



Inten

At Wellington and Marlborough, we understand the importance of a varied musical curriculum in providing cultural capital for our pupils. The opportunities offered by a rich and deep love and appreciation of music in all its forms is an important resource for all pupils. As such, by the end of their time with us, children will be able to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, by organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Children will have the opportunity to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will develop their ability to compose music for a range of purposes using the dimensions of music, 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 and have an understanding about the history of music.

Reception

ELG Being Imaginative and Expressive

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.

Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear respond to and observe

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
"Getting to Know You"		<u>"Tell Me a Tale"</u>	"Incy Wincy"	<u>"Rainbow Fish"</u>	"On the Beach"
<u>Dimensions</u>		Dimensions:	<u>Dimensions</u>	<u>Dimensions</u>	<u>Dimensions</u>
Duration: Explore, investigate (and respond to long and short sounds and	Pitch: Explore, investigate and	Pitch: Explore, investigate and	Timbre	Structure: Explore, investiga
recognise the steady beat in mu	sic heard and performed	respond to high and low sounds	respond to high and low sounds	Explore, investigate, use and	and respond to sequences
Timbre: Explore, investigate, u	se and respond to a range of sounds and	Duration: Explore, investigate and		respond to a range of sounds and	
sound-makers including vocal so	unds	respond to long and short sounds		sound-makers including vocal sounds	distinguish between same o
		and recognise the steady beat in	Singing - Explore, investigate and		different
<u> Skills</u>		music heard and performed	use vocal sounds, talking and	Skills	Timbre: Explore, investigate, (
	and use vocal sounds, talking and singing	Dynamics: Explore, investigate and		Singing - Explore, investigate and	and respond to a range of sour
voice in response to character	and/ or mood. Chant and sing familiar	respond to and recognise loud, quiet	character and / or mood. Chant	use vocal sounds, talking and singing	and sound-makers including vo
•	s of songs from memory with growing	and silence	and sing familiar rhymes and songs	voice in response to character and /	sounds
proficiency and confidence		Tempo: Explore, investigate and	_	or mood. Chant and sing familiar	
	nd use a range of sounds including body	respond to and recognise fast and	with growing proficiency and	rhymes and songs or sections of	
•	d classroom percussion. Begin to develop	slow	confidence	songs from memory with growing	
	d accuracy with growing confidence	Timbre: Explore, investigate and			Playing - Explore, investigate of
	Sing and play individually and in a group,	respond to a range of sounds and		Playing - Explore, investigate and	use a range of sounds including bo
	learning to wait, cooperate and take turns	sound-makers including vocal sounds	body sounds, other sound makers		sounds, other sound makers of
	ecognise musical ideas represented and			sounds, other sound makers and	classroom percussion Begin
	ts/ props, picture cues, signs and symbols	Skills:	develop fine and gross motor	classroom percussion. Begin to	develop fine and gross mo
including those illustrating the r		Singing - Explore, investigate and	control and accuracy with growing		control and accuracy with grow
	plore, enjoy and respond to sounds from	use vocal sounds, talking and singing	confidence	control and accuracy with growing	confidence
	musical moods, features, purposes and	voice in response to character and /	Rehearsing and performing -	confidence	Rehearsing and perform
changes and how music makes yo	ou teel	or mood. Chant and sing familiar	Sing and play individually and in a		Sing and play individually and in
		rhymes and songs or sections of		Sing and play individually and in a	
		songs from memory with growing	together learning to wait,	group, starting and stopping	together, learning to wo
		proficiency and confidence	cooperate and take turns	together, learning to wait,	cooperate, and take turns
		Playing - Explore, investigate and	Notating - Respond to and		Notating - Respond to
		use a range of sounds including body		1	recognise musical ide
		sounds, other sound makers and	represented and communicated	3	
		classroom percussion. Begin to		and communicated through 3D	
				objects/ props, picture cues, signs	
		control and accuracy with growing		and symbols including those	
		confidence	musical dimensions	illustrating the musical dimensions	dimensions
		Rehearsing and performing - Sing		Listening and responding - Explore,	
		and play individually and in a group,	Explore, enjoy and respond to	enjoy and respond to sounds from	Explore, enjoy and respond





			starting and stopping together, learning to wait, cooperate and take turns Notating - Respond to and recognise musical ideas represented and communicated through 3D objects/ props and picture cues, (signs and symbols including those illustrating the musical dimensions) Listening and responding - Explore, enjoy and respond to sounds from different sources focusing on musical moods, features, purposes and changes and how music makes you feel	focussing on musical moods, features, purposes, changes and how music makes you feel	different sources focusing on musical moods, features, purposes, changes and how music makes you feel	focussing on musical moods, features, purposes, changes and how music makes you feel
Year 1	• •	singing assemblies and watch children Autumn 2	· · · · · · · · · · · · · · · · · · ·	1	tion for their exams. (This continues t	hroughout the year). Summer 2
	Autumn 1		Spring 1	Spring 2	Summer 1	
	<u>"Toys"</u> Linked to "Toys" Topic	"Can I Be Helpful Too?" Linked to "Being my Best" Topic	As Cold As Ice" Linked to "Explorers/Journeys"	"The Old Castle" Dimensions	"Walking the Dog" Linked to Local Area Topic	"The Three Bears" Dimensions
	Dimensions	Dimensions	Topic	Timbre	Dimensions	Pitch: Explore, respond to and
	Dynamics: Explore, use, respond	Duration: Explore, respond to and		Use and identify families of school	Duration - Explore, respond to and	recognise high, middle and low
	to, recognise and identify loud,		·	percussion instruments, their sound		
	moderate, quiet and silence	, ,	recognise patterns of long and	properties and explore how they	,	Souries
	Tempo: Explore, use, respond to,	· ·	, , ,	could be played. Use and identify		Skills
	recognise and identify fast,		music heard and performed	vocal sounds and explore how they	· ·	
	moderate and slow	recognise solo sounds and layers of	Structure: Explore, respond to and		and recognise simple structures	
		sounds	recognise simple structures		including openings and endings (AB),	(including body sounds) beginning to
	Skills		including beginning middle end and	Skills		use correct percussion techniques
	Singing - Explore and use vocal	Skills	responses		responses and simple repeated	and showing awareness of the use
		Singing - Explore and use vocal	, sepended		patterns (ostinato)	of the dominant hand
	•	sounds, chant and sing rhymes and	Skills	(including body sounds) beginning to	1.	Rehearsing and performing - Sing
	or mood building rhythmic and		·	use correct percussion techniques		and play in time starting to develop
	melodic memory	Rehearsing and performing - Sing		and showing awareness of the use		musical memory and follow a range
	•	and play in time starting to develop	(including body sounds) beginning to			of simple directions including ideas
	and play in time starting to develop		use correct percussion techniques	Rehearsing and performing - Sing		
	musical memory and follow a range	of simple directions including ideas	and showing awareness of the use			·
	of simple directions including ideas	about how to improve and perform	of the dominant hand	musical memory and follow a range	· ·	recognise signs, symbols and other
	about how to improve and perform	Notating - Respond to and	Rehearsing and Performing - Sing	of simple directions including ideas	of the dominant hand	basic graphic notation including
	Notating - Respond to and	recognise signs, symbols and other	and play in time starting to develop	about how to improve and perform	Rehearsing and performing - Sing	those illustrating the musical
	recognise signs, symbols and other	basic graphic notation including	musical memory and follow a range	Notating - Respond to and	and play in time starting to develop	dimensions
	basic graphic notation including	those illustrating the musical	of simple directions including ideas	recognise signs, symbols and other	musical memory and follow a range	Listening and responding -
	those illustrating the musical	dimensions	about how to improve and perform	basic graphic notation including	of simple directions including ideas	Explore, respond to, recognise and
	dimensions	Listening and responding -	Notating - Respond to and	those illustrating the musical	about how to improve and perform	identify sounds from different
	Listening and responding -	Explore, respond to, recognise and	recognise signs, symbols and other	dimensions	Notating - Respond to and	sources and musical moods,
	Explore, respond to, recognise and	identify musical features (steady	basic graphic notation including	Listening and responding -	recognise signs, symbols and other	features and changes/ contrasts
	identify sounds from different	beat, rhythm pattern) and solo	those illustrating the musical,		basic graphic notation including	and how music makes you feel
	sources and musical moods,	sounds and layers of sound	dimensions	1	those illustrating the musical	
				sources and musical moods,	dimensions	





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	features and changes / contrasts		Listening and responding -	features and changes / contrasts	Listening and responding -	
	and how music makes you feel		Explore, respond to, recognise and	and how music makes you feel	Explore, respond to, recognise and	
			identify sounds from different	Listen to The Old Castle from	identify sounds from different	
			sources and musical moods,	Pictures at an Exhibition by	sources and musical moods,	
			features and changes / contrasts	Mussorgsky	features and changes/ contrasts	
			and how music makes you feel	Describing and discussing - Think	and how music makes you feel	
				and talk about sounds and music and	Promenade - Walking the Dog by	
				how they make you feel. Use key	George Gershwin	
				words relating to the dimensions	Describing and discussing - Think	
					and talk about sounds and music	
					and how they make you feel	
					, ,	
Year 2	We watch adults play instrui	ments in singing assemblies and watch	children who are having private lessoi	ns perform with their instruments in p	preparation for their exams. (This con	tinues throughout the year).
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	"Dragons"	"Christmas Is Coming"	"Jolly Rogers"	"Wispy Willow"	<u>"Man on the Moon"</u>	"Minibeasts On the Move"
	<u>Dimensions</u>	<u>Dimensions</u>	<u>Dimensions</u>	Linked to "Plants" Topic	Linked to "History of Flight"	<u>Dimensions</u>
	Dynamics: Respond to, recognise	Pitch: Respond to, recognise and	Structure: Respond to, recognise	<u>Dimensions</u>	<u>Topic</u>	Duration: Respond to, recognise
	and identify getting louder and	identify higher and lower sounds	and identify a range of repetition	Pitch : Respond to, recognise and	<u>Dimensions</u>	and distinguish between steady
	quieter	and the general shape of melodies.	and contrast structures, in	identify higher and lower sounds	Timbre: identify and choose the	beats (counted in groups of 4s) and
	Tempo: Respond to, recognise and	Begin to recognise steps, leaps and	particular verse and chorus	and the general shape of melodies.	way sounds are made and can be	rhythm pattern and how they fit
	identify getting faster and slower	repeated notes	Timbre: Identify and choose the	Begin to recognise steps, leaps and	used	together
		Duration: Respond to, recognise	way sounds are made and can be	repeated notes	Texture: respond to and begin to	
	Skills	and distinguish between steady	used			Skills
	Singing: explore and use vocal			Skills	including simple accompaniments	Playing - Demonstrate accuracy
	tones, chant and sing a wider	and 3s) and rhythm pattern and how	Skills	Playing - Demonstrate accuracy		and control of correct technique on
	variety of rhymes and songs with an	·	Singing - Explore and use vocal	and control of correct technique on	Skills	a range of untuned percussion
	awareness of character and/ or	, , ,	tones, chant and sing a wider	a range of untuned and tuned		instruments. Begin to play with
	mood. Show an awareness of	Skills	variety of rhymes and songs with an	percussion instruments using both		musical intent
	breathing and posture. Use simple		awareness of character and/ or	hands, differentiating between left	•	Rehearsing and performing - Sing
	vocal patterns as accompaniments	and control of correct technique on		and right. Begin to play with musical		and play in time and follow a wider
	Playing: demonstrate accuracy and	·		intent		range of simple directions, develop
		percussion instruments using both				awareness of why and how to
	•	hands, differentiating between left		Sing and play in time and follow a		improve
		and right. Begin to play with musical			Rehearsing - Sing and play in time	·
	differentiating between left and		range of simple directions,	develop awareness of why and how		
	3				directions, developing musical	,
	intent.		awareness of why and how to		memory and an awareness of why	3
		wider range of simple directions,		l ·	and how to improve and present a	
		develop awareness of why and how		and use symbols and other graphic	·	Listening and responding -
		to improve and present a			improvement opportunities: Aliens	
	awareness of why and how to		notation illustrating the musical	dimensions including		distinguish between sounds and
		Notating - Respond to, identify	3	representations of pitch	3	music in different contexts. Begin
	·	and use symbols and other graphic		Listening and responding	· ·	to consider how music illustrates
	use symbols and other graphic				Notating - Respud to, identify and	
	notation illustrating the musical	3	distinguish between sounds and	distinguish between sounds and		me composer a rueus
	dimensions		music in different contexts. Begin		notation illustrating timbre and	
	Listening and responding: respond		to consider how music illustrates	to consider how music illustrates	3	
	to, identify, and distinguish	1 .		the composer's ideas	Listening and responding: -	
			the composer's ideas	The composer's lideas		
	between sounds and music in	Respond to, identify, and			Respond to, identify and	





	different contents Desire to	diation dals between accordance of	<u> </u>		dianical data to a constant of	
	different contexts. Begin to	distinguish between sounds and			distinguish between sounds and	
	consider how music illustrates the	music in different contexts. Begin			music in different contexts. Begin	
	composer's ideas	to consider how music illustrates			to consider how music illustrates	
		the composer's ideas			the composer's ideas	
Year 3	· · · · · · · · · · · · · · · · · · ·		1	ns perform with their instruments in p		,
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our School	Christmas is Coming	Chinese Lanterns	Volcanoes	Mystic Moments	In the Hall of the Mountain King
	<u>Dimensions</u>	<u>Dimensions</u>	<u>Dimensions</u>	<u>Dimensions</u>	<u>Dimensions</u>	<u>Dimensions</u>
	Duration - Identify how rhythm		Pitch	Pitch	Texture – Identify the use and	Duration : Identify how rhythm
	patterns fit to a steady beat and	Identify steps, leaps and repeated	Identify steps, leaps and repeated	Identify steps, leaps and repeated	purpose of different layers in	patterns fit to a steady beat and
	begin to understand 4 metre	notes in melodies and begin to	notes in melodies and begin to	notes in melodies and begin to	music heard, created and	begin to understand 4 metre
	Structure	explore different scale patterns	explore different scale patterns	explore different scale patterns	performed	Dynamics: Identify, use and
	Develop understanding of	(major)	e.g. pentatonic	e.g. major	Timbre - Identify a range of non-	understand getting louder and
	conventional structures including	Duration	Texture	Structure	percussion instruments by name	quieter in finer gradations
	question and answer patterns.	Identify how rhythm patterns fit	Identify the use and purpose of	Develop understanding of	(synthesiser) ; distinguish between	Tempo: Identify, use and
	Explore the use of simple ostinato	to a steady beat and begin to	different layers in music heard,	conventional structures. Explore	different ways of playing	understand getting faster and
	(short repeated patterns)	understand 4 metre	created and performed	the use of simple ostinati (short repeated patterns)	percussion instruments	slower in finer gradations
	Skills	Skills	Skills		Skills	Skills
	Singing	Playing	Playing	Skills	Singing -Explore the use of the	Listening and responding
	Explore the use of the voice as an	Develop instrumental skills and	Develop instrumental skills and	Playing	voice as an instrument, chant and	Playing: Develop instrumental skills
	instrument, chant and sing with a	techniques and use them to play	techniques and use them to play	Develop instrumental skills and	sing with a developing awareness	and techniques and use them to
	developing awareness of phrasing	with increased accuracy and	with increased accuracy and	techniques and use them to play	of phrasing and expression,	play with increased accuracy and
	and expression including rounds,	growing musicality	growing musicality	with increased accuracy and	including rounds, partner songs and	growing musicality
	partner songs and songs in simple	7	gi awing masisaniy	growing musicality	songs in simple layers	7
	layers	Rehearsing and performing	Rehearsing and performing	, , , , , , , , , , , , , , , , , , ,	,	Rehearsing and performing
	,	Develop basic individual and group	Develop basic individual and group	Rehearsing	Playing - Extend playing skills with	Develop basic individual and group
	Playing	rehearsal skills including using	rehearsal skills including using	Develop basic individual and group	an awareness of the sound you are	rehearsal skills including using
	Develop instrumental skills and	memory and recall. Recognise why	memory and recall. Recognise why	rehearsal skills including memory	making and a growing awareness of	memory and recall. Recognise why
	techniques and use them to play	and when to improve. Begin to	and when to improve. Begin to	and recall. Recognise why and	the way your sound and your part	and when to improve. Begin to
	with increased accuracy and	develop an awareness of now to	develop an awareness of now to	when to improve. Begin to develop	balances with others	develop an awareness of now to
	growing musicality	present a performance	present a performance	an awareness of how to present a		present a performance
	,		present a per formance	performance	Rehearsing	Notating
	Rehearsing and performing	Notating	Notating		Develop basic individual and group	Identify and use a range of
	Develop basic individual and group	Identify and use a range of	Identify and use a range of	Notating	rehearsal skills including using	graphic notation including basic
	rehearsal skills including memory	graphic notation including basic	graphic notation including basic	Identify and use a range of	memory and recall. Recognise why	rhythm (and pitch notation.
	, ,	rhythm and pitch notation.	rhythm and pitch notation.	graphic notation including basic	and when to improve. Begin to	Introduce basic stave notation)
	to improve. Begin to develop an	Introduce basic stave notation	Introduce basic stave notation	pitch notation. Introduce basic	develop an awareness of now to	Consider how music illustrates the
	awareness of how to present a			stave notation if appropriate	present a performance	composer's ideas
	performance	Listening and responding	Listening and responding			
	['	Respond to, identify, compare and	Respond to, identify, compare and	Listening and responding		Listen to - In the Hall of the
	Notating	contrast sounds and music in	contrast sounds and music in	Respond to, identify, compare and	Notating Identify and use a range	Mountain King - from Peer Gynt
	Identify and use a range of graphic	different contexts and for	different contexts and for	contrast sounds and music in	of graphic notation including basic	Suite by Edvard Grieg (BBC Ten
	notation including grid notation	different purposes Consider how	different purposes Consider how	different contexts and for	pitch notation	Pieces version)
	J J S S S S S S S S S S	music illustrates the composer's	music illustrates the composer's	different purposes. Consider how	<u> </u>	Additional listening piece - Little
	Listening and responding	ideas	ideas	music illustrates the composer's	Listening and responding	Train of the Caipira by Hector
	Respond to, identify, compare and		Listen to a Chinese music	ideas	Consider how music illustrates the	Villalobos
		Russian Dance Trepak by		Listen to Soul sacrifice - Carlos	composer's ideas/ consider the	
	different contexts and for	• •		Santana (Mexican musician)		Describing and discussing





	different purposes. Consider how music illustrates the composer's ideas Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer's ideas and choices using a growing musical vocabulary	Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers' ideas and choices using a growing musical vocabulary	Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers' ideas and choices using a growing musical vocabulary	https://www.youtube.com/watch?v=elWvQ5LuYKc Listen out for the bass ostinato Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary	devises used by composers to represent ideas musically Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary	Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer's ideas and choices using a growing musical vocabulary.
Year 4	We watch adults play instru	ı ments in singing assemblies and watch	children who are having private lesso	ı ns perform with their instruments in p	ı preparation for their exams. (This con	ntinues throughout the year).
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Dimensions Duration - Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre Dynamics - Explore how to use dynamics for expressive effect Tempo - Explore how to use tempi for expressive effect Timbre - Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments Texture - Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts Structure - Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato Singing - Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs Playing - Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality Rehearsing and performing - Recognise which improvements need to be made and use individual and group rehearsal skills Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically Describing and discussing - Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary African drumming - LM2		including pentatonic, major and Duration - Identify and underst beat using 2, 3 and 4 metre Dynamics - Explore how to use ten Tempo - Explore how to use ten Texture - Identify and use diff unison, ostinato parts and simple parts - Different children playi Structure - Develop understand including Rondo (ABACADA) and of musical ideas - similar but no and variations. Further develop Playing - Develop fluency when using inst with accuracy and increased musicality Rehearsing and performing - Recognise was individual and group rehearsal skills Notating - Understand and use detailed notation Listening and responding - Respond to, in and music in different contexts and for devices used by composers to represent Describing and discussing - Describe, dis hear, the context / purpose and impact of musical devices using a growing musical was Brass - L2M	dynamics for expressive effect npi for expressive effect ferent types of texture including solo, the harmony e.g. drone, melodic ostinato and different parts but in unison. The didentify the more subtle development that the same for example simple theme that use of ostinato Trumental skills and techniques and play which improvements need to be made and graphic notation. Use basic stave dentify, compare and contrast sounds different purposes. Consider the ideas musically scuss and share opinions about what you of the music and the composers' use of vocabulary	including pentatonic, major and Duration - Identify and undersibeat using 2, 3 and 4 metre Dynamics - Explore how to use ten Tempo - Explore how to use ten Structure - Develop understand including Rondo (ABACADA) and of musical ideas - similar but no and variations. Further develop Playing - Develop fluency when using instantial accuracy and increased musicality Rehearsing and performing - Recognises use individual and group rehearsal skills Notating - Understand and use detailed notation Listening and responding - Respond to, in and music in different contexts and for devices used by composers to represent Describing and discussing - Describe, dichear, the context / purpose and impact musical devices using a growing musical of Keyboards- L2M	dynamics for expressive effect npi for expressive effect ding of extended conventional structures didentify the more subtle development of the same for example simple theme use of ostinato trumental skills and techniques and play which improvements need to be made and graphic notation. Use basic stave dentify, compare and contrast sounds different purposes. Consider the ideas musically scuss and share opinions about what you of the music and the composers' use of vocabulary
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Bao A Qu (Ten Pieces) - Fantastic(al) Beasts Dimensions Pitch	Read, Write and Remember to Twinkle <u>Dimensions</u> Pitch	Frozen Land Dimensions Pitch	Space Dimensions Timbre Identify instruments within families and different instrumental	Map Rappers <u>Dimensions</u> Duration: Identify and begin to	Greek Tragedy Dimensions Dynamics





Explore, recognise and identify a range of different scale patterns including pentatonic, major and the harmonic minor in particular and could extend to chromatic notes and how they influence music

Structure

Explore and use a wider range of developmental structures (e.g. ABA, Rondo) and expressive structures including minimalist music (featuring musical opposites, retrograde and palindrome)

Skills Playing

Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness

Rehearsing and performing

Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance

Notatina

Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures

Listening and responding

Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices

Explore, recognise and identify a range of different scale patterns - the C major scale

Duration

Identify and begin to understand more complex rhythm patterns Skills

Playing

Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness

Rehearsing

Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance

Notating

Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures

Listening and responding

Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features/ devises

Twinkle, Twinkle Little Star -Barber Shop Quartet and Glockenspiel Choir versions Sleigh Ride - Leroy Anderson Jingle Bells - Mormon Tabernacle Choir

Describing and discussing

Discuss and share informed opinions about what you hear commenting on the context/ purpose and impact of the music. Consider the composer's musical

Explore, recognise and identify a minor key and how it influences music

Structure

Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif Skills

Playing

Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness

Rehearsing and performing

Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance

Notating

Understand, select and use a range of notation for specific purposes including grid and core stave notation with time signatures

Listening and responding

Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices

Listen to Arctic Breath - https://www.youtube.com/watch?v =uv2Dko2EB9A

Describing and discussing

Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary

/ vocal combinations; refine use of voices and percussion instruments

Texture

Extend the use of texture (simple harmony) to include consonant and dissonant clusters of notes

Dynamics

Understand how a wide range of dynamics can be used and manipulated for expressive effect Skills

Playing

Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness

Rehearsing and performing

Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance

Listening and responding

Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices

Describing and discussing

Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary

patterns and metres including counting in 8

Structure: Explore and use a wider range of developmental structures (e.g. Rap)

Skills

Extend imaginative vocal use, chant and sing in layers with expressive interpretation and awareness of phrasing, style and context

Rehearsing and performing

Recognise which refinements need to be made and explore a range of different rehearsal strategies.

Develop an awareness of how to plan and present a performance

Notating

Understand and use a range of notation for specific purposes including grids and rhythmic notation (where appropriate as an aide-memoire)

Listening and responding

Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices

Listen to Ice, Ice Baby - Vanilla Ice

Describing and discussing

Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary

Understand how a wide range of dynamics can be used and manipulated for expressive effect Tempo

Understand how a wide range of tempi can be used and manipulated for expressive effect

Structure

Explore and use a wider range of developmental structures e.g. choral interlude

Skills

Playing

Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness

Rehearsing and performing

Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance

Notating

Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures

Listening and responding

Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices

Adagio (Father's Theme) from Landscapes in the Mist - Eleni Karaindrou

See YouTube - Eleni Karaindrou - Adagio (Father's theme) from Landscape in the Mist,

Describing and discussing

Discuss and share informed opinions about what you hear





		use of key features/ devices using a musical vocabulary				commenting on the context / purpose and impact of the music.
		a musical vocabulary				Consider the composer's musica use of key features / devices using
						a musical vocabulary
Year 6	We watch adults play instru	ments in singing assemblies and watch	children who are having private lesso	ns perform with their instruments in	preparation for their exams. (This con	ntinues throughout the year).
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Baghdad	Short Ride in a Fast Machine	Quiet Confidence	Amazing Machines Dimensions	Calypso Sparkle	Production
	<u>Dimensions</u>	<u>Dimensions</u>	<u>Dimensions</u>	Pitch: Explore, recognise and	<u>Dimensions</u>	<u>Dimensions</u>
	Pitch: Explore, recognise and	•	Dynamics	identify a major scale and how it	Pitch	
	identify the Arabic / double	more complex rhythm patterns and	Understand how a wide range of	influences music	Explore, recognise and identify a C	Pitch
	harmonic scale and how it	metres	dynamics can be precisely used and		major scale pattern and how it	
	influences music		manipulated for expressive effect	Duration : identify and understand	influences music (mood & in relation	Duration
		Structure: Use a broader range of		more complex rhythm patterns and	to chords)	
	Dynamics: Understand how a wide	developmental structures and	Structure	, , ,		Texture
	range of dynamics can be precisely	expressive structures (minimalist)	Use a broader range of	metres counting in 8	Duration	
	used and manipulated for		developmental structures and	<u>Skills</u>	Identify and understand more	<u>Skills</u>
	expressive effect	Skills	expressive structures e.g.		complex rhythm patterns and	Singing
		Playing: Demonstrate precise and	cumulative structures	Playing	metres - counting in 8	Further extend imaginative vocal
	Tempo: Understand how a wide	confident instrumental skills and		Demonstrate precise and		use, chant and sing in independent
	range of tempi can be precisely	use them to articulate and	Skills	confident instrumental skills and	Texture	balanced parts with expressive
	used and manipulated for	perform with musical awareness	Singing	use them to articulate and	Use a range of harmonic devices	interpretation and awareness of
	expressive effect		Further extend imaginative vocal	perform with musical awareness	with greater awareness and	phrasing, style and context
		Rehearsing and performing	use, chant and sing in independent		understanding in a Calypso context	
	Skills	Recognise which refinements need	balanced parts with expressive	Rehearsing and performing	(chords)	Rehearsing and performing
	Playing	to be made and know how to make	interpretation and awareness of	Recognise which refinements need		Recognise which refinements need
	Demonstrate precise and	them. Develop an awareness of	phrasing, style and context	to be made and know how to make	Skills	to be made and know how to make
	confident instrumental skills and	how to plan and present a		them. Develop an awareness of	Playing	them. Develop an awareness of how
	use them to articulate and	performance	Playing	how to plan and present a	Demonstrate precise and confident	to plan and present a performance
	perform with musical awareness		Demonstrate precise and	performance	instrumental skills and use them to	
	·	Notating	confident instrumental skills and	'	articulate and perform with musical	
	Rehearsing and performing	Understand, select and use a range	use them to articulate and	Netatine	awareness	
	Recognise which refinements need	of notation for specific purposes	perform with musical awareness	Notating		
	to be made and know how to make	including precise graphic notation		Understand, select and use a range	Rehearsing and performing	
	them. Develop an awareness of	and stave notation with time	Rehearsing and performing	of notation for specific purposes	Recognise which refinements need	
	how to plan and present a	signatures	Recognise which refinements need	including precise graphic notation	to be made and know how to make	
	performance		to be made and know how to make	and stave notation and time	them. Develop an awareness of how	
		Listening and responding	them. Develop an awareness of how	signatures	to plan and present a performance	
	Notating	Respond to, identify, compare and	to plan and present a performance			
	Understand, select and use a range	contrast music with an awareness		Listening and responding	Notating	
	of notation for specific purposes	of the music's context and	Notating	Respond to, identify, compare and	Understand, select and use a range	
	including precise graphic notation	purpose. Understand and identify	Understand, select and use a range	contrast music with an awareness	of notation for specific purposes	
	and stave notation with time	the composer's intent and how this	of notation for specific purposes	of the music's context and purpose	including precise graphic notation	
	signatures	was achieved	including precise graphic notation	Understand and identify the	and stave notation with time	
	3	Short Ride in a Fast Machine by	and stave notation with time	composer's intent and how this was	signatures	
	Listening and responding	John Adams (one of the BBC Ten	signatures	achieved	- J	
	Respond to, identify, compare and	Pieces)	Signature		Listening and responding	
	contrast music with an awareness		Listening and responding	Watch and / or listen to Pipe	2.5.5imig and 1.55portaining	
	John dor madic with an awai cheds		2.210ming and 100ponding	Dream by AniMusic.com (from		





of the music's context and purpose. Understand and identify the composer's intent and how this was achieved Listen to Ahmed Mukhtar - Raqsat albedoi form Rhythms of Baghdad Baghdad performed by Jesse Cook Selected movements from The Armed Man (A Mass for Peace) by Karl Jenkins

Describing and discussing
Discuss and share informed
opinions about what you hear
commenting on the context /
purpose and impact of the music.
Consider the composer's musical
intent and how it was achieved

using a fluent musical vocabulary

Describe and discussing

Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composers musical intent and how it was achieved using a fluent musical vocabulary

Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved

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Animusic 1 DVD, also available on Youtube)

Only Time Will Tell by
Mike Oldfield (from Songs of Distant Earth album, also available on Youtube)

Marble Machine by Wintergatan (available on Youtube)

Describing and discussing
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Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved

Describing and discussing
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