

Content and progression in MUSIC

Nether Edge Primary School 2020/2021



By the end of Year 6, pupils will:

Skills, knowledge and experiences

1. Know and understand the interrelated dimensions of music and confidently use this knowledge in different musical contexts
2. Be able to listen with attention to detail to live and recorded music
3. Be able to appreciate high quality music from a range of times and places
4. Be able to play and perform with instruments by themselves and in ensembles
5. Be able to improvise and compose
6. Be able to sing tunefully and perform by themselves and in ensembles
7. Be able to use and understand the musical staff and musical notation
8. Have developed an understanding of music over time through genres and famous compositions
9. Have attended at least one live music performance during their time at primary school

Interrelated dimensions of music – to be referenced every year	Musical genres – one to be taught each year
<ul style="list-style-type: none"> • tempo • pitch • dynamics • timbre • duration • rhythm • structure • pulse • texture 	<ul style="list-style-type: none"> • Year 1 – Old school hip hop • Year 2 – Music of South Africa • Year 3 – Reggae • Year 4 – Disco • Year 5 – Motown • Year 6 – Jazz

Knowledge of composers

To know the work of renowned composers and musicians, including when they were writing or performing music and the genre of music most associated with them

Musical values (to be taught at age-appropriate level each year)

- To listen with care and attention to detail to their own and others' music
- To perform with confidence in front of the class and a larger audience
- To play and sing with sensitivity, attention to the mood of the music and fluency, as well as awareness of the other parts in an ensemble
- To be able to experiment and innovate with confidence and imagination

Skill 1: To know and understand the interrelated dimensions of music and confidently use this knowledge in different musical contexts

Tempo	the speed of a piece of music fast, slow
Pitch	the highness or lowness of a note high, low
Dynamics	the volume of a piece of music or note quiet, loud, crescendo, diminuendo
Timbre	the unique sound or tone quality of different instruments wood, metal, skin
Duration	the length of a note short, long
Rhythm	a pattern of sounds of different lengths staccato, legato, repeating
Structure	the way a piece of music is built and what order the sections are in section, repeat, verse, chorus
Pulse	the steady beat of the music 2 time, 3 time, 4 time
Texture	how much sound we hear thick, thin, a capella, instrumental, orchestral

When listening, appraising and appreciating (Skills 2 and 3), children should be able to listen for and discuss the following:

Nursery	Tempo Pitch	Year 3	As above, plus: Duration and Rhythm
Reception	Tempo Pitch	Year 4	As above, plus: Structure
Year 1	As above, plus: Dynamics	Year 5	As above, plus: Pulse
Year 2	As above, plus: Timbre	Year 6	As above, plus: Texture

Children will encounter all dimensions of music during their music lessons, and the learning in the grid below offers opportunities to explore these dimensions in listening, playing, singing, composing and performing music.

	Tempo	Pitch	Dynamics	Timbre	Duration	Rhythm	Structure	Pulse	Texture
Nursery									
Reception									
Year 1	Play and sing at different speeds	Repeat short melodic patterns on instruments or with my voice Recognise high and low sounds	Play and sing quietly and loudly (Bjork's It's Oh So Quiet demonstrates dynamics well)	Describe the sounds that instruments make (e.g. squeaky)	Play and sing short and long notes	Repeat short rhythmic patterns	Notice repeating sections in a piece of music or song	Clap or tap a steady pulse while listening to a piece of music or a song	Combine instruments together in group compositions and performances
Year 2	Play and sing at different speeds	Repeat longer melodic patterns on instruments or with my voice Follow pitch movements with my hand, recognising high and low	Play and sing quietly and loudly	Listen to the sounds made by different instruments and compare Recognise common instruments through sight and sound	Play and sing short and long notes	Repeat longer rhythmic patterns	Notice repeating sections in a piece of music or song	Clap or tap a steady pulse while listening to a piece of music or a song	Combine instruments together in group compositions and performances
Year 3	Create changes in tempo when playing or singing, getting faster or slower Adjust speed in response to the conductor's hand movements	Tune myself to the conductor's voice and adjust as needed in response to the conductor's hand movements	Adjust volume in response to the conductor's hand movements	Know the differences between brass, strings, percussion and woodwind* Identify brass, strings, percussion and woodwind when	Identify short and long notes when listening to pieces of music (Beethoven's Fifth Symphony offers good contrasts)	Create their own rhythmic patterns	Recognise, play and sing a simple ostinato (repeated phrase) Recognise, play and sing a call and response	Clap or tap a steady pulse while listening to a piece of music or a song and identify if the music speeds up or slows down	Recognise and explore how sounds can be combined (e.g. comparing a piece of music played by an orchestra and the same piece played on a single instrument/

				listening to music			Play and sing in ternary form (ABA)		comparing a capella and accompanied songs)
Year 4	Create changes in tempo when playing or singing, getting faster or slower Adjust speed in response to the conductor's hand movements	Sing songs in tune Identify if a vocal note is out of tune	Create a crescendo and diminuendo when playing and singing	Identify some instruments within each of the instrument families when listening to music	Identify short and long notes when listening to pieces of music	Create longer rhythmic patterns	Identify the different parts of a song (verse, chorus, bridge and instrumental) and the overall structure of the song	Clap or tap a steady pulse while listening to a piece of music or a song and identify if the music speeds up or slows down	Recognise and explore how sounds can be combined (see above for example)
Year 5	Synchronise tempo as part of a group without a conductor (instruments or voice)	Sing songs in parts and maintain my own part Adjust my voice to stay in tune	Read and respond to pp, p, mf, f and ff when playing, singing and listening	Identify some instruments within each of the instrument families when listening to music Describe the effects of different sounds and instruments	Use semibreves, minims, crotchets and quavers as note durations, including rest notation (silence)	Play rhythms and patterns as part of a group, maintaining my own part	Recognise, play and sing a 12-bar blues structure (Johnny B. Goode by Chuck Berry (on Charanga) and Rock Around the Clock by Bill Haley are good examples)	Identify the strong first beat of a bar Identify if there are 2, 3 or 4 beats in a bar (2 time, 3 time and 4 time)	Recognise and explore how sounds can be combined (see above for example)
Year 6	Synchronise tempo as part of a group without a conductor, including when the speed changes (instruments or voice)	Sing songs in parts and maintain my own part Adjust my voice to stay in tune	Read and respond to pp, p, mf, f, ff, < and > when playing, singing and listening	Explain how choices of sounds or instruments are appropriate to the intentions of a piece	Use semibreves, minims, crotchets and quavers as note durations, including rest notation (silence)	Play rhythms and patterns as part of a group, maintaining my own part	Recognise, play and sing a rondo with a repeating section or refrain (ABACA etc.) (Für Elise is a good example of a repeating A section)	Identify the strong first beat of a bar Identify if there are 2, 3 or 4 beats in a bar (2 time, 3 time and 4 time)	Recognise and explore how sounds can be combined (see above for example)

* **Brass** Usually made of metal. Musician's lips 'buzz' against the mouthpiece. Air vibrates inside the instrument which then produces sound.

Woodwind Produce sound when air is blown inside. Air either passes over an edge (like in a flute), between a reed and the mouthpiece (clarinet) or two reeds (oboe).

Strings Have strings which are either plucked or bowed. Vibrating string creates the sound, and different strings have different frequencies.

Percussion Instruments need to be hit (with a beater, a hand etc.) or shaken so there is a vibration to produce sound.

**Skill 2: To be able to listen with attention to detail to live and recorded music
and
Skill 3: To be able to appreciate high quality music from a range of times and places**

When listening, appraising and appreciating (Skills 2 and 3), children should be able to listen for and discuss the following:

Nursery	Tempo Pitch	Year 3	As above, plus: Duration and Rhythm
Reception	Tempo Pitch	Year 4	As above, plus: Structure
Year 1	As above, plus: Dynamics	Year 5	As above, plus: Pulse
Year 2	As above, plus: Timbre	Year 6	As above, plus: Texture

Some suggestions of music, from a wide range of times, places and people, are as below:

NURSERY

RECEPTION

YEAR 1

Theme or type of music	Suggestions
Listening to stories and music together	<p>Peter and the Wolf with Prokofiev's score</p> <p>Owl Moon by Jane Yolen + Harry Potter theme</p> <p>The Very Busy Spider by Eric Carle + Scarlatti's Harpsichord Sonatas</p> <p>The Rainbow Fish by Marcus Pfister + The Aquarium from Saint-Saëns's The Carnival of the Animals</p> <p>Other ideas: https://www.letsplaykidsmusic.com/stories-with-classical-music-and-movement/</p>

YEAR 2

Theme or type of music	Suggestions
Listening to classical music set to animation	Individual animations from Fantasia

YEAR 3

Theme or type of music	Piece	Suggested versions and listening points
Western art music	Flight of the Bumble Bee Nikolay Rimsky Korsakov	https://www.youtube.com/watch?v=P5UL1kh9qcM <ul style="list-style-type: none"> • Part of an opera called The Tale of Tsar Saltan • Depicts the chaotic and ever-changing movement of a bumblebee • Melody mostly played on strings • Duration: Lots of very short, very fast notes
Western art music	The Swan Saint-Saëns	https://www.classicfm.com/discover-music/best-classical-music-for-kids/ <ul style="list-style-type: none"> • Part of The Carnival of the Animals suite • Melody played on a cello • Slow tempo and legato (smooth) melody
Film score	The Great Escape theme Elmer Bernstein	<ul style="list-style-type: none"> • Brass and percussion introduction makes it sound military • Strong beat makes it sound like marching • Some sections contain full orchestra with heavy brass, other sections just a single instrument (euphonium)
Vocal music	Gloria Vivaldi	<ul style="list-style-type: none"> • Written about 1715 • Religious music praising God • Sung in 4 voices: soprano (high female), alto (low female), tenor (high male), bass (low male) • Energetic and happy
Jazz/ blues/ swing and their derivatives	Sing, Sing, Sing Benny Goodman	<ul style="list-style-type: none"> • Famous big band/ swing piece • Written in 1936 • Percussion introduction, saxophones making the smoother sound, trumpets making the brassier sound, clarinet solo (played by Benny Goodman)
Music from other times	Greensleeves Possibly Henry VIII	<ul style="list-style-type: none"> • Can be played on any instrument but traditionally on a lyre • Mostly in a minor key (sounds sad) but the middle section in a major key (sounds happy)
Music from other places	Traditional Chinese music	<ul style="list-style-type: none"> • Traditionally built on the pentatonic scale (a scale with 5 notes, easily played on the keyboard as all the black notes)
Non-Western popular styles	Mundian To Bach Ke Panjabi MC	<ul style="list-style-type: none"> • Bhangra in style, which originated in the Punjab • Electronic instruments as well as traditional Indian instruments such as the dhol (a large traditional North Indian drum played with cane sticks) and the tumbi (a one-string fiddle which plays a three note riff)
'Curveball'	Sugar Plum Fairy GlassDuo	https://www.youtube.com/watch?v=QdoTdG_VNV4 <ul style="list-style-type: none"> • The sound of the glasses is similar to the timbre of the celesta, which the music was originally composed for (tinkling sound) • Sound is created when vibrations of the glass affect the air inside the glass, with the amount of water added affecting the frequency (pitch)

Your favourite piece of music		
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YEAR 4

Theme or type of music	Piece	Suggested versions and listening points
Western art music	The Waltz of the Flowers Tchaikovsky	<p>https://www.bbc.co.uk/programmes/p05dtrxx</p> <p>https://www.youtube.com/watch?v=MfusXCl6SEE helps children see the music</p> <ul style="list-style-type: none"> • Compare with the version in Fantasia • ‘Swooping’ harp throughout • Waltz time (3 beats per bar) • Clarinet solo part at around 12s and 28s
Western art music	Für Elise Beethoven	<ul style="list-style-type: none"> • Compare traditional version with: https://www.classicfm.com/discover-music/best-classical-music-for-kids/ • Written in ABACA form (A section keeps coming back with different B and C sections) • Piano • Written in a minor key so it sounds sad
Film score	Jurassic Park theme John Williams	<p>https://www.youtube.com/watch?v=oEZh88vz8b8</p> <ul style="list-style-type: none"> • Opens with a single brass instrument (French horn) then builds and builds into a richly textured piece • Not frightening but wondrous and beautiful – to demonstrate the beauty of the dinosaurs
Vocal music	Flower Duet Léo Delibes	<ul style="list-style-type: none"> • Two female voices – soprano and mezzo-soprano (Lakmé the mistress sings soprano – higher status – and Mallika the servant sings the slightly lower part) • Chorus and verses, sung in French
Jazz/ blues/ swing and their derivatives	In the Mood Glenn Miller	<p>https://www.youtube.com/watch?v=6vOUYry_5Nw</p> <ul style="list-style-type: none"> • Compare traditional version with: https://www.youtube.com/watch?v=gOuLfqL5Mc • Famous big band/ swing piece • Tenor saxophone starts • Solos on saxophones and trumpet – these are often improvised (made up on the spot)
Music from other times	Hurrian Hymn No. 6	<p>https://www.youtube.com/watch?v=QpxN2VXPMLc</p> <ul style="list-style-type: none"> • The world’s oldest known melody (1400BCE), discovered in Syria in the 1950s • Played on the lyre, a U-shaped instrument with strings
Music from other places	Guadalajara Mariachi Sol de México	<p>https://www.youtube.com/watch?v=vtRn2qmmOes</p> <ul style="list-style-type: none"> • Mariachi in style • Traditional music from Mexico • Typical instruments include violins, guitars, vihuelas (Mexican guitars), trumpets and a harp, as well as vocals

		<ul style="list-style-type: none"> • Though the songs often sound happy, they are usually sad or nostalgic in content. This example is about the city of Guadalajara in Mexico so is patriotic and emotional
Non-Western popular styles	Kang Mandor Ujang Suryana	<p>https://www.youtube.com/watch?v=F-3kPAcSHk0</p> <ul style="list-style-type: none"> • Gamelan in style (from Indonesia) • Ujang Suryana is blind • Main melody is played on xylophones • Lots of repetition throughout • Ujang Suryana plays the flute
'Curveball'	4'33" John Cage	<p>https://www.youtube.com/watch?v=yoAbXwr3qkg</p> <ul style="list-style-type: none"> • Composed for any instrument or combination of instruments in 1952 • Performers are instructed not to play their instruments for the duration of the piece • The piece consists of the sounds in the environment that the listeners hear during the performance – any sound can be music
Your favourite piece of music		

YEAR 5

Theme or type of music	Piece	Suggested versions and listening points
Western art music	Ride of the Valkyries Richard Wagner	<ul style="list-style-type: none"> • Compare traditional version with: https://www.youtube.com/watch?v=JNnugpwVtv0 • Lots of ideas here, particularly in lesson 2 about trills/ wobbles, upward swoops and 3 note tune: http://downloads.bbc.co.uk/learning/tenpieces/KS2-3/Wagner/KS2%20-%20Primary/Ride%20of%20the%20Valkyries%20by%20Richard%20Wagner.pdf • https://www.bbc.co.uk/programmes/articles/4gdCGV8y3gxdkKrq3HP8S3M/ride-of-the-valkyries-from-die-walkure-by-richard-wagner
Western art music	Canon in D Pachelbel	<ul style="list-style-type: none"> • Compare traditional version with: https://www.youtube.com/watch?v=LV5_xj_yuhs • Steady ostinato throughout on the bass (two bars repeated over and over) • Canon means several instruments playing the same melody but entering the music at different times
Film score	Jaws theme John Williams	<ul style="list-style-type: none"> • Main theme is just two notes • Tension builds throughout as dynamics and number of instruments playing increases • More melodic middle section before main theme returns • To watch John Williams conduct an orchestra and to see the instruments used: https://www.youtube.com/watch?v=E-sX2Y0W8l0
Vocal music	Hallelujah George Frideric Handel	<ul style="list-style-type: none"> • Strings, trumpet, timpani and 4-part choir • In a major key so it sounds happy • ‘Hallelujah’ is a motif that occurs throughout the piece • Audiences stand when this section of the full piece is played as King George II did this when he heard it performed in London • A comical version: https://www.classicfm.com/composers/handel/guides/monks-hallelujah-chorus/
Jazz/ blues/ swing and their derivatives	Summertime Ella Fitzgerald and Louis Armstrong	<ul style="list-style-type: none"> • Sung as a lullaby in the Gershwin opera Porgy and Bess • Trumpet solo to start, orchestral backing • Two very distinct voices from Fitzgerald and Armstrong • Scat singing from Armstrong – vocal improvisation with nonsense syllables
Music from other times	Dies Irae	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=Dir90NLDp-0 • Gregorian chant • Single melodic line • Sung in Latin • A sacred song of the Roman Catholic Church

Music from other places	Scottish bagpipe music	<ul style="list-style-type: none"> • Compare a traditional track with: https://www.youtube.com/watch?v=t5DVhoel7AA • Bagpipes are a woodwind instrument with different pipes to create a melody or a drone sound, and a constant supply of air held in the bag
Non-Western popular styles	Magalenha Carlinhos Brown	<p>https://www.youtube.com/watch?v=KjC8bTrkxys</p> <ul style="list-style-type: none"> • Samba in style (from Brazil) • Song builds from bells in the introduction to having vocals then a choir then the strong percussive bassline
'Curveball'	Despacito It's a small world	https://www.youtube.com/watch?v=gBT5lmikXrs
Your favourite piece of music		

YEAR 6

Theme or type of music	Piece	Suggested versions and listening points
Western art music	Jupiter Gustav Holst	<ul style="list-style-type: none"> • Compare traditional version with: https://www.youtube.com/watch?v=g3cpOrB1GW8 • Part of a suite called The Planets, with each movement meant to convey ideas and emotions associated with each planet (this one being for Jupiter, the Bringer of Jollity) • Pulse: Starts in 2/4 time, then 3/4 when the horns come in at 1m36s, back to 2/4 then 3/4 again for the I Vow to Thee My Country section, played on cellos • Texture: Rich and orchestral
Western art music	Tocatta and Fugue in D Minor Bach	<ul style="list-style-type: none"> • Compare traditional version with: https://www.youtube.com/watch?v=ipzR9bhei_o • Composed for organ • Tocatta means fast moving sections designed to show off the skill of the player • Many melodic patterns repeated over and over but at different octaves (pitches)
Film score	Edward Scissorhands theme Danny Elfman	<ul style="list-style-type: none"> • Orchestra and vocals from a choir • For instrumentation: https://www.youtube.com/watch?v=3VIFMtlZAs4 • Magical and emotive • Celesta delivers soft, twinkling sound
Vocal music	O Fortuna Carl Orff	<ul style="list-style-type: none"> • Lyrics are from a medieval Latin poem about the Roman goddess of fortune, set to music in the 1930s by Carl Orff • A cantata (choir accompanied by an orchestra) • Extremely dramatic, building throughout in dynamics and drama • Other ideas here: https://www.bbc.co.uk/teach/ten-pieces/carl-orff-carmina-burana-o-fortuna/zkhtwty
Jazz/ blues/ swing and their derivatives	The Entertainer Scott Joplin	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=TSoXBkF832I • Ragtime in style • Written for piano • Repeated sections throughout • Left hand jumps up and down the keyboard • Lots of syncopation (notes off the main beat) – very typical of ragtime
Music from other places	Traditional didgeridoo music from Aboriginal people of Australia	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=cLu9GmV2vF0 (parts) • The didgeridoo is a woodwind instrument but this musician also uses it as a percussion instrument as he flicks it • Didgeridoo players can use ‘circular breathing’ so they are able to create a continuous sound, inhaling and exhaling simultaneously (for example, from 2m50 until 3m41s)

Non-Western popular styles	Vivir Mi Vida Marc Anthony	https://www.youtube.com/watch?v=ziUICCKVL0U <ul style="list-style-type: none"> • Salsa in style • Music and salsa dancing go together • Originated in Cuba • Traditional instrumentation includes congas, bongos, bass, piano, tres, a horn section, and percussion (claves, guíro, or maracas) as well as vocals
'Curveball'	Stomp Out Loud Stomp	https://www.youtube.com/watch?v=US7c9ASVfNc <ul style="list-style-type: none"> • Stomp uses the body and ordinary objects to create percussive music and physical theatre performances
Your favourite piece of music		

Skill 4: To be able to play and perform with instruments by themselves and in ensembles
and
Skill 5: To be able to improvise and compose

	Instrument(s)
Nursery	Untuned percussion
Reception	Untuned percussion
Year 1	Untuned and tuned percussion (boomwhackers and xylophones)
Year 2	Untuned and tuned percussion (boomwhackers and xylophones)
Year 3	Glockenspiels
Year 4	Tuned percussion
Year 5	Violin
Year 6	Violin

Skill 6: To be able to sing tunefully and perform by themselves and in ensembles**NURSERY**

Song style	Suggestions
Nursery rhymes and action songs	Any songs from Reception Charanga units for Autumn 1, Autumn 2, Spring 1 and Spring 2
Singing focuses	

RECEPTION

Song style	Suggestions
Nursery rhymes and action songs	Any songs from Charanga units for Autumn 1, Autumn 2, Spring 1 and Spring 2
Singing focuses	

YEAR 1

Song style	Suggestions
Songs to support understanding of the dimensions of music	Marching Band (on Charanga) – steady pulse Babushka (on Charanga) – changes in speed Zappy Mends the Roof (on Charanga) – ascending and descending notes
Singing focuses	
<ul style="list-style-type: none"> • To create a pleasant sound when singing by myself and with others • To sing in unison, maintaining tempo, rhythm and the correct volume as a group • To demonstrate Year 1 understanding of the dimensions of music <ul style="list-style-type: none"> - sing at different speeds - sing quietly and loudly - clap or tap a steady pulse while listening to a song • To use voices in different ways, such as speaking, singing and chanting to music • To match the rhythm and pitch of a song to a graphic representation 	

YEAR 2

Song style	Suggestions
Songs to support understanding of the dimensions of music	Banana Rap (on Charanga) – high, medium and low pitch movements Rhythm in the Way We Walk (on Charanga) – rhythm, pitch and pulse
Singing focuses	
<ul style="list-style-type: none"> • To use voices expressively and creatively, creating a pleasant sound • To be able to change from whole class, group and individual singing within one song • To demonstrate Year 2 understanding of the dimensions of music <ul style="list-style-type: none"> - sing at different speeds - follow pitch movements with my hand when singing, recognising high and low - sing quietly and loudly - clap or tap a steady pulse while listening to a song • To remember the lyrics of songs, using actions to help 	

- To use graphic notation to represent the rhythm and pitch in a song

YEAR 3

Song style	Suggestions
Call and response songs	Everywhere We Go https://www.youtube.com/watch?v=5ToNpTff24U Oo a Lay Lay – call and response song from Polynesia https://www.youtube.com/watch?v=egWmlHaW73c and https://www.youtube.com/watch?v=bCMdunRdCtY
Rounds	Row, Row, Row Your Boat – sung as a round Three Blind Mice – sung as a round London’s Burning – sung as a round
Singing focuses	
<ul style="list-style-type: none"> To use voices expressively and creatively and sing with a sense of the shape of the melody To sing in unison, showing awareness of how to tune my voice to the conductor’s voice To demonstrate Year 3 understanding of the dimensions of music <ul style="list-style-type: none"> – sing faster or slower, depending on the conductor’s hand movements – adjust volume in response to the conductor’s hand movements To breathe in the correct place when singing To demonstrate correct posture To use graphic notation to record and interpret sequences and pitch in a song 	

YEAR 4

Song style	Suggestions
Songs with verse, chorus, bridge and instrumental	Songs by The Beatles (some on Charanga) Most pop songs
Rounds	Kookaburra – sung as a round I Like the Flowers – sung as a round Frère Jacques – sung as a round
Singing focuses	
<ul style="list-style-type: none"> To use voices expressively and creatively and sing paying attention to phrasing To sing in unison, showing awareness of how to tune my voice To demonstrate Year 4 understanding of the dimensions of music <ul style="list-style-type: none"> – sing faster or slower, depending on the conductor’s hand movements – create a crescendo or diminuendo when singing To breathe in the correct place when singing To demonstrate correct posture To use graphic notation to record and interpret sequences and pitch in a song 	

YEAR 5

Song style	Suggestions
Simple part singing	Stand By Me (on Charanga) – only chorus harmonises Shake It Off (on Charanga) – only some sections harmonise, clapping accompaniment I'd Do Anything (on Charanga)
Singing focuses	
<ul style="list-style-type: none">• To sing with expression and phrasing, matching singing tone to the melody and subject of the song• To sing in harmony, maintaining my own part• To demonstrate Year 5 understanding of the dimensions of music<ul style="list-style-type: none">- synchronise tempo as part of a group without a conductor- read and respond to pp, p, mf, f and ff as dynamics when singing- adjust my voice to stay in tune• To breathe in the correct place when singing and demonstrate correct posture• To show awareness of diction when singing• To use staff notation to record and interpret sequences and pitch in a song	

YEAR 6

Song style	Suggestions
Simple part singing	What Makes You Beautiful (on Charanga) Over the Rainbow (on Charanga) Can You Feel the Love Tonight (on Charanga)
Singing focuses	
<ul style="list-style-type: none">• To sing with expression and phrasing, adapting my voice to match the mood of the piece• To sing in harmony with confidence and accuracy, maintaining my own part• To demonstrate Year 6 understanding of the dimensions of music<ul style="list-style-type: none">- synchronise tempo as part of a group without a conductor- read and respond to pp, p, mf, f, ff, < and > as dynamics when singing- adjust my voice to stay in tune• To breathe in the correct place when singing, and demonstrate correct posture and diction• To use different registers ('head voice' and 'chest voice') to take the lead in a performance at the right time• To use staff notation to record and interpret sequences and pitch in a song	

Skill 7: To be able to use and understand the musical staff and musical notation

Read and write music using the following graphic or staff notation:

YEAR 1 and YEAR 2 – appropriate for untuned and tuned percussion

Untuned percussion/ soundscapes

	1	2	3	4	5	6	7	8
Tambourine								
Woodblock								
Drum								
Triangle								

Hand-drawn musical staff notation for 'Jurassic Park T-rex arrives'. The staff has four lines. The first line is labeled 'clap' and has red asterisks in measures 1-4. The second line is labeled 'Yeh!' and has smiley faces in measures 1-4. The third line is labeled 'whoop!' and has green diagonal lines in measures 1-4. The fourth line is labeled 'Mm' and has blue 'M' shapes in measures 1-4. Above the staff, two groups of measures are bracketed and labeled 'bar'.

Jurassic Park T-rex arrives

Graphic notation for 'Jurassic Park T-rex arrives'. It features four staves with different sound effects:

- Soprano glockenspiel:** A horizontal line of blue dots representing lashing rain.
- Bass drum:** A series of blue ovals representing heavy T-Rex steps.
- Voice 1: the scream:** The text 'AAAAAAAAAAAAH!' written in a slanted, jagged font.
- Voice 2: the T-Rex:** The sound effect 'RRRRRR!' written in a green, jagged font.

Tuned percussion

Old MacDonald

Color-coded boxes for 'Old MacDonald'. The first two lines show the melody: four boxes of green, one of orange, one of yellow, one of orange, one of pink, one of blue, and one of green. The third line shows a variation with half-note boxes: two green boxes, one orange box, one yellow box, one orange box, and one green box. The fourth line shows a variation with quarter-note boxes: four green boxes, one orange box, one yellow box, one orange box, and one green box.

- Different notes are represented by different coloured boxes
- Rests (silence) are shown by an empty box
- Half notes can be shown by colouring in halves of boxes (see line 3 of the above example)

Pitch and length notation for 'Old MacDonald'. The top part shows a series of red boxes of varying lengths and heights, representing the length and pitch of the notes. The bottom part shows a series of green boxes of varying heights, representing the pitch of the notes.

- The length of the bar indicates the length of the sound
- The higher the bar on the page, the higher the pitch
- Different colours can be used to represent a different instrument

YEAR 3 and YEAR 4 – appropriate for glockenspiels (Year 3) and recorders (Year 4)

Ode to Joy

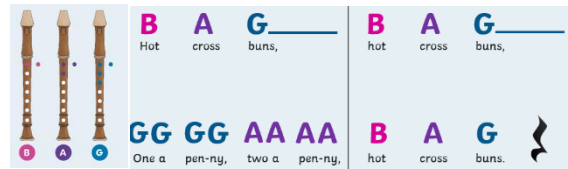


and

1	2	3	4
E	E	F	G
1	2	3	4
G	F	E	D
1	2	3	4
C	C	D	E

- Notes are referred to as letters of the alphabet but are also shown in different colours
- Rests (silence) are shown by a gap, with some discussion in Year 4 about rest notation
- Instruments can be labelled with these letters and colours as appropriate

Hot Cross Buns

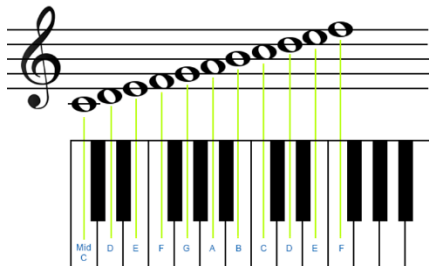


YEAR 5 and YEAR 6 – appropriate for Violin

Merrily We Roll Along



then

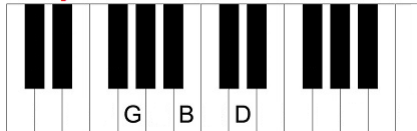


- Staff notation within a 5 note range
- Moving towards playing and reading melodies beyond a 5 note range with chords (at least C, G and F) in the left hand
- Use semibreves, minims, crotchets and quavers as note durations, including rest notation (silence)

C Major



G Major



F Major





Skill 8: To develop an understanding of music over time through genres and famous compositions

NURSERY

RECEPTION

Genre	Charanga resource	Genre indicators
Funk	Big Bear Funk (Summer 1 unit on Charanga)	See appendix

YEAR 1

Genre	Charanga resource	Genre indicators
Old school hip hop	Hey You! (Autumn 1 unit on Charanga)	See appendix

YEAR 2

Genre	Charanga resource	Genre indicators
Music of South Africa	Hands, Feet, Heart (Autumn 1 unit on Charanga)	See appendix

YEAR 3

Genre	Charanga resource	Genre indicators
Reggae	Three Little Birds (Spring 1 unit on Charanga)	See appendix

YEAR 4

Genre	Charanga resource
Disco	Bringing Us Together (Summer 1 unit from Year 3 syllabus)
Genre indicators	
<ul style="list-style-type: none"> Dance music that developed in urban nightclubs in the US Derived from soul, funk, Latin music and pop Developed by typically marginalised communities in the early 1970s as a counterculture reaction to the dominance of rock music Instrumentation typically includes electric piano, electric guitar, bass guitar, synthesizer, drums/ drum machine, strings, horns, orchestra Steady, uniform beat in 4/4 time <p>Music closely tied to disco dancing and disco fashion</p>	

YEAR 5

Genre	Charanga resource	Genre indicators
Motown	Dancing In The Street (Summer 1 unit on Charanga)	See appendix

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YEAR 6

Genre	Charanga resource	Genre indicators
Jazz	Classroom Jazz 2 (Autumn 2 unit on Charanga)	See appendix