



Age	Listening and attention (communication and Language) Listen and Appraise	Expressive art and design (exploring media and materials) Perform	Expressive art and design (being imaginative) Compose
22-36m	Recognises and responds to familiar sounds. Shows interest in sounds, songs and rhymes.	Create sounds by banging, shaking, tapping, blowing... Show interest in how musical instruments sound.	
30-50m	Joins in repeated refrains in stories and rhymes.	Join in with dancing and ring games. Sing a few familiar songs. Move rhythmically. Imitate movement in response to music. Tap out simple rhythms. Explore how sounds can be changed.	Creates movement in response to music. Makes up own simple songs. Makes up rhythms.
40-60+m		Builds up a repertoire of songs and rhymes. Explores the different sounds of instruments.	
ELG	Listen in a range of situations. Join in with key events and respond appropriately.	Sings songs, makes music and experiments with ways of changing them.	Represents own ideas, thoughts and feelings through music.
Suggested Activities to develop musical knowledge and skills	<ul style="list-style-type: none"> Adult to hum tune of well-known song/rhyme then stop. Children to follow tune saying the words in their head and say which word tune stopped at (internalising sounds). Listen to a variety of musical styles/music from different cultures and say how the music makes them feel or what it makes them think of. Listen to and copy back rhythms-pass round the circle and other games. Put some instruments behind a screen. Invite a child to play one. Can others guess the instrument from its sound? Describe sounds heard in music using everyday words. Listen to 'real' instruments being played. Listen to music and 'draw' what it reminds them of. 	<ul style="list-style-type: none"> Keep a steady beat to music-on instruments/body percussion/actions... Play instruments/body percussion in different ways. Eg; How many different ways can you play a tambourine to make a different sound? Learn to sing lots of simple songs and rhymes in groups, as solos or as a class. Learn how to play a variety of percussion instruments in the correct way, creating quality sound. Add some instruments to songs learnt. 	<ul style="list-style-type: none"> Make sound effects to match pictures/songs/rhymes. Play a picture (as above). Can children guess the correct picture? Make up dances/songs/tunes/sounds/rhythms to match a given theme. Can others guess the theme or what they are trying to be/sound like?

Rationale	Continuous practise helps children to be able to tune into different sounds and describe them using everyday vocabulary. This not only helps musical progression but phonemic awareness and auditory memory. Develops the art of 'attentive listening' in a wide range of situations-a vital life skill for success. Begins to develop a cultural appreciation through music.	Children learn to have control over their voices and simple instruments. They learn to name simple percussion instruments and how to play them correctly, respecting them. They gain confidence to perform with and in front of others. Their memory is developed learning new words to songs. Lots of 'life-long' skills are developed here.	Children use and apply the skills they have gained alongside their imaginations to create their own musical 'works'. They gain organisational skills, make decisions and lead others giving them skills that will help them in other curricular areas and in life.
Key Vocabulary	Everyday words to describe sounds: long, short, loud, quiet, ring, scrape, tap, bang, high, low, crash, jingle, rattle, shake, fast, slow (and many more)	Words associated with performing: beat, rhythm, song, rhyme, chant, choir, solo, duet, song, verse, chorus Instrument names (common descriptions): shakers, scrapers, bells, drums, triangles, tambourines, tappers (wood blocks)	create, organise, decide, combine (use and apply vocab learned in other 2 areas)
Skills to gain throughout FS	<p>To tune in to everyday sounds and common classroom instrumental sounds. To recognise these sounds when heard.</p> <p>To recognise and join in with repetition.</p> <p>To describe some sounds using everyday words (rattle, scrape, twinkle, bang...)</p>	<p>To create sounds by blowing, scraping, banging, shaking...</p> <p>To explore sounds. For example, find different ways to play the same instrument/use the same resources but create different sounds.</p> <p>To tap out and copy back simple rhythms.</p> <p>To move in a rhythmic way to music.</p> <p>To keep beats with support from an adult.</p> <p>To join in singing songs, remembering lyrics.</p>	<p>To choose sound effects to match a given stimuli.</p> <p>To create own songs, dances and rhymes.</p> <p>To choose and organise own sounds</p>
Experiences to be given throughout FS	<p>TVMS rhythm sessions (free bronze package), opportunities to perform to school and families (nativity shows, parent 'drop-ins', individual, paired, group performances within classes/class 'talent shows', the opportunity to see/hear 'real' instruments being played well by others, music technology opportunities (i-pad apps) that support the curriculum.</p> <p>Ensure listening includes: pop music from 50s and 60s to today, orchestral music (all eras), choral music, opera, Latin dance music, Bhangra, rap/hip-hop, folk and country music, film/musicals music, European gypsy music, flamenco, Indonesian gamelan and more of your choice.</p>		

Years 1-6

Rational			
Listen and Appraise	Perform	Compose	Notation
<p>Children tune in to sounds, recognising different instruments in pieces and describing the overall effect of the music and how musical elements have been used to create the effect. They learn to appreciate different musical styles/cultures and understand the work that goes into writing them, even if they don't like the music themselves. They have a good go at suggesting which musical era the music may be from or which continent of the world, as they know about many stylistic features. They develop the skill of active and attentive listening, vital for future success both professionally and personally. They are able to form clear opinions about music discussing these in detail using their powerful knowledge and in addition to this, they are able to debate.</p>	<p>Children gain enjoyment by practising music that is intended to be performed. They gain the skills of resilience and patience-to keep practising even when it's hard or keeps going wrong knowing that the end product is worth the wait. They learn to work alongside others knowing that if they don't cooperate, their performance will be unsuccessful. They learn to control their voices and instruments, using them for their own enjoyment and that of others. They gain confidence to perform in large groups, smaller groups or as duets/solos. They 'tune in', being aware of others in the group and adapt their performance appropriately. They develop the ability to concentrate, another life-long skill.</p>	<p>Children have opportunities to apply the skills they have learned in listen and appraise, performance and notation. They use the skills alongside their imaginations in order to create their own musical pieces for purpose. They work alongside others gaining skills of cooperation, compromise, leadership, confidence.</p>	<p>Children learn to read simple staff notation so that they can play tunes on a glockenspiel and later, other instruments if they so desire. They gain an understanding as to what playing music is all about so that they are equipped with the knowledge to decide whether to pursue a musical direction or not. All children will have the basics to go on to develop the skills needed for GCSE music if they so desire (not just pupils whose parents can afford music lessons).</p>

1	<p><u>Listen and appraise:</u> S: Tune into the sounds of un-tuned percussion instruments. V: Learn the names of: tambourine, sleigh bells, agogo, drum, triangle and guiro, tambour, castanet, cymbal, claves, 2 tone wood block and rain maker. K: Children will be able to describe what is meant by an un-tuned percussion instrument.</p> <p>*Play listening games to tune into the sounds. Use correct names and become confident.</p>	<p><u>Listen and appraise:</u> S: Express bodies in response to music and describe what music make the think of or feel. V: Any appropriate words used to describe how the music makes them feel or what it makes them think of. K: To briefly describe what popular and classical music is. To know what an orchestra is.</p> <p>*Sp1-popular music *Sp 2-western classical and film *Sum 1-Musical traditions</p> <p>See lists for listening material</p>	<p><u>Listen and Appraise:</u> S: Forming opinions: What is your favourite type of music? Why? Does this make it better than other types of music V: Consolidate all Y1 listen and appraise vocabulary. K: Consolidate all Y1 listen and appraise knowledge.</p> <p>*Focus listening around any favourite pieces of the year.</p>	<p>Opportunities to hear live music on a variety of instruments</p> <p>Year group performances/talent shows</p> <p>Opportunity to perform pieces to the school and parents-drop ins</p> <p>Music technology opportunities (i-pad apps) that support the curriculum.</p>
	<p><u>Musicianship (beat/rhythm and Pitch):</u> S: Keep and respond to the beat (pulse) in a variety of situations such as clapping, tapping, on classroom percussion (tuned and un-tuned) or using body percussion and through dance and movement. Perform copy-cat rhythms led by the teacher, perform a repeated rhythm keeping in time to a steady beat and perform given word-patterned chants eventually creating, retaining and performing their own. Listen to and compare high and low sounds both instrumental and in the environment, sing familiar rhymes in high and low voices, use hands to follow the pitch of songs and music. V: beat/pulse, pitch, rhythm K: To describe what beat, pitch and rhythm are.</p>			
	<p><u>Performance (singing):</u> S: Sing simple songs and rhymes in unison (encourage children to stay together). Start with a minimal note range and expand as the children’s skill level progresses. V: Use terms song and rhyme. K: To describe the difference between a song and a rhyme (one sung, one spoken).</p> <p>See lists for song ideas</p>	<p><u>Performance (singing):</u> S: Add actions to the songs keeping the beat and count out the beat. Sing call and response songs matching the pitch with some accuracy. V: Use the terms beat and pitch. K: Children will be able to talk about what a performance is.</p> <p>See lists for song ideas</p>	<p><u>Performance (singing):</u> S: Add percussion instruments to the songs that they sing, keeping to the beat (with support). Choose instruments carefully (eg, to add appropriate sound effects to match the words) V: Reinforce names of instruments and the term beat. Use the term sound-effect. K: Children will be able to describe what sound effects are.</p> <p>See lists for song ideas</p>	
	<p><u>Composition:</u> S: Improvise simple vocal chants, using question and answer phrases and create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments. V: question and answer, improvise, sound effect K: Describe the difference between composition and improvisation.</p>	<p><u>Composition:</u> S: Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. V: rhythm, pitch K: Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p><u>Composition:</u> S: Use graphic notation by exploring and inventing own symbols. V: graphic notation K: Describe what graphic notation is and understand how it can represent sounds.</p>	
Autumn	Spring	Summer	Experiences to be given over the year	

2	<p><u>Listen and appraise:</u> S: Tune into the sound of common instruments. V: electric guitar, bass guitar, drum kit, keyboard, violin, cello, clarinet, flute, oboe, trumpet, tuba, trombone, timpani, harp, piano. K: To describe the sections of an orchestra and name different kinds of musical ensembles (brass band, rock band, pop group). *Use ICT to listen to these and play listening games.</p>		<p><u>Listen and Appraise:</u> S: To name some instruments correctly when listening to music. V: electric guitar, bass guitar, drum kit, keyboard, violin, cello, clarinet, flute, oboe, trumpet, tuba, trombone, timpani, harp, piano. K: To use knowledge to describe what kind of ensemble is playing. *Sp 1-Popular music *Sp 2-Western classical and film *Sum 1-Musical traditions See lists for listening material</p>		<p><u>Listen and appraise:</u> S: Arguing opinions: Abba's Mama Mia is a better piece of music than John William's Hedwig's Theme. Do you agree or disagree? Why? V: reinforcement of all vocab learnt this year for listen and appraise. K: Consolidate all listen and appraise knowledge. *Listen to music of choice as well as the arguing opinions pieces.</p>		<p>TVMS rhythm sessions (free)</p> <p>Opportunities to hear live music on a variety of instruments</p> <p>Year group performances/talent shows</p> <p>Opportunity to perform pieces to the school and parents-drop ins</p> <p>Opportunity to attend after school club</p>					
	<p><u>Musicianship (beat/rhythm,pitch):</u> S: Keep to the beat (pulse) in various ways including; walking in time to music, clapping/tapping using instruments or body percussion. Repeat rhythms that were led by the teacher and invent rhythms for others to copy. Sing back short melodic phrases matching pitch accurately. V: pitch, rhythm, beat K: To describe the different between rhythm and beat (pulse).</p>		<p><u>Musicianship (beat/rhythm,pitch):</u> S: Respond to changes in tempo (speed) of the beat still keeping to the correct beat. Read and play given rhythms written in stick notation for crotchets, quavers and crotchet rests. Listen to short melodic phrases and match to the correct dot notation card. V: pitch, rhythm, beat K: To describe the different between rhythm and beat (pulse).</p>		<p><u>Musicianship (beat/rhythm,pitch):</u> S: Group beats into 2 or 3 when clapping or tapping the beat by making beat one stronger each time. Create and perform own rhythms using stick notation for crotchets, quavers and crotchet rests. Listen to a short melodic phrase. Listen again and perform an action when there is a pitch change. V: pitch, rhythm, beat K: To describe the different between rhythm and beat (pulse).</p>		<p>Music technology opportunities (i-pad apps) that support the curriculum.</p>					
	<p><u>Performance:</u> S: Sing simple songs focusing on pitch (doh-so). Really work on tuning in to pitch and copying back accurately. Keep songs simple so that this can be achieved. V: Use term pitch. K: To describe what pitch is. See lists for song ideas</p>		<p><u>Performance:</u> S: To continue to develop singing in tune (in unison) by singing simple songs-extend note range to the octave). Add actions and instruments to songs to keep the beat. V: Use terms beat, pitch and unison. K: To describe the meanings of the above words. See lists for song ideas</p>		<p><u>Performance:</u> S: To sing in unison with some control over pitch. To play instruments with some control to the beat or rhythm of the music. Use dynamics (louds, quiet, crescendos) when following the teacher's direction. V: beat, pitch, unison, dynamics K: To describe meanings of the above words. See lists for song ideas</p>							
	<p><u>Composition:</u> S: Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. V: graphic notation, compose K: To describe what graphic notation is.</p>		<p><u>Composition:</u> S: 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. V: graphic notation, compose, improvise, question, answer K: To describe the difference between composition and improvisation.</p>									
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		Experiences to be given over the year

3	<p><u>Listen and appraise:</u> S: To tune into the timbres of different instruments and the dynamics in music. V: dynamics, timbre, loud (forte), quiet (piano), crescendo K: To describe what is meant by timbre and dynamics.</p> <p>*Play listening games to recap the sounds of different instruments. Extend this to describing timbres-mellow, wooden, metallic, tinny, jingly... Listen to music with obvious dynamic changes-use hands to follow the dynamics and describe them.</p>		<p><u>Listen and Appraise</u> S: To talk about music listened to naming some common instruments, suggesting a possible genre, describing some obvious dynamic changes and timbres, and talking about the mood/effect of the music. V: instrument names learned in KS1, dynamics, loud, quiet, crescendo, classical, popular, world music etc K: To know that there are different musical genres and name some (pop, rock, orchestral...) knowing a few rough dates.</p> <p>*SP 1-popular music</p> <p>*Sp 2-western classical and film</p> <p>*Sum 1-musical traditions</p> <p>*See suggested listening list.</p>		<p><u>Listen and appraise:</u> S: ARGUING OPINIONS: orchestral music should be appreciated and listened to more than what it is. Do you agree or disagree? Why? V: Consolidate all Y3 listen and appraise vocabulary. K: Consolidate all Y3 listen and appraise knowledge.</p> <p>*Listen to music of choice and favourites from across the year.</p>		<p>Opportunities to hear live music on a variety of instruments</p> <p>Year group performances/talent shows</p> <p>Opportunity to perform pieces to the school and parents-drop ins</p> <p>Opportunity to attend after school clubs (Christmas singing/glockenspiel/recorder)</p> <p>Music technology opportunities (i-pad apps) that support the curriculum.</p>					
	<p><u>Notation:</u> S: Read rhythms that use crotchets, quaver pairs and crotchet rests in 2, 3 and 4 simple time. Read pitch notation middle C –E (3 notes). V: quavers, crotchet, rest, stave, lines, spaces, clef K: To name notes and musical symbols learnt.</p>		<p><u>Notation:</u> Continue to consolidate and apply to performance.</p>		<p><u>Notation:</u> Continue to consolidate and apply to performance.</p>							
	<p><u>Performance and singing:</u> reinforce Y2 term 3.</p>		<p><u>Performance and singing:</u> S: To perform in unison with some degree of pitch accuracy, keeping in time with the music and each other. Use voices (octave range) and tuned instruments (3-note range C-E). V: reinforcement of any appropriate vocabulary learnt so far.</p> <p>See suggested song list or select an appropriate Charanga unit.</p>		<p><u>Performance and singing:</u> S: To perform using skills from spring term, adding actions or instruments to songs and using basic dynamics such as loud and quiet. Continue to use both voices and tuned instruments. V: consolidate all appropriate Y3 vocabulary.</p> <p>See suggested song list or select an appropriate Charanga unit.</p>							
	<p><u>Composition:</u> S: To use voices, un-tuned and tuned percussion instruments to improvise, inventing short 'on-the-spot' responses using a limited range of notes. V: improvise K: To describe what improvisation is.</p>		<p><u>Composition:</u> S: To create short melodic/rhythmic phrases recording them using graphic/staff/stick/dot notation making sure they consider structures (question and answer/echo/A-B-A) V: structure, question and answer, echo, A-B-A, notation, dot, stick, staff, graphic K: To know what is meant by musical structure.</p>		<p><u>Compose:</u> S: Using notation skills learnt, compose own melodies and rhythms using staff notation. V: crotchet, quavers, crotchet rest, stave, clef, echo, question, answer, structure K: To name notes and symbols/structures learnt.</p>							
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		Experiences to be given over the year

4	<p><u>Listen and Appraise:</u> S: To identify the 7 elements of music; rhythm, structure, timbre, texture, dynamic, tempo, pitch V: rhythm, structure, timbre, texture, dynamic, tempo, pitch K: To describe the meanings of the above.</p> <p>Listen to examples of each in isolation or pieces that highlight each element as making teaching points.</p>		<p><u>Listen and Appraise:</u> S: To talk about the mood/effect created in music and how the 7 elements of music have helped to create that effect. V: as autumn K: as autumn</p> <p>*Sp 1-western classical tradition and film *Sp 2-popular *Sum 1-Musical traditions</p> <p>See lists for listening material.</p>		<p><u>Listen and appraise:</u> S: DEBATE: Pop music is better than orchestral music. V: pulse, tempo, rhythm, pitch, structure, dynamic, timbre K: To describe features of the pop and orchestral genres o music.</p> <p>Listen to music of choice and consolidate the 7 elements of music learnt.</p>		<p>TVMS recorder sessions (free)</p> <p>Opportunities to hear live music on a variety of instruments</p> <p>Year group performances/talent shows</p> <p>Opportunity to perform pieces to the school and parents-drop ins</p> <p>Opportunity to attend after school clubs (Christmas singing/glockenspiel)</p> <p>Music technology opportunities (i-pad apps) that support the curriculum.</p>
	<p><u>Notation:</u> to reinforce Y3 term 3 notation.</p>		<p><u>Notation:</u> S: To read and play short phrases (rhythmic and melodic) in unison using known note values (crotchet, minim, and quavers) and pitches (C-G). V: notes, rests, crotchet, minim, quaver, bar line, clef, stave, K: To describe what notation is.</p>		<p><u>Notation:</u> S: as spring term but in parts following and maintaining own part, keeping in time with others. V: as spring K: To describe what notation is.</p>		
	<p><u>Performance and singing:</u> reinforce Y3 performance skills.</p>		<p><u>Performance and singing:</u> S: Sing simple 2-part rounds focusing on keeping in tune and time, and holding part. Continue to sing in unison, songs with an octave range. Perform on a melodic instrument with the range middle C-G, in unison and in 2 parts. V: texture and unison. K: To describe what a round is. To describe the difference between texture and unison.</p> <p>*See lists for suggested songs</p>		<p><u>Performance and singing:</u> S: As spring continued. To keep in time with backing track and with each other. To perform with control, adding some dynamics (loud, quiet and crescendo). V: dynamics, forte, piano, crescendo</p> <p>*See lists for suggested songs</p>		
	<p><u>Composition:</u> S: Improve on the instrument being learnt using a limited pitch range. Begin to make decisions about structure (Q&A, echo, ABA) and use features such as staccato and legato (smooth and spikey). V: legato (smooth), staccato (spikey), improvise, structure K: To describe the difference between staccato and legato.</p>		<p><u>Composition:</u> S: Combine known rhythmic notation with known melodic notation to create short phrases on the instrument being learnt. Arrange individual notation cards (crotchet, minim, quaver pairs and crotchet rests) into sequences of 2, 3 or 4 beat bars. Record as staff notation. V: notation, rhythm, pitch (melodic), crotchet, minim, quaver, bars, clef</p>		<p><u>Composition:</u> S: Continue as spring term beginning to arrange compositions into musical structures. V: as spring including structure K: To describe how to write notation.</p>		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Other experiences over the year.

5	<p><u>Listen and appraise:</u> Consolidate listening skills from previous year groups ensuring that 7 elements of music are known well.</p>		<p><u>Listen and Appraise:</u> S: To listen attentively naming common instruments, suggesting appropriate styles/genres and talking about how the elements have been used to create moods/effects. V: pitch, melody, timbre, texture, tempo, dynamic, structure, instrument names, styles/genres and any other appropriate vocab. K: To confidently describe the 7 elements of music.</p> <p>*Aut 2-western classical tradition and film *Sp 1-Popular *Sp 2-musical traditions *See lists for listening materials</p>		<p><u>Listen and appraise:</u> S: DEBATE: The baroque composer Vivaldi was a better musician than the jazz artist Ella Fitzgerald. V: baroque, jazz K: To know stylistic features of jazz and baroque music.</p> <p>Listen to jazz and baroque music. Talk about features and opinions to help with the debate.</p>		<p>Opportunities to hear live music on a variety of instruments</p> <p>Year group performances/talent shows</p> <p>Opportunity to perform pieces to the school and parents-drop ins</p> <p>Opportunity to attend after school clubs (Christmas singing/glockenspiel)</p> <p>Music technology opportunities (i-pad apps) that support the curriculum.</p>
	<p><u>Notation:</u> to reinforce Y4 notation.</p>		<p><u>Notation:</u> S: To read notation and play using crotchets, crotchet rests, paired quavers, minims and semibreves. To read and perform pitch notation with an octave range c-c. To understand 2/4, 3/4 and 4/4 time. V: pitch, rhythm, pulse, notes, rests, crotchet, minim, semibreve, quaver, stave, treble clef, time signature K: To describe how to read notation.</p>		<p><u>Notation:</u> To continue to consolidate Y5 notation skills as spring term.</p>		
	<p><u>Performance:</u> reinforce Y4 performance skills.</p>		<p><u>Performance:</u> S: To sing as group in 1 and 2 parts or a 3-part round. To sing in tune and with good diction and phrasing. Perform on the instrument being learnt with an octave range and using a variety of dynamics (forte, fortissimo, piano, pianissimo, crescendo, diminuendo) V: diction, phrasing, round, forte (loud), piano (quiet), fortissimo (very loud), pianissimo (very quiet, crescendo (gradually get louder, diminuendo (gradually get quieter) *See lists for suggested songs</p>		<p><u>Performance:</u> S: To sing and perform with control and accuracy keeping in time-content as spring 1. V: as spring 1. *See lists for suggested songs</p>		
	<p><u>Composition:</u> S: Improvise freely over a drone. V: drone K: To describe what a drone is.</p>		<p><u>Composition:</u> S: Understand and use major and minor chords (first, fourth and fifth) of C major and A minor (C, f, G-Am, Dm, Em). To compose melodies to play over these chords considering structure and dynamic. V: major, minor, chord, first, fourth, fifth, melody, rhythm K: To describe the difference between a chord progression and a melody.</p>		<p><u>Composition:</u> Continue to consolidate Y5 composition and improvisation skills.</p>		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Other experiences over the year	

6	<p style="text-align: center;"><u>Listen and Appraise:</u></p> <p>S: To listen attentively to a variety of music identifying instruments, styles and genres, suggesting a time frame for the music and discussing the mood/effect in relation to the 7 elements of music. V: instrument names, styles, genres, pitch, timbre, texture, dynamic, rhythm, melody, tempo and any other vocab to discuss the music. K: To confidently know the 7 elements of music. To describe some basic features of common musical genres/styles.</p> <p>*Aut 1-Western classical tradition and film *Aut 2-popular *Sp-musical traditions</p> <p>*See lists for listening material</p>			<p style="text-align: center;"><u>Listen and appraise:</u></p> <p>S: DEBATE: Orchestral music is far more complex than rock music so it must be superior. V: orchestral, rock, pulse, rhythm, tempo, structure, dynamic, timbre and other appropriate vocab K: To describe rock and orchestral music.</p> <p>Listen to rock and orchestral music. Discuss the use of instruments and the 7 elements in preparation for the debate.</p>			<p>Year 6 leavers performance/song</p> <p>Opportunities to hear live music on a variety of instruments</p> <p>Year group performances/talent shows</p> <p>Opportunity to perform pieces to the school and parents-drop ins</p>						
	<p style="text-align: center;"><u>Notation:</u> to reinforce Y5 notation.</p>		<p style="text-align: center;"><u>Notation:</u></p> <p>S: To read and perform at sight rhythmic notation consisting of semibreves, minims, crotchets, quaver pairs and semiquavers including crotchet rests and pitch notation spanning an octave C-C in 2/4, ¾ or 4/4 time. V: pitch, rhythm, pulse, notes, rests, crotchet, minim, semibreve, quaver, semiquaver, stave, treble clef, scales, major, minor, time signature</p>		<p style="text-align: center;"><u>Notation:</u></p> <p>Consolidation of spring term.</p>		<p>Opportunity to attend after school clubs (Christmas singing/glockenspiel)</p> <p>Music technology opportunities (i-pad apps) that support the curriculum.</p>						
	<p style="text-align: center;"><u>Performance:</u> reinforce Y5 performance skills.</p>		<p style="text-align: center;"><u>Performance:</u></p> <p>S: To sing and perform songs in unison and parts (up to 4 parts in a round) including the use of melodic instruments. Perform with accuracy, expression and control of diction, pitch, phrasing, dynamics and timing. V: any associated vocabulary that has been learnt.</p> <p>*See lists for suggested songs</p>		<p style="text-align: center;"><u>Performance:</u> (of compositions)</p> <p>S: As spring. To perform chords of C major and A minor with a melody over the top. V: any associated vocabulary that has been learnt.</p> <p>*See lists for suggested songs</p>								
	<p style="text-align: center;"><u>Composition:</u></p> <p>S: Improvise beyond 8 beats over a groove. V: Groove K: Describe what a groove is.</p>		<p style="text-align: center;"><u>Composition:</u></p> <p>S: To compose melodies in C major or A minor with chordal accompaniment. To consider dynamic and musical structure. To add lyrics to melodies. V: lyrics K: To describe the difference between major and minor.</p>		<p style="text-align: center;"><u>Composition:</u></p> <p>To consolidate Y6 composition and improvisation.</p>								
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		Other experiences over the year	