



# Curriculum Design:

Including Endpoints

## Music



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	<b>Introducing Beat</b> How Can We Make Friends When We Sing Together? 1 2 3 4 5 6	<b>Adding Rhythm &amp; Pitch</b> How Does Music Tell Stories about the Past? 1 2 3 4 5 6	<b>Introducing Tempo &amp; Dynamics</b> How Does Music Make the World a Better Place? 1 2 3 4 5 6	<b>Combining Pulse, Rhythm and Pitch</b> How Does Music Help Us to Understand Our Neighbours? 1 2 3 4 5 6	<b>Having Fun with Improvisation</b> What Songs Can We Sing to Help Us through the Day? 1 2 3 4 5 6	<b>Explore Sound and Create a Story</b> How Does Music Teach Us about Looking After Our Planet? 1 2 3 4 5 6
YEAR 2	<b>Exploring Simple Patterns</b> How Does Music Help Us to Make Friends? 1 2 3 4 5 6	<b>Focus on Dynamics &amp; Tempo</b> How Does Music Teach Us about the Past? 1 2 3 4 5 6	<b>Exploring Feelings Through Music</b> How Does Music Make the World a Better Place? 1 2 3 4 5 6	<b>Inventing a Musical Story</b> How Does Music Teach Us about Our Neighbourhood? 1 2 3 4 5 6	<b>Music that Makes You Dance</b> How Does Music Make Us Happy? 1 2 3 4 5 6	<b>Exploring Improvisation</b> How Does Music Teach Us about Looking After Our Planet? 1 2 3 4 5 6
YEAR 3	<b>Developing Notation Skills</b> How Does Music Bring Us Closer Together? 1 2 3 4 5 6	<b>Enjoying Improvisation</b> What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6	<b>Composing Using Your Imagination</b> How Does Music Make the World a Better Place? 1 2 3 4 5 6	<b>Sharing Musical Experiences</b> How Does Music Help Us Get to Know Our Community? 1 2 3 4 5 6	<b>Learning More about Musical Styles</b> How Does Music Make a Difference to Us Every Day? 1 2 3 4 5 6	<b>Recognising Different Sounds</b> How Does Music Connect Us With Our Planet? 1 2 3 4 5 6

<p>YEAR <b>4</b></p>	<p><b>Interesting Time Signatures</b> How Does Music Bring Us Together?</p> <p>1 2 3 4 5 6</p>	<p><b>Combining Elements to Make Music</b> How Does Music Connect Us with Our Past?</p> <p>1 2 3 4 5 6</p>	<p><b>Developing Pulse &amp; Groove Through Improvisation</b> How Does Music Improve Our World?</p> <p>1 2 3 4 5 6</p>	<p><b>Creating Simple Melodies Together</b> How Does Music Teach Us about Our Community?</p> <p>1 2 3 4 5 6</p>	<p><b>Connecting Notes and Feelings</b> How Does Music Shape Our Way Of Life?</p> <p>1 2 3 4 5 6</p>	<p><b>Purpose, Identity and Expression in Music</b> How Does Music Connect Us With the Environment?</p> <p>1 2 3 4 5 6</p>
<p>YEAR <b>5</b></p>	<p><b>Getting Started with Music Tech</b> How Does Music Bring Us Together?</p> <p>1 2 3 4 5 6</p>	<p><b>Emotions &amp; Musical Styles</b> How Does Music Connect Us with Our Past?</p> <p>1 2 3 4 5 6</p>	<p><b>Exploring Key &amp; Time Signatures</b> How Does Music Improve Our World?</p> <p>1 2 3 4 5 6</p>	<p><b>Introducing Chords</b> How Does Music Teach Us about Our Community?</p> <p>1 2 3 4 5 6</p>	<p><b>Words, Meaning and Expression</b> How Does Music Shape Our Way Of Life?</p> <p>1 2 3 4 5 6</p>	<p><b>Identifying Important Musical Elements</b> How Does Music Connect Us With the Environment?</p> <p>1 2 3 4 5 6</p>
<p>YEAR <b>6</b></p>	<p><b>Developing Melodic Phrases</b> How Does Music Bring Us Together?</p> <p>1 2 3 4 5 6</p>	<p><b>Understanding Structure &amp; Form</b> How Does Music Connect Us with Our Past?</p> <p>1 2 3 4 5 6</p>	<p><b>Gaining Confidence Through Performance</b> How Does Music Improve Our World?</p> <p>1 2 3 4 5 6</p>	<p><b>Exploring Notation Further</b> How Does Music Teach Us about Our Community?</p> <p>1 2 3 4 5 6</p>	<p><b>Using Chords and Structure</b> How Does Music Shape Our Way Of Life?</p> <p>1 2 3 4 5 6</p>	<p><b>Respecting Each Other through Composition</b> How Does Music Connect Us With the Environment?</p> <p>1 2 3 4 5 6</p>

## Music Overview

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me	Introducing beat	Exploring simple patterns	Developing notation skills	Interesting time signatures	Getting started with music tech	Developing melodic phrases
My Stories	Adding rhythm and pitch	Focus on dynamics and tempo	Enjoying improvisation	Combining elements to make music	Emotions and musical styles	Understanding structure and form
Everyone	Introducing Tempo and Dynamics	Exploring feelings through music	Composing using your imagination	Developing pulse and groove through improvisation	Exploring key and time signatures	Gaining confidence through performance
Our World	Combining pulse, Rhythm and pitch	Inventing a musical story	Sharing musical experiences	Creating simple melodies together	Introducing chords	Exploring notation further
Big Bear Funk	Having fun with improvisation	Music that makes you dance	Learning more about musical styles	Connecting notes and feelings	Words, meaning and expression	Using chords and structure
Reflect, Rewind and Replay	Explore sound and create a story	Exploring improvisation	Recognising different sounds	Purpose, identity and expression in Music	Identifying important musical elements	Respecting each other through composition

# EYFS

## EYFS

### Expressive Arts and Design (Being imaginative and Expressive)

**Children at the expected level of development will:**

#### **Nursery Development Matters**

- ~ Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm (Physical Development)
- ~ Listen with increased attention to sounds.
- ~ Respond to what they have heard, expressing their thoughts and feelings.
- ~ Remember and sing entire songs.
- ~ Sing the pitch of a tone sung by another person (pitch match)
- ~ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- ~ Create their own songs or improvise a song around one they know.
- ~ Play instruments with increasing control to express their feelings and ideas.

#### **Reception Development Matters**

- ~ Listen attentively, move to and talk about music, expressing their feelings and responses.
- ~ Watch and talk about dance and performance art, expressing their feelings and responses.
- ~ Sing in a group or on their own, increasingly matching the pitch and following the melody.
- ~ Explore and engage in music making and dance, performing solo or in groups.

#### **Early Learning Goals**

- ~ 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

## Year 1

### Listening and responding to music

#### Music

**Skills/ Disciplinary Knowledge:**

- Begin to recognise a selection of instruments including male and female singer, soloists and choirs
- Repeat a pattern of claps.
- Know that there are different types of music.

**Vocabulary:**

- Pulse, rhythm, pitch, rap, melody, bass guitar, drums, decks, perform, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove

**Objectives:**

- To know how songs/ music makes you feel.
- Identify instruments within a piece of music.
- To answer questions about a piece of music.
- To play back a rhythm/ pattern after hearing it.
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.
- Respond to the pulse in recorded/live music through movement and dance.
- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.
- Listen to sounds in the local school environment, comparing high and low sounds.
- Sing familiar songs in both low and high voices and talk about the difference in sound.
- Explore percussion sounds to enhance storytelling.
- Follow pictures and symbols to guide singing and playing.

## Developing performance – Awareness and skills, Building the foundations of musical knowledge

### Music

#### Skills/ Disciplinary Knowledge:

- Sing songs together as a class.
- Participate in call and response exercises.
- Create short rhythms.
- Create repeating rhythms.
- Perform to an audience.
- Create written notation for the compositions, using own symbols.

#### Vocabulary:

- compose, improvise, imagination, glockenspiel, audience, bass, melody, perform, pulse, rhythm, pitch,

#### Objectives:

Pupils should be taught to:

- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.
- Begin with simple songs with a very small range, mi-so and then slightly wider.
- Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.
- Improvise simple vocal chants, using question and answer phrases.
- Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.
- Understand the difference between creating a rhythm pattern and a pitch pattern.
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
- Use music technology, if available, to capture, change and combine sounds.
- Recognise how graphic notation can represent created sounds. Explore and invent own symbols.
- Perform short copycat rhythm patterns accurately, led by the teacher.
- Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
- Perform word-pattern chants; create, retain and perform their own rhythm patterns.



## Year 2

### Listening and responding to music

#### Music

**Skills/ Disciplinary Knowledge:**

- Begin to recognise a selection of instruments including male and female singer, soloists and choirs
- Repeat a pattern of claps.
- Know that there are different types of music.
- Identify pulse.

**Vocabulary:**

- Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, question and answer, melody, dynamics, tempo, percussion, rap, rock, melody, reggae,

**Objectives:**

- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.
- Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
- Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- Identify the beat groupings in familiar music that they sing regularly and listen to.

## Developing performance – Awareness and skills, Building the foundations of musical knowledge

### Music

#### Skills/ Disciplinary Knowledge:

- Sing songs together as a class.
- Participate in call and response exercises.
- Play tunes on glockenspiel.
- Create short rhythms.
- Create repeating rhythms.
- Perform to an audience.
- Create written notation for the compositions, using own symbols.

#### Vocabulary:

- Glockenspiel, perform, audience, improvise, compose

#### Objectives:

- Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.
- Sing short phrases independently within a singing game or short song.
- Respond independently to pitch changes heard in short melodic phrases, indicating with actions.
- Recognise dot notation and match it to 3-note tunes played on tuned percussion.
- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- Create rhythms using word phrases as a starting point.
- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
- Create and perform their own chanted rhythm patterns with the same stick notation.
- Create music in response to a non-musical stimulus.
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Use music technology, if available, to capture, change and combine sounds.
- Sing songs regularly with a pitch range of do-so with increasing vocal control.
- Sing songs with a small pitch range, pitching accurately.
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).

## Year 3

### Listening and Responding to Music

#### Music

##### Skills/ Disciplinary Knowledge:

- Identify instruments in a piece of music.
- Find the pulse/ beat in a tune.
- Identify how music makes you feel/ what it makes you think of.
- Identify different genres of music.

##### Vocabulary:

- Structure, introduction, verse, chorus, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar, organ, backing vocals, reggae, disco

##### Knowledge:

- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

## Understanding and using the language of music

### Music

#### Skills/ Disciplinary Knowledge:

- Compose 4 or 6 bar melodies.
- Follow instrumental parts with a song and follow notation.
- Make informed decision on which notes to use when composing and improvising with a song.

#### Vocabulary:

- improvise, compose, pulse, rhythm, pitch, tempo, dynamics, riff, pentatonic scale, hook, imagination

#### Knowledge:

- Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/ individual/ instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.
- Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).
- Compose song accompaniments on untuned percussion using known rhythms and note values.

## Developing performance awareness and skills

### Music

#### Skills/ Disciplinary Knowledge:

- Demonstrate awareness of pulse/ beat.
- Understand the importance of posture, diction and technique when performing.

#### Vocabulary:

- Pulse, beat, tempo, dynamics,

#### Knowledge:

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.
- Perform actions confidently and in time to a range of action songs.
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Perform as a choir in school assemblies.
- Develop playing tuned percussion or a melodic instrument.
- Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
- Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.
- Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
- Understand the differences between crotchets and paired quavers.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.

## Year 4

### Listening and Responding to music

#### Music

**Skills/ Disciplinary Knowledge:**

- Develop understanding of appropriate musical language.
- Can identify and describe a variety of contrasting feelings as they relate to music.
- Understand musical style and broader understanding of cultural and historical connections.

**Vocabulary:**

- Keyboard, electric guitar, bass, drums. pulse, rhythm, pitch, tempo, dynamics, texture structure, patterns, musical style, rapping, lyrics, piano, organ, acoustic guitar, percussion

**Knowledge:**

- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

## Understanding and using the language of music

### Music

#### Skills/ Disciplinary Knowledge:

- Create 4 and 6 bar melodies.
- Follow musical notation provided to play instrument.
- Make informed decision when composing and improvising a song.

#### Vocabulary:

- improvise, compose, melody, hook, riff, pentatonic scale, digital/ electronic sounds, turntables, synthesisers, unison

#### Knowledge:

- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
- Begin to make compositional decisions about the overall structure of improvisations.
- Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
- Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
- Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
- Introduce major and minor chords.
- Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available for composition work.
- Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.

## Developing performance awareness and skills

### Music

#### Skills/ Disciplinary Knowledge:

- Show awareness of pulse/ beat.
- Understand the importance of posture, diction and improvising.
- Make connections between the songs encountered.
- Apply the learning in the performance.

#### Vocabulary:

- solo, unison, choreography, by ear, notation, composition, backing vocal,

#### Knowledge:

- Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
- Perform a range of songs in school assemblies.
- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
- Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.
- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.
- Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
- Understand the differences between minims, crotchets, paired quavers and rests.
- Read and perform pitch notation within a defined range (e.g. C–G/do–so).
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.



## Year 5

### Understanding and responding to music

#### Music

**Skills/ Disciplinary Knowledge:**

- Use and understand appropriate musical language.
- Identify and describe a variety of contrasting feelings as they relate to music.
- Understanding of musical style and a broader understanding of cultural and historical connection and context of music.

**Vocabulary:**

- old-school Hip Hop, Rap, backing loops, Funk, scratching, soul, groove, riff, bass line, backbeat, harmony, Bossa Nova, syncopation, structure, swing, tune/head, note values, note names, solo, ballad, verse, chorus, interlude, tag ending, melody, cover, tempo, dynamics, timbre, structure, Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, chorus, bridge, riff, hook, appraising,

**Knowledge:**

- develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

## Understanding and using the language of music

### Music

#### Skills/ Disciplinary Knowledge:

- Create 4, 6 or 8 bar melodies.
- Follow notation with secure playing.
- Make informed decisions as to which notes to use when composing.

#### Vocabulary:

- brass section, synthesizer, deck, big bands, strings, piano, guitar, bass, drums, improvise, compose,

#### Knowledge:

- Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
- Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).
- Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
- Working in pairs, compose a short ternary piece.
- Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.
- Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.

## Developing performance awareness and skills

### Music

#### Skills/ Disciplinary Knowledge:

- Demonstrate awareness of pulse/ beat when performing.
- Demonstrate and can explain importance of posture, diction and technique when performing.
- Understand context and understanding of song, learning process and relevant connections.

#### Vocabulary:

- See listening and responding to music

#### Knowledge:

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.
- Sing three-part rounds, partner songs and songs with a verse and a chorus.
- Perform a range of songs in school assemblies and in school performance opportunities.
- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range.
- Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.
- Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.
- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave (e.g. C–C'/do–do).
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

## Year 6

### Listening to and responding to music

#### Music

**Skills/ Disciplinary Knowledge:**

- Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
- Can identify and describe a variety of contrasting feelings as they relate to music.
- Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.

**Vocabulary:**

- style indicators, melody, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, , cover, ostinato, phrases, unison, urban gospel, rap, lyrics, producer

**Knowledge:**

- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
- Listening to recorded performances should be complemented by opportunities to experience live music made in and out of school.

## Understanding and using the language of music

### Music

#### Skills/ Disciplinary Knowledge:

- Can create a four, six, eight or twelve -bar melody according to the instructions given for the composition task.
- When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure - by ear or with the notation provided. (children should be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.
- Can make an informed decision as to which notes and expression to use when composing and improvising with the song.

#### Vocabulary:

- compose, improvise,

#### Knowledge:

- Create music with multiple sections that include repetition and contrast.
- Use chord changes as part of an improvised sequence.
- Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
- Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
- Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
- Either of these melodies can be enhanced with rhythmic or chordal accompaniment.
- Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

## Developing performance awareness and skills

### Music

#### Skills/ Disciplinary Knowledge:

- Demonstrates with confidence an awareness of pulse/beat when listening, moving to and performing music.
- Demonstrates – and can explain - an understanding of the importance of posture, diction and technique when performing.
- When planning, rehearsing, introducing and performing the song:
- Understand and make connections between the music encountered and the Social Theme.
- Understand and apply learning from the Musical Spotlight.
- Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.

#### Vocabulary:

- improvisation, by ear, dimensions of music

#### Knowledge:

- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Continue to sing three- and four part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
- Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.
- Accompany this same melody, and others, using block chords or a bass line.
- Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.
- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
- Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).
- Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.
- Read and play from notation a four-bar phrase, confidently identifying note Performing - Reading Notation names and durations.