

MUSIC CURRICULUM INTENT:

At Holy Trinity, we follow the EYFS Curriculum which for Music is contained within the Expressive Art and Design aspect:

During EYFS the children will know how to:

- Sing some favourite and familiar songs – nursery rhymes, songs, worship songs and action songs
- Explore and create sounds using musical instruments
- Listen to and move rhythmically in response to music
- Tap out simple rhythms

Early Learning Goal: By the end of F2:

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.

In KS1 and 2, we follow the National Curriculum:

Music National Curriculum

Key stage 1 Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and untuned instruments musically
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory
- ♣ use and understand staff and other musical notations
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ develop an understanding of the history of music

SUBJECT LONG TERM OVERVIEW FOR : Music					
ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
FOUNDATION 1					
SINGING – favourite & familiar songs and rhymes ongoing throughout the term	SINGING – favourite & familiar songs and rhymes ongoing throughout the term	SINGING – favourite & familiar songs and rhymes ongoing throughout the term	SINGING – favourite & familiar songs and rhymes ongoing throughout the term	SINGING – favourite & familiar songs and rhymes ongoing throughout the term	SINGING – favourite & familiar songs and rhymes ongoing throughout the term
COMPOSITION/LISTENING: Creating and exploring sounds Firework Composition Advent 2	COMPOSITION/LISTENING: Play untuned instruments and explore how sounds can be changed	COMPOSITION/LISTENING: Play untuned instruments and explore how sounds can be changed	COMPOSITION/LISTENING: Play untuned instruments and explore how sounds can be changed	COMPOSITION/LISTENING: Moving rhythmically; imitate movement in response to music; tap out simple repeated rhythms	COMPOSITION/LISTENING: Moving rhythmically; imitate movement in response to music; tap out simple repeated rhythms
PERFORMANCE: Nativity Play Advent 2	-	-	-	PERFORMANCE: End of Year F1 Graduation action songs and rhymes	PERFORMANCE: End of Year F1 Graduation action songs and rhymes
FOUNDATION 2					
SINGING – favourite & familiar songs and rhymes ongoing throughout the term	SINGING – favourite & familiar songs and rhymes ongoing throughout the term	SINGING – favourite & familiar songs and rhymes ongoing throughout the term, pitch matching games	SINGING – favourite & familiar songs and rhymes ongoing throughout the term	SINGING – favourite & familiar songs and rhymes ongoing throughout the term	SINGING – favourite & familiar songs and rhymes ongoing throughout the term
COMPOSITION/LISTENING: Movement to music; tap out simple repeated rhythms, explore how sounds can be changed, linked to Firework topic	COMPOSITION/LISTENING: Movement to music; tap out simple repeated rhythms, explore how sounds can be changed, linked to Firework topic	COMPOSITION/LISTENING: Listen attentively, move and talk about music	COMPOSITION/LISTENING: Listen attentively, move and talk about music	COMPOSITION/LISTENING: Listen attentively, move and talk about music	COMPOSITION/LISTENING: Listen attentively, move and talk about music
PERFORMANCE: Nativity Play Advent 2	PERFORMANCE: Nativity Play Advent 2	PERFORMANCE: Nativity Play Advent 2	PERFORMANCE: Nativity Play Advent 2	PERFORMANCE: End of Year F2 Graduation action songs and rhymes	PERFORMANCE: End of Year F2 Graduation action songs and rhymes
KSI					
School Delivery: Songs, rhymes and poems linked to wider curriculum	School Delivery: Christmas Production Listening, Singing Rehearsing Performance	School Delivery: Songs, rhymes and poems linked to wider curriculum	Music Service Provision: Focus Year A: <ul style="list-style-type: none"> • Beat • Rhythm • Pitch Compose and perform animal themed music. Focus Year B: - Bossa Nova <ul style="list-style-type: none"> • Call and Response • Simple Notation Play untuned and tuned percussion from simple notation.	Music Service Provision: Focus Year A: <ul style="list-style-type: none"> • Dynamics • Improvisation Sing using call and response, body percussion; perform from simple notation Focus Year B:- Musical Theatre <ul style="list-style-type: none"> • Letter and stave notation • Coda Learn, develop and perform using 8 beat melody, improvisation and extension.	Music Service Provision: Focus Year A: <ul style="list-style-type: none"> • Listening • musicianship (Blues, Baroque, Latin, Bhangra, Funk) Play instruments from notation, improvise and perform. Focus Year B: - South African Music Learn song and instrumental parts through listening and notation. Develop through improvisation, perform and appraise.

LKS2					
			<p>Music Service Provision: Focus Year A: - Jazz</p> <ul style="list-style-type: none"> • Beat Pulse Rhythm • Improvise <p>Learn rhythmic accompaniments through listening. Rehearse and perform with musicianship.</p> <p>Focus Year B: - Latin Music</p> <ul style="list-style-type: none"> • Ostinato • Structure • Layering <p>Learn ostinato and other sections of piece using stave notation.</p> <p>School Delivery: Easter Production Listening, Singing Rehearsing Performance</p>	<p>Music Service Provision: Focus Year A:- Stave Notation</p> <ul style="list-style-type: none"> • Crochet, Minim Semibreve • Stave <p>Using stave notation to learn and perform piece on instruments.</p> <p>Focus Year B: - Reggae</p> <ul style="list-style-type: none"> • Quaver rest • Whole bar rest <p>Combine skills of listening, performing from stave notation, composing and improvising to perform completed piece with musicianship.</p>	<p>Music Service Provision: Focus Year A: - (Come and See song? Rocking Out) Continue use of stave notation for composition, improvisation and performance. (Instruments? Theme?)</p> <p>Focus Year B: - Latin Music</p> <ul style="list-style-type: none"> • Syncopation <p>Sing and clap syncopated rhythms to a new piece. Combine all skills towards end of unit performance</p>
UKS2					
<p>Music Service Provision: Focus Year A: - Instruments of the Orchestra</p> <ul style="list-style-type: none"> • Conductor • Downbeat <p>Gregorian Chant Recalling work from Year 4 learn piece using stave notation and improvisation; rehearse and perform</p> <p>Focus Year B: - Jazz</p> <ul style="list-style-type: none"> • Tied note • Accidental • Ternary form <p>Pupils compose, learn, improvise and perform a piece with musicianship</p>	<p>Music Service Provision: Focus Year A: - Film Music</p> <ul style="list-style-type: none"> • Dynamics • Italian vocab • Conduct <p>Pupils learn and perform the piece including leading and conducting the piece in 4/4 time.</p> <p>Focus Year B: - Swing</p> <ul style="list-style-type: none"> • Staccato • Dotted note • Repeat sign • Accents <p>Pupils compose, learn, improvise and perform a piece with musicianship</p>	<p>Music Service Provision: Focus Year A: - Blues Rock and Roll</p> <ul style="list-style-type: none"> • 12 bar blues • Pentatonic <p>Pupils compose, learn, improvise and perform a piece with musicianship</p> <p>Focus Year B: - Funk</p> <ul style="list-style-type: none"> • Blues Scale <p>Pupils compose, learn, improvise and perform a piece with musicianship</p>			<p>School Delivery: End of Year Production Listening, Singing Rehearsing Performance</p>

MEDIUM TERM PLANNING KSI – YEAR A OUR LADY OF LOURDES TRUST

Lent 2 Y1/2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Pupils will know how move and clap to a steady beat through <u>listening</u> and <u>singing</u>. Pupils will know how to play along to a steady beat on classroom percussion. Vocabulary: Beat</p>	<p>Pupils will know how to clap rhythms along to a steady beat through <u>listening</u>, <u>singing</u> and <u>repetition</u>. Vocabulary: • Beat Rhythm</p>	<p>Pupils will know and understand pitch through <u>listening</u>. Vocabulary: • Beat • Rhythm Pitch</p>	<p>Pupils will know how to apply sound to syllables through <u>listening</u>. Vocabulary: • Beat • Rhythm Pitch</p>	<p>Pupils will know how to <u>compose</u> their own animal rhythms. Vocabulary: • Beat • Rhythm Pitch</p>	<p>Pupils will know how to <u>perform</u> their <u>composition</u> from last lesson on classroom percussion to a steady drum track. Pupils will perform and record their work from this half term. Vocabulary: • Beat • Rhythm • Pitch</p>
Pentecost 1 Y1/2						
	<p>Pupils will know how to <u>perform</u> the song by ear with their voices and clapping/body percussion through <u>listening</u> and <u>repetition</u>. Vocabulary: • Pulse • Beat Rhythm</p>	<p>Pupils will know how to <u>perform</u> the song using call and response rhythms in the middle section through <u>listening</u> and <u>repetition</u>. Vocabulary: • Pulse • Beat • Rhythm Dynamics</p>	<p>Pupils will know how to <u>perform</u> the song from simpler rhythm notation using classroom instruments through <u>listening</u> and reading notation. Vocabulary: • Pulse • Beat • Rhythm Dynamics</p>	<p>Pupils will know to <u>improvise</u> on untuned classroom instruments within the song through <u>listening</u>. Vocabulary: • Pulse • Beat • Rhythm • Dynamics Improvisation</p>	<p>Pupils will know how to extend <u>improvisation</u> through <u>listening</u> using tuned classroom percussion. They will know how to create question and answer phrases. Vocabulary: • Pulse • Beat • Rhythm • Dynamics Improvisation</p>	<p>Pupils will know how to rehearse and <u>perform</u> the piece, using call and response, <u>improvisation</u>, and reading simple rhythm notation. Pupils will perform with musicianship. Vocabulary: • Pulse • Beat • Rhythm • Dynamics Improvisation</p>

Pentecost 2 Y1/2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge Year A	Pupils will know the music style “Blues” through <u>listening</u> . Pupils will know how to clap in time to the beat and play the rhythms on un-tuned instruments to the new piece. Vocabulary: <ul style="list-style-type: none"> • Blues • Pulse • Beat • Rhythms • Dynamics 	Pupils will know the music style “Baroque” through <u>listening</u> . Pupils will know how to clap the rhythms, reading from basic rhythm notation to the music of the piece. Vocabulary: <ul style="list-style-type: none"> • Blues • Pulse • Beat • Rhythms • Dynamics • Notation 	Pupils will know the music style “Latin” through <u>listening</u> . Pupils will know how to <u>perform</u> the piece, reading from simple rhythm notation using un-tuned classroom instruments through <u>listening</u> and reading notation. Vocabulary: <ul style="list-style-type: none"> • Blues • Pulse • Beat • Rhythms • Dynamics • Notation 	Pupils will know the music style “Bhangra” through <u>listening</u> . Pupils will know to <u>improvise</u> on un-tuned classroom instruments within the piece though <u>listening</u> . Vocabulary: <ul style="list-style-type: none"> • Blues • Pulse • Beat • Rhythms • Dynamics • Notation • Improvisation 	Pupils will know the music style “Funk” through <u>listening</u> . Pupils will know how to play the piece on tuned percussion through reading simple rhythm notation, playing on a given note. Vocabulary: <ul style="list-style-type: none"> • Blues • Pulse • Beat • Rhythms • Dynamics • Notation • Improvisation 	Pupils will know how to rehearse and <u>perform</u> the piece, using call and response, <u>improvisation</u> and reading simple rhythm notation on given note. Pupils will perform with <u>musicianship</u> . Vocabulary: <ul style="list-style-type: none"> • Blues • Pulse • Beat • Rhythms • Dynamics • Notation • Improvisation • Performance • Musicianship
Lent 2 Y1/2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge Year B	Pupils will know the music style “Bossa Nova” through <u>listening</u> . Pupils will know how to <u>perform</u> in time to the beat and play the rhythms on un-tuned instruments reading from simple rhythm notation. Pupils will know how to <u>sing</u> the new song through <u>listening</u> . Vocabulary: <ul style="list-style-type: none"> • Beat • Rhythm • Rhythm notation • Dynamics 	Pupils will know the music style “Bossa Nova” through <u>listening</u> . Pupils will know how to <u>perform</u> their part on tuned percussion reading from letter notation. Vocabulary: <ul style="list-style-type: none"> • Beat • Rhythm • Rhythm notation • Dynamics • Perform 	Pupils will know the music style “Bossa Nova” through <u>listening</u> . Pupils will know how to play an extended part on tuned percussion reading from letter notation. Vocabulary: <ul style="list-style-type: none"> • Beat • Rhythm • Rhythm notation • Dynamics • Perform 	Pupils will know the music style “Bossa Nova” through <u>listening</u> . Pupils will know how to create question and answer phrases though <u>listening</u> . Pupils will know how to <u>improvise</u> question and answer phrases on tuned percussion through <u>listening</u> . Vocabulary: <ul style="list-style-type: none"> • Beat • Rhythm • Rhythm notation • Dynamics • Perform • Improvisation 	Pupils will know the music style “Bossa Nova” through <u>listening</u> . Pupils will know how to perform all parts of the piece, through <u>listening</u> and reading simple rhythm notation. Pupils will know how to perform improvised question and <u>answer phrases</u> on tuned percussion. Vocabulary: <ul style="list-style-type: none"> • Beat • Rhythm • Rhythm notation • Dynamics • Perform • Improvisation 	Pupils will know how to rehearse and <u>perform</u> the piece, using call and response, <u>improvisation</u> and reading simple rhythm notation on given note. Pupils will perform with <u>musicianship</u> . Vocabulary: <ul style="list-style-type: none"> • Beat • Rhythm • Rhythm notation • Dynamics • Perform • Improvisation • Appraise

Pentecost 1 Y1/2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge Year B	Pupils will know the style “Musical theatre” through <u>listening</u> . Pupils will know how to sing the song new song through <u>listening</u> . Pupils will know how to <u>perform</u> in time to the beat on tuned percussion instruments reading from letter notation. Vocabulary: <ul style="list-style-type: none"> • Musical Theatre • Beat • Lyrics • Dynamics 	Pupils will know how to <u>perform</u> the extension parts, in time to the beat on tuned percussion through reading from letter notation. Vocabulary: <ul style="list-style-type: none"> • Musical Theatre • Beat • Lyrics • Dynamics • Notation 	Pupils will know how to <u>improvise</u> within the piece, in time to the beat, on tuned percussion. Vocabulary: <ul style="list-style-type: none"> • Musical Theatre • Beat • Lyrics • Dynamics • Improvise 	Pupils will know how to <u>compose</u> an 8 beat melody and <u>perform</u> that in the Coda section of the piece. Vocabulary: <ul style="list-style-type: none"> • Musical Theatre • Beat • Lyrics • Dynamics • Stave notation • Coda 	Pupils will know how to <u>sing and perform</u> all sections of the piece through <u>listening</u> and reading simple stave notation. Vocabulary: <ul style="list-style-type: none"> • Musical Theatre • Beat • Lyrics • Dynamics • Graphic notation • Coda • Perform 	Pupils will know how to rehearse and <u>perform</u> the piece, implementing their <u>compositions</u> and <u>improvisation</u> . Pupils will perform with <u>musicianship</u> . Vocabulary: <ul style="list-style-type: none"> • Musical theatre • Beat • Lyrics • Dynamics • Coda • Perform • Appraise
Pentecost 2 Y1/2	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium Term Knowledge Year B	Pupils will know the sounds of South African music through <u>listening</u> . Pupils will know how to sing the new song through <u>listening</u> . Pupils will know how to <u>perform</u> in time to the beat on tuned percussion instruments reading from letter notation. Vocabulary: <ul style="list-style-type: none"> • South African music • Beat • Lyrics • Dynamics 	Pupils will know how to <u>perform</u> the extension parts to the piece, in time to the beat on tuned percussion through reading from letter notation. Vocabulary: <ul style="list-style-type: none"> • South African music • Beat • Lyrics • Dynamics • Notation 	Pupils will know how to <u>perform</u> their part to the piece, in time to the beat, on tuned percussion instruments through reading basic stave notation. Pupils will know how to <u>improvise</u> on tuned instruments through <u>listening</u> . Vocabulary: <ul style="list-style-type: none"> • South African music • Beat • Lyrics • Dynamics • Stave notation • Improvisation 	Pupils will know how to <u>compose</u> an 8 beat melody and <u>perform</u> that in the middle section of the piece. Vocabulary: <ul style="list-style-type: none"> • South African music • Beat • Lyrics • Dynamics • Stave notation • Improvisation • Composition 	Pupils will know how to <u>sing and perform</u> all sections of the piece through <u>listening</u> and reading simple stave notation. Vocabulary: <ul style="list-style-type: none"> • South African music • Beat • Lyrics • Dynamics • Stave notation • Improvisation • Composition • Perform 	Pupils will know how to rehearse and <u>perform</u> the piece, implementing their <u>compositions</u> and reading from simple stave notation. Pupils will perform with <u>musicianship</u> . Vocabulary: <ul style="list-style-type: none"> • South African music • Beat • Lyrics • Dynamics • Stave notation • Improvisation • Composition • Perform • Appraise

YEAR 3 / 4 YEAR A

LENT TERM 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Pupils will know the rhythms to the new piece through <u>listening</u>. Pupils will know the style of the music Jazz. Pupils will know the differences between beat/pulse and rhythm.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Jazz style 	<p>Pupils will know how to hold their instrument correctly and make a controlled sound. Pupils will know how to play the rhythms to the piece on one note through <u>listening</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Jazz style 	<p>Pupils will know the meaning of a 4-beat call and response and <u>perform</u> it on their instrument. Pupils will know how to play the rhythms from week 1 and 2 with increased accuracy on their instruments.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Jazz style • Call and response 	<p>Pupils will know the word “<u>improvising</u>” and begin to demonstrate this on their instrument. Pupils will know how to play new notes and understand pitch.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Jazz style • Call and response • Improvising • Pitch 	<p>Pupils will know how to <u>improvise</u> with increased confidence, instrumental accuracy and control. Pupils will know the full structure of the piece. Pupils will <u>perform</u> together as whole class rehearsal.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Jazz style • Call and response • Improvising • Pitch • Performance 	<p>Pupils will know how to <u>perform</u> the piece with <u>musicianship</u>. Pupils will know how to <u>improvise</u> and use their <u>listening skills</u> to identify call and response and theme.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Jazz style • Call and response • Improvising • Pitch • Performance
PENTECOST TERM Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Pupils will know how to read basic stave notation within a small range of notes. Pupils will know what crotchets, minims and semibreves are. Pupils will know how to clap rhythm notation along with a backing track.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Funk Style 	<p>Pupils will know how to read stave notation within a small range of notes on their instrument. Pupils will know staves, bars, treble clef, and the time signature.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Funk Style • Stave • Stave notation 	<p>Pupils will know how to read stave notation within a small range of notes on their instrument. Pupils will know staves, bars, treble clef, and the time signature.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Funk Style • Stave • Staff notation • Time signature 	<p>All pupils will read from stave notation, and all will be given extension parts with new notes.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Funk Style • Stave • Staff notation • Time signature • Treble clef 	<p>Pupils will understand the difference between C and R and question/answer phrases, incorporating this within the piece.</p> <p>Advent.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Funk Style • Stave • Staff notation • Time signature • Treble clef 	<p>The 6-week project will be brought together where all pupils will <u>perform</u> the piece. Pupils will <u>perform</u> together as a group with control, <u>musicianship</u>, and rhythmic accuracy.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beat/ Pulse • Rhythm • Funk Style

<ul style="list-style-type: none"> • Stave • Staff notation • Time signature <p>Treble clef</p>	<ul style="list-style-type: none"> • Time signature <p>Treble clef</p>	Treble clef		<ul style="list-style-type: none"> • Harmony • Unison • Question and answer <p>Call and response</p>	<ul style="list-style-type: none"> • Stave • Staff notation • Time signature • Treble clef • Harmony • Unison • Question and answer • Call and response. <p>Performance techniques</p>
PENTECOST TERM Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Pupils will know how to play the beginning of the new piece, reading from stave notation. Pupils will know where their composition will be placed within the performance.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Improvisation • Composition • Composer • Semibreve • Minim • Crotchet • Quaver 	<p>Pupils will know the difference between improvisation and composition. Whole class will work together on a four-bar group rhythm composition.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Composition • Composer • Semibreve • Minim • Crotchet • Quaver 	<p>Pupils will know how to compose between one and four bars of rhythm notated composition in pairs or small groups. e and See song”</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Composition • Composer • Semibreve • Minim • Crotchet • Quaver • Crotchet rest 	<p>Pupils will perform and know where to play their compositions with the backing track to Rocking Out, using notated parts. Pupils will know how to combine rhythmic notation with note letter names.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Composition • Composer • Semibreve • Minim • Crotchet • Quaver • Crotchet rest 	<p>Pupils will know the structure of the piece and be able to perform together the notated parts and compositions with the backing track.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Composition • Composer • Semibreve • Minim • Crotchet • Quaver • Crotchet rest 	<p>Pupils will know how to perform the piece with musicianship.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Composition • Composer • Semibreve • Minim • Crotchet • Quaver • Crotchet rest

YEAR 3 / 4 YEAR B LENT TERM 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Pupils will understand the style of Latin music. Pupils will <u>listen</u> to and understand the structure of the new piece.</p> <p>Pupils will read rhythm notation for the layering/ostinato section. Pupils will know a crotchet rest.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Structure • Layering • Ostinato • Crotchet rest 	<p>Pupils will know how to <u>perform</u> the ostinato/layering section of the piece on their instruments.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Structure • Layering • Ostinato • Crotchet rest 	<p>Pupils will know how to <u>perform</u> the notated part of the first section of the piece from stave notation. Pupils will know a quaver rest.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Structure • Layering • Ostinato • Crotchet rest • Quaver rest 	<p>Pupils will know how to <u>perform</u> the first and second section of the piece with controlled <u>musicianship</u>.</p> <p>Pupils will know the dynamics <i>Piano</i> and <i>forte</i>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Structure • Layering • Ostinato • Crotchet rest • Quaver rest • Dynamics 	<p>Pupils will know how to <u>perform</u> the whole piece from stave notation with dynamic contrast and <u>musicianship</u>.</p> <p>Pupils will know how to <u>osing</u> the chosen</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Structure • Layering • Ostinato • Crotchet rest • Quaver rest • Dynamics 	<p>Pupils will know how to <u>perform</u> Alright with <u>musicianship</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Structure • Layering • Ostinato • Crotchet rest • Quaver rest • Dynamics
PENTECOST TERM Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Pupils will know the style Reggae through music listening. Pupils will know how to perform section A and B of the new piece from stave notation.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Reggae • Composer/song writer • Whole bar rest 	<p>Pupils will know how to perform sections C and D from stave notation. Pupils will know how to perform sections A, B, C and D together.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Reggae • Composer/song writer • Whole bar rest • Quaver rest 	<p>Pupils will know the structure of sections E- H. Pupils will know how to apply improvisation and call and response listening to sections F and G.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Reggae • Composer/song writer • Whole bar rest • Quaver rest • Call and response • Improvisation • Listening 	<p>Pupils will know how to compose a 4-bar pitch notated rhythm and perform this for section H. Pupils will know how to combine rhythmic notation with note letter names.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Reggae • Composer/song writer • Whole bar rest • Quaver rest • Call and response • Improvisation • Listening • Composition 	<p>Pupils will know the structure of the whole piece. Pupils will know how to perform from stave notation within section A and B. Pupils will know how to listen and perform the call and response in section F. Pupils will know how to perform and improve within section G. Pupils will know how to perform their stave notated composition</p>	<p>Pupils will know how to perform the whole piece with musicianship.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Reggae • Composer/song writer • Whole bar rest • Quaver rest • Call and response • Improvisation • Listening • Composition

				within section H. Vocabulary: <ul style="list-style-type: none"> • Reggae • Composer/song writer • Whole bar rest • Quaver rest • Call and response • Improvisation • Listening • Composition 	
PENTECOST TERM 2 Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Pupils will know the style Latin through music <u>listening</u> . Pupils will know how to <u>sing</u> the new lyrics within the new piece. Pupils will know how to clap the syncopated rhythms to the piece along to the lyrics. Pupils will know how to <u>perform</u> the rhythms by ear on one note. Vocabulary: <ul style="list-style-type: none"> • Latin • Syncopation Listening	Pupils will know how their chosen skill fits within the middle section of the piece. <u>Composing</u> pupils will know how to <u>compose</u> a 4-bar staff notated rhythm. <u>Improvising</u> pupils will know how to <u>improvise</u> a 4-bar rhythm. Question and answer pupils will know how to <u>compose</u> a 4-bar question-and-answer phrase. Vocabulary: <ul style="list-style-type: none"> • Latin • Syncopation • Listening • Composition • Question and answer/ C+R Improvisation	Pupils will know the structure and <u>musicianship</u> required to <u>perform</u> the whole piece. Pupils will know how to rehearse and evaluate their performance. Vocabulary: <ul style="list-style-type: none"> • Latin • Syncopation • Listening • Composition • Question and answer/ C+R • Improvisation • Structure • Performance Rehearse	Pupils will know which of the past <u>performance</u> pieces they will be re-visiting for an end of year summer concert. Pupils will know how to play the piece in full along with their chosen summer concert piece. Vocabulary: <ul style="list-style-type: none"> • Latin • Syncopation • Listening • Composition • Question and answer/ C+R • Improvisation • Structure Rehearsal/Performance	Pupils know how to put together a programme for a summer concert <u>performance</u> . Vocabulary: <ul style="list-style-type: none"> • Latin • Syncopation • Listening • Composition • Question and answer/ C+R • Improvisation • Structure • Performance • Rehearse • Dynamics Rehearse	The 6-week project will be brought together where all pupils will <u>perform & Sing the piece</u> in a whole school assembly. Pupils will know how to <u>perform</u> together as a group with control, <u>musicianship</u> , and rhythmic accuracy. Vocabulary: <ul style="list-style-type: none"> • Latin • Syncopation • Listening • Composition • Question and answer/ C+R • Improvisation • Structure • Performance • Rehearse • Dynamics Rehearse

YEAR 5 / 6 ADVENT TERM YEAR A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Pupils will know the instruments of the orchestra. Pupils will know the families of instruments through listening. Pupils will know what a conductor is and their role within the orchestra. Pupils will know what a "Down beat" is within music. Vocabulary:</p> <ul style="list-style-type: none"> • Listening • Crotchets • Minims • Time signature • Improvisation • Musicianship • Conducting <p>Down beat</p>	<p>Pupils will know how to perform the piece with improvisation by recapping and recalling the work in year 4. Pupils will know how to play musically and with musicianship. Vocabulary:</p> <ul style="list-style-type: none"> • Gregorian Chant • Listening • Crotchets • Minims • Time signature • Improvisation • Musicianship • Conducting • Down beat 	<p>Pupils will know how to rehearse the new notes for the extension parts of the piece. Pupils will know how to play new notes required for these new parts. Pupils will perform together the first part of the new harmonised parts with a backing track. Vocabulary:</p> <ul style="list-style-type: none"> • Gregorian Chant • Listening • Crotchets • Minims • Time signature • Improvisation • Musicianship • Conducting • Down beat 	<p>Pupils will know how to improvise in with the backing. Pupils will know how to use at least 4 notes to improvise. Vocabulary:</p> <ul style="list-style-type: none"> • Gregorian Chant • Listening • Crotchets • Minims • Time signature • Improvisation • Musicianship • Conducting • Down beat • Legato 	<p>Pupils will know how to perform the whole piece reading from stave notation. Pupils will know how to improvise within the middle section, by ear, using at least 4 notes. Pupils will appraise and evaluate their performance. Vocabulary:</p> <ul style="list-style-type: none"> • Gregorian Chant • Listening • Crotchets • Minims • Time signature • Improvisation • Musicianship • Conducting • Down beat • Legato 	<p>Pupils will rehearse and perform the piece in a school assembly. Pupils will perform musically and with musicianship. Pupils will perform both. Vocabulary:</p> <ul style="list-style-type: none"> • Gregorian Chant • Listening • Crotchets • Minims • Time signature • Improvisation • Musicianship • Conducting • Down beat • Legato
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Pupils will know what orchestral film music sounds like through <u>listening</u>. Pupils will know how to play with dynamic contrasts <i>mp</i> and <i>mf</i>. Pupils will know what a crescendo and a diminuendo is. Pupils will know how to play the notes for the new piece.</p>	<p>Pupils will know how to <u>perform</u> the piece from stave notation. Pupils will know how to conduct crescendos and diminuendos. Pupils will know how to play the layering section. Pupils will know how to conduct a 4/4-time signature. Pupils will know how</p>	<p>Pupils will know the new piece through <u>listening</u>. Pupils will know how to <u>perform</u> section A of the piece from stave notation. Pupils will know what an accent looks like and how to play it. Vocabulary:</p> <ul style="list-style-type: none"> • Composer • Orchestral film music • Dynamics 	<p>Pupils will know how to <u>perform</u> section B within the piece, linking to Section A. Vocabulary:</p> <ul style="list-style-type: none"> • Composer • Orchestral film music • Dynamics • Mezzo Piano • Mezzo Forte • Fortissimo • Crescendo • Diminuendo 	<p>Pupils will know how to play section C to the end, understanding and demonstrating crescendo. Pupils will know how to link all sections of the piece. Pupils will appraise and evaluate their rehearsal and <u>performance</u>. Vocabulary:</p>	<p>Pupils will rehearse and <u>perform</u> the pieces in a whole school performance. Pupils will <u>perform</u> musically and with <u>musicianship</u>. Vocabulary:</p> <ul style="list-style-type: none"> • Composer • Orchestral film music • Dynamics • Mezzo Piano

<p>Vocabulary:</p> <ul style="list-style-type: none"> • Composer • Orchestral film music • Dynamics • Mezzo Piano • Mezzo Forte • Fortissimo • Crescendo Diminuendo 	<p>to lead a school ensemble.Vocabulary:</p> <ul style="list-style-type: none"> • Composer • Orchestral film music • Dynamics • Mezzo Piano • Mezzo Forte • Fortissimo • Crescendo • Diminuendo • Time signature • Conducting • Down Beat Layering 	<ul style="list-style-type: none"> • Mezzo Piano • Mezzo Forte • Fortissimo • Crescendo • Diminuendo • Time signature • Conducting • Down Beat • Layering Accent 	<ul style="list-style-type: none"> • Time signature • Conducting • Down Beat • Layering Accent 	<ul style="list-style-type: none"> • Composer • Orchestral film music • Dynamics • Mezzo Piano • Mezzo Forte • Fortissimo • Crescendo • Diminuendo • Time signature • Conducting • Down Beat • Layering Accent 	<ul style="list-style-type: none"> • Mezzo Forte • Fortissimo • Crescendo • Diminuendo • Time signature • Conducting • Down Beat • Layering • Accents • Musicianship • Performance
LENT TERM Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Pupils will know the style of the blues through <u>listening</u>.</p> <p>Pupils will know how to <u>sing</u> a blues some through <u>listening</u>.</p> <p>Pupils will know the history of the Blues.Pupils will know the chords used in a twelve-bar blue.</p> <p>Pupils will know how to play the chords on their instruments.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Blues • Chords <p>Twelve - Bar</p>	<p>Pupils will know the style of Rock and Roll through <u>listening</u>.</p> <p>Pupils will know how it links to the Blues.</p> <p>Pupils will know how to <u>compose</u> and structure and <u>sing</u> lyrics to the Blues.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Blues • Chords • Twelve – Bar • Rock and Roll • Lyrics • Structure • Verse <p>Chorus</p>	<p>Pupils will know how to <u>perform</u> the chords and <u>sing</u> their lyrics.</p> <p>Pupils will know how to structure their Blues song.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Blues • Chords • Twelve – Bar • Rock and Roll • Lyrics • Structure • Verse <p>Chorus</p>	<p>Pupils will know what a pentatonic scale is.</p> <p>Pupils will know how to <u>improvise</u> within the middle section of their Blues song using the C pentatonic scale.</p> <p>Pupils will know how to <u>perform</u> with the backing track.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Blues • Chords • Twelve – Bar • Rock and Roll • Lyrics • Structure • Verse • Chorus • Improvise 	<p>Pupils will know how to play all sections of their Blues song.</p> <p>Pupils will appraise and evaluate the rehearsal and <u>musicianship</u> techniques.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Blues • Chords • Twelve – Bar • Rock and Roll • Lyrics • Structure • Verse • Chorus • Improvise • Pentatonic Scale • Appraise • Musicianship <p>Musicianship</p>	<p>Pupils will rehearse and <u>perform</u> in a school assembly.</p> <p>Pupils will <u>perform</u> musically and with <u>musicianship</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Blues • Chords • Twelve – Bar • Rock and Roll • Lyrics • Structure • Verse • Chorus • Improvise • Pentatonic Scale • Appraise • Musicianship • Performance

			Pentatonic Scale		
YEAR 5/6 YEAR B ADVENT TERM					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Pupils will know the Jazz style through <u>listening</u>. Pupils will know what accidentals are in music. Pupils will know the rhythms to the new piece through <u>singing</u> section A. Pupils will know what Ternary form is. Pupils will know what a tied note is. Pupils will know how to play section A of the piece from stave notation with <u>musicianship</u>. Vocabulary:</p> <ul style="list-style-type: none"> • Jazz • Tied Notes • Accidentals <p>Ternary form</p>	<p>Pupils will know how to play the middle section of piece as a soloist or as part of an instrumental group. Pupils will know how to read the piece from stave notation. Vocabulary:</p> <ul style="list-style-type: none"> • Jazz • Tied Notes • Accidentals • Ternary form <p>Soloist</p>	<p>Pupils will know how to play the end section of the piece, reading stave notation. Vocabulary:</p> <ul style="list-style-type: none"> • Jazz • Tied Notes • Accidentals • Ternary form <p>Soloist</p>	<p>Pupils will know how to link the middle and end sections of the piece with increased <u>musicianship</u> incorporating dynamics. Vocabulary:</p> <ul style="list-style-type: none"> • Jazz • Tied Notes • Accidentals • Ternary form • Soloist <p>Dynamics</p>	<p>Pupils will know how to link all three sections into a <u>performance</u>. Pupils will appraise and evaluate the rehearsal and <u>musicianship</u> techniques. Vocabulary:</p> <ul style="list-style-type: none"> • Jazz • Tied Notes • Accidentals • Ternary form • Soloist • Dynamics <p>Appraise</p>	<p>Pupils will rehearse and <u>perform</u> in a school assembly. Pupils will <u>perform</u> musically and with <u>musicianship</u>. Vocabulary:</p> <ul style="list-style-type: none"> • Jazz • Tied Notes • Accidentals • Ternary form • Soloist • Dynamics • Appraise <p>Performance</p>
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Pupils will know the style of swing through <u>listening</u>. Pupils will know how to clap and play the rhythms to section A of the new piece. Pupils will understand bars, rests and how to count them.</p>	<p>Pupils will know how to play the rhythms to section A from stave notation. Pupils will know how to clap and play the swing rhythms at section B. Vocabulary:</p> <ul style="list-style-type: none"> • Swing • Accents • Swing rhythms 	<p>Pupils will rehearse all sections of the piece. Pupils will know how to <u>improvise</u> using notes from a pentatonic scale. Vocabulary:</p> <ul style="list-style-type: none"> • Swing • Accents • Swing rhythms • Staccato 	<p>Pupils will know how to create question and answer phrases working in pairs. Pupils will know how to <u>compose</u> their question-and-answer phrases with a backing track. Vocabulary:</p> <ul style="list-style-type: none"> • Swing 	<p>Pupils will rehearse the whole piece as a class ensemble. Pupils will evaluate their <u>musicianship</u> by <u>listening</u> and watching a practice <u>performance</u>. Vocabulary:</p> <ul style="list-style-type: none"> • Swing • Accents 	<p>Pupils will rehearse and <u>perform</u> with <u>musicianship</u> and musicality in a school assembly. Vocabulary:</p> <ul style="list-style-type: none"> • Swing • Accents • Swing rhythms • Staccato

<p>Pupils will know what a repeat sign looks like and how it is used. Pupils will know what staccato note looks like and how to play it. Pupils will know how to swing paired quavers. Pupils will know how to use the appropriate articulation. Vocabulary:</p> <ul style="list-style-type: none"> • Swing • Accents • Swing rhythms • Staccato • Dotted note <p>Repeat sign</p>	<ul style="list-style-type: none"> • Staccato • Dotted notes <p>Repeat sign</p>	<ul style="list-style-type: none"> • Dotted notes • Repeat sign <p>Improvisation</p>	<ul style="list-style-type: none"> • Accents • Swing rhythms • Staccato • Dotted notes • Repeat sign <p>Improvisation</p>	<ul style="list-style-type: none"> • Swing rhythms • Staccato • Dotted notes • Repeat sign • Improvisation <p>Musicianship</p>	<ul style="list-style-type: none"> • Dotted notes • Repeat sign • Improvisation <p>Musicianship</p>
LENT TERM Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Pupils will know the music style “funk” through <u>listening</u>. Pupils will know how to clap the rhythm part of section A through <u>listening</u>. Pupils will <u>perform</u> section A reading from stave notation. Vocabulary:</p> <ul style="list-style-type: none"> • Blues scale • Semi quavers • Dotted notes. <p>Repeat sign</p>	<p>Pupils will know how to <u>perform</u> sections A to C from stave notation with a backing track. Vocabulary:</p> <ul style="list-style-type: none"> • Blues scale • Semi quavers • Dotted notes. <p>Repeat sign</p>	<p>Pupils will know how their chosen skill fits within the middle section of What’s the Jazz? <u>Composing</u> pupils will know how to <u>compose</u> a 4-bar staff notated rhythm using notes from the blues scale. <u>Improvising</u> pupils will know how to <u>improvise</u> a 4-bar rhythm. Question and answer pupils will know how</p>	<p>Pupils will know how to implement their chosen skill set within the piece with a backing track. Pupils will know how to <u>perform</u> with <u>musicianship</u>, accuracy, and confidence. Pupil will know how to play section E to the end. Pupils will know how to play a crescendo. Vocabulary:</p> <ul style="list-style-type: none"> • Blues scale • Semi quavers 	<p>All Pupils will evaluate and appraise their <u>performance</u> through listening/watching. Pupils will know how to make improvements to their own work. Vocabulary:</p> <ul style="list-style-type: none"> • Blues scale • Semi quavers • Dotted notes. • Repeat sign • Composition 	<p>Pupils will rehearse and <u>perform</u> the pieces with <u>musicianship</u> and musicality in a school assembly. Vocabulary:</p> <ul style="list-style-type: none"> • Blues scale • Semi quavers • Dotted notes. • Repeat sign • Composition • Question and Answer • Improvisation • Fortissimo

		<p>to <u>compose</u> a 4-bar question-and-answer phrase.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Blues scale • Semi quavers • Dotted notes. • Repeat sign • Composition • Question and Answer Improvisation 	<ul style="list-style-type: none"> • Dotted notes. • Repeat sign • Composition • Question and Answer • Improvisation Fortissimo 	<ul style="list-style-type: none"> • Question and Answer • Improvisation Fortissimo 	Performance
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