charanga Scheme for the History of Music  All children, as they progress across the school, are exposed to the History of Music from Early Music to Contemporary and a number of composers from across the musical timeline eg Vivaldi, Mozart, Holst, McCartney  Class teachers incorporate music and singing provision into their thematic work drawing from Charanga, Sparkyard and Sing Up | | | | | | | | | | | | | | |
| **Key concepts**  **Chronology**  **Similarity and difference**  **Significance** | **Chronology** | | | | | | | | | | | | | | |
| Not all music is the same | | | Music changes over time | | | | | Music has a history and changes over time  Music can be sequenced chronologically | | | | | | |
| **Similarity and difference** | | | | | | | | | | | | | | |
| Not all music is the same | | | A piece of music changes | | The different elements can be identified within a singular piece | | The different elements can be compared and contrasted within a singular piece | | | The different elements create different effects within a piece of music | | Different elements impact differently across the structure of a piece of music | | The combination of unique aspects within a piece of music can be identified and provide similarity and difference across a piece |
| **Significance** | | | | | | | | | | | | | | |
| I know some songs | Some songs are significant to me | | Some composers are famous  Some songs are known by most people | | | | Some composers are significant nationally and globally  Some pieces of music are significant both nationally and globally | | | | | | | |

**Glossary of music terms**

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| Beat  Crescendo  Diminuendo  Duration  Dynamics  Forte  Fortissimo  Head  Inter-related dimensions  Metzo Forte  Metzo piano  Ostinato  Piano  Pianissimo  Pitch  Pulse  Riff  Rhythm  Tempo  Texture | the basic rhythmic unit of a measure, or bar,    a gradual increase especially in the loudness of music.    a decrease in loudness in a piece of music.  the length of time each note is played for.  the variation in loudness between notes or phrases    meaning "**loud or strong**"     means ''**very loud**.  The term "head" is most often used in jazz and may refer to the thematic melody, an instance of it in a performance of the song, or a more abstract compilation of ideas as to what the song is. It may also, though uncommonly, refer to the first section of the melody, or the theme riff in the melody.  understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.    meaning moderately loud    meaning moderately soft  a continually repeated musical phrase or rhythm.    meaning play softly/quietly    meaning very softly/quietly  how high or low a note sounds.  In music theory, the pulse is a series of uniformly spaced beats—either audible or implied that sets the tempo and is the scaffolding for the rhythm.  a repeated pattern, or melody.  the placement of sounds in time.  the speed at which a piece of music should be played.    is how the tempo, melodic, and harmonic materials are combined in a musical composition, determining the overall quality of the sound. |