



MUSIC LONG TERM PLANNING DOCUMENT

Curriculum Intent Statement

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

At Greenfields, we believe that everyone has the right to use their creative and artistic talents. Everyone is entitled to a range of high quality arts experiences whatever their background and ability. At Greenfields, the Expressive Arts include (but are not limited to) the following curriculum subjects; Art, Dance, Design and Technology, Drama and Music.

Aims and objectives

The aims of the Expressive Arts subjects are:

- To promote a love of learning in the enjoyment of arts and culture through a wide-range of experiences and opportunities; during and outside normal teaching hours.
- To continually strive to improve and develop teaching, ensuring pupils receive quality provision and a breadth of arts and cultural occasions.
- To involve pupil engagement; they will be able to talk enthusiastically about, and demonstrate their knowledge, skills, understanding and experience of, a broad range of high-quality arts and cultural provision.

- To embed a diverse curriculum, allowing pupils to explore and make connections in other subjects.
- To allow pupils to have the opportunity to have greater input in what they learn and how they record their learning.
- To have a commitment to CPD across the coverage of arts and culture for all members of staff, with appropriate resources for this.
- To work with and understand the value of working with a broad range of partners to provide and deliver high-quality arts and cultural education.
- To demonstrate a clear commitment to the equality of education and the opportunity for all pupils with protected characteristics (as defined in the Equality Act 2010) to take part in arts and cultural experiences.

Overview

	AUTUMN	SPRING	SUMMER
Year 1/2 – Cycle 1	Singing, Listening and Appraising	Singing, Listening, Appraising and improvising	Singing, Listening and Appraising
Year 1/2 – Cycle 2	Violins	Violins	Violins
Year 3/4 – Cycle 1	Sound Scapes	Roman Singing	Film Water Compositions
Year 3/4 – Cycle 2	Keyboards	Drumming	Recorders
Year 5/6 – Cycle 1	Samba Cultural Music	Project Dot One Compositions	Project Dot One Compositions
Year 5/6 – Cycle 2	World War Singing	Space Compositions	Ukulele

Knowledge and skills ladder	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Singing	<p>Children sing songs, make music and dance.</p> <p>Children can experiment with ways of changing songs.</p>	<p>Make, play, change and combine sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.) and keep a steady pulse.</p> <p>Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally.</p> <p>Sing broadly in tune within a limited pitch range.</p>	<p>Use voice, sounds, technology and instruments in creative ways.</p> <p>Sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.</p> <p>Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.).</p>	<p>Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.</p> <p>Lead an independent part in a group when singing or playing. (e.g. rhythm, ostinato, drone, simple part singing, etc.)</p>
Playing, improvising and composing	<p>Children represent their own ideas, thoughts and feelings through music.</p> <p>Children understand the language of loud, quiet, fast and slow.</p>	<p>Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and</p>	<p>Suggest, follow and lead simple performance directions.</p> <p>Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc.</p>	<p>Maintain a strong sense of pulse and recognise and self correct when going out of time.</p> <p>Demonstrate increasing confidence, expression, skill and level of musicality through taking different</p>

		<p>stopping, adhering to 'starts and stops' -i.e. sound and silence). Pupils could suggest and try out their own ideas.</p> <p>Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context (e.g. graduation of sound – getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made, combined etc.).</p> <p>Name common classroom instruments.</p> <p>Create music, and suggest symbols to represent sounds (e.g. a large foot for the Daddy bear, small foot for baby bear).</p>	<p>Create simple rhythmic patterns, melodies and accompaniments.</p> <p>Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses.</p> <p>Aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.</p>	<p>roles in performance and rehearsal.</p> <p>Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</p> <p>Create music which demonstrates understanding of structure and discuss the choices made.</p> <p>As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.</p>
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		<p>Make physical movements that represent sounds</p> <p>(e.g. move like a snake, an elephant, grow like a tree in response to music).</p> <p>Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names, counting syllables in names etc.</p> <p>Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing, singing.</p>		
Listening	<p>Listen with increased concentration.</p> <p>Respond appropriately to a variety of live and recorded music.</p>	<p>Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.</p>	<p>Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p> <p>Develop an understanding of the history of music.</p>	<p>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.</p> <p>Be perceptive to music and communicate personal</p>

		<p>Listen to ideas from others, taking turns as appropriate to the context, e.g. passing around instruments, sharing, listening to others playing/singing/ sharing ideas.</p> <p>Comment on and respond to recordings of own voice, other classroom sounds, musical instruments etc.</p>		<p>thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts.</p> <p>Critique own and others' work, offering specific comments and justifying these.</p> <p>Develop an understanding of the history of music.</p>
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YEAR 1 AUTUMN TERM CYCLE 1&2
Singing, Listening and Appraising

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> To listen to and appraise a range of hip/hop songs To learn and/or build on knowledge and understanding about the interrelated dimensions of music through To play instruments along to the beat of songs To improvise and compose along with a song backing track To perform a song and evaluate the performance 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 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. 		Dynamics, tempo, beat, pitch rhythm, pulse, beat, melody, pulse
		Links to other Curriculum Areas
		Speaking and listening Year 1 English objectives.
Prior Learning	Key Questions	Future Learning
Children will have been exposed to songs from the hip-hop genre on the radio at home.	How do you appraise a song?	Learning will continue in the next term developing on their understanding.

YEAR 1 SPRING TERM CYCLE 1&2
Singing, Listening, Appraising and Improvising

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> To listen to and appraise a range of songs from different genres To learn and/or build on knowledge and understanding about the interrelated dimensions of music through To play instruments along to the beat of songs To learn to sing a song in six different styles (Blues, Baroque, Latin, Bhangra, Folk and Funk) To listen to, learn and compare songs from different styles; Bossa Nova, Latin/pop, film music, big band jazz, dance and jazz. To improvise and compose along with a song backing track To perform a song and evaluate the performance To learn how to do call and response to a song using both their voices and instruments 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 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. Play tuned and untuned instruments musically 		<p>Dynamics, tempo, beat, pitch rhythm, pulse, beat, melody, pulse</p>
Prior Learning	Key Questions	Future Learning
Children will have begun learning how to listen and appraise songs in the Autumn Term.	How can we use instruments to do call and response to songs from different genres?	Learning will continue in the next term developing on their understanding.

YEAR 1 SUMMER TERM CYCLE 1&2
Singing, Listening and Appraising

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> To listen to and appraise a range of songs involving the use of their imaginations To learn and/or build on knowledge and understanding about the interrelated dimensions of music through To play instruments along to the beat of songs To improvise and compose along with a song backing track To perform a song and evaluate the performance To learn to sing a song in two different parts 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 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. Play tuned and untuned instruments musically 		Dynamics, tempo, beat, pitch rhythm, pulse, beat, melody, pulse
		Links to other Curriculum Areas
		Speaking and listening Year 1 English objectives.
Prior Learning	Key Questions	Future Learning
Children will have learnt how to listen and appraise songs and incorporate some instruments in the Spring Term.	How do you sing a song in different parts?	Children will go onto learn the violin in year 2 applying their learnt listening skills as well as understanding of different musical vocabulary.

YEAR 2 AUTUMN, SPRING & SUMMER TERM CYCLE 1 & 2

Violins

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> How to hold a violin and bow How to make a good sound by plucking and bowing the strings How to use the bow to make different sounds and articulations To feel a pulse and be able to clap and play in time to it To listen to music and notice different instruments and to describe how it makes them feel To understand the sound and look of the different rhythms To understand the different pitches of the open strings To read normal music notation on the stave of open strings and 1st fingers To identify notes, rests, dynamics, repeats and clef on the stave To use this knowledge to be able to perform a varied repertoire To understand working together as an ensemble 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
<p align="center">Skills</p>		<p align="center">Key Vocabulary</p>
<ul style="list-style-type: none"> To read and play music confidently and with expression To sing with confidence To constructively and positively analyse their own and others' work to improve it To use their foundation of music theory to allow them to learn new repertoire independently To understand the difference between practice and performance To increase listening, teamwork and aural awareness skill 		<p>Violin, bow, pluck, bowing, pizzicato, arco, forte, piano, staccato, legato, tremolo (shimmer), crotchet, quaver, minim, semibreve, rest, treble clef, stave, bar, bar line, time signature, repeat, pulse, beat, rhythm, pitch (high/low), accent, body percussion</p> <p align="center">Links to other Curriculum Areas</p> <p>Speaking and listening Year 2 English objectives.</p>
<p align="center">Prior Learning</p>	<p align="center">Key Questions</p>	<p align="center">Future Learning</p>
<p>No previous experience of violin but have played some instruments during improvisation in Year 1.</p>	<p>How do I play an instrument in time with music using different musical performance elements?</p>	<p>Children can go on to continue learning the violin in small groups and individual lessons at Northolmes.</p>

**YEAR 3&4 AUTUMN TERM CYCLE 1
SOUNDS SCAPES**

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> To understand what a percussion instrument is and give examples. To compose a sound scape. To compose a sound scape using technical musical terminology. To rehearse a self-written composition. To rehearse a self-written composition. To perform a self-written composition. 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<ul style="list-style-type: none"> 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. 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 use and understand staff and other musical notations 		<p>adagio, allegro, andante, bars, bass clef, beat, chord, crochet, crochet rest, duet, duration, dynamics, flat, forte, harmony, improvisation, key, melody, minim, minim rest, octave, ostinato, pentatonic, piano, pitch, pulse, quaver, rest, rhythm, semibreve, semibreve rest, sharp, solo, staccato, stave, tempo, texture, timbre, time signature, treble clef</p> <p align="center">Links to other Curriculum Areas</p> <p>Speaking and listening Year 3/4 English objectives.</p>
Prior Learning	Key Questions	Future Learning

<ul style="list-style-type: none"> Children will build upon their musical knowledge and understanding of musical concepts and reading music from Year 2 when learning to play the violin. 	<p>What are percussion instruments and how can they be used to build up a sound from multiple components?</p>	<p>Children will be going on to do further compositions in the summer term and developing skills learnt.</p>
<ul style="list-style-type: none"> 		

**YEAR 3&4 SPRING TERM CYCLE 1
ROMAN SINGING**

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> To be able to identify and discuss a musical 'mood'. To be able to notate music using symbols. To be able to work as part of a group to compose a piece of music to accompany film. To be able to perform a piece of music to accompany film. 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
<p align="center">Skills</p>		<p align="center">Key Vocabulary</p>
<ul style="list-style-type: none"> 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. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 		<p>a cappella, adagio, allegro, andante, bars, bass clef, beat, chord, chorus, crochet, crochet rest, duet, duration, dynamics, flat, forte, harmony, improvisation, key, melody, minim, minim rest, octave, ostinato, pentatonic, piano, pitch, pulse, quaver, rest, rhythm, semibreve, semibreve rest, sharp, solo, staccato, stave, tempo, texture, timbre, time signature, treble clef, verse</p> <p align="center">Links to other Curriculum Areas</p> <p>Children will be looking at the Romans in History.</p>

<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 		
<p>Prior Learning</p>	<p>Key Questions</p>	<p>Future Learning</p>
<p>Children will build upon the skills they developed from their singing units in Year 1.</p>	<p>How do you sing effectively to set a mood?</p>	<p>Children will be going on to do further singing in Year 5/6, developing skills learnt.</p>
<p>YEAR 3&4 SUMMER TERM CYCLE 1 FILM WATER COMPOSITIONS</p>		
<p>National Curriculum Objectives</p>	<p>Knowledge</p>	<p>Links to Core Values</p>
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> To develop an understanding of pulse, rhythmic patterns, coordination, musical memory to develop understanding of ostinato Understand how rhythm patterns can be notated To learn about rhythmic patterns To learn how rhythms can be described through rhythmic symbols Learn to use patterns of syllables for ostinato patterns To learn to identify rhythmic patterns in music. 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
<p>Skills</p>		<p>Key Vocabulary</p>
<ul style="list-style-type: none"> 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. 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 use and understand staff and other musical notations 		<p>adagio, allegro, andante, bars, bass clef, beat, chord, crochet, crochet rest, duet, duration, dynamics, flat, forte, harmony, improvisation, key, melody, minim, minim rest, octave, ostinato, pentatonic, piano, pitch, pulse, quaver, rest, rhythm, semibreve, semibreve rest, sharp, solo, staccato, stave, tempo, texture, timbre, time signature, treble clef</p>
		<p>Links to other Curriculum Areas</p>

<ul style="list-style-type: none"> • 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. 		Children will be looking at oceans in Geography.
Prior Learning	Key Questions	Future Learning
Children will build upon their musical skills learnt in autumn term composition unit of sound scapes.	What are rhythmic patterns and how are they used when composing?	Children will be going on to do further compositions in Year 5/6, developing skills learnt.
YEAR 3&4 AUTUMN TERM CYCLE 2 Keyboards		
National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. • Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. • Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> • To name the keys of the keyboard • To demonstrate the correct posture for playing the keyboard • Use finger numbers when playing the keys • To match up keys with the correct notation. • How to break down a melody so that it's easier to practice • How to build up speed to improve fluency • How to check rhythms • How to perform with correct fingers and posture • How to read music 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<ul style="list-style-type: none"> • 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. • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • listen with attention to detail and recall sounds with increasing aural memory 		<p>adagio, allegro, andante, bars, bass clef, beat, chord, crochet, crochet rest, duet, duration, dynamics, flat, forte, harmony, improvisation, key, melody, minim, minim rest, octave, ostinato, pentatonic, piano, pitch, pulse, quaver, rest, rhythm, semibreve, semibreve rest, sharp, solo, staccato, stave, tempo, texture, timbre, time signature, treble clef</p> <p style="text-align: center;">Links to other Curriculum Areas</p> <p>Speaking and listening Year 3/4 English objectives.</p>

<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 		
<p>Prior Learning</p>	<p>Key Questions</p>	<p>Future Learning</p>
<p>Children developing on musical skills learnt when learning the violin in year 2.</p>	<p>How do you read music and play two different parts simultaneously on the keyboard?</p>	<p>Children will be going on to learn the recorder in the Spring Term, developing musical skills learnt.</p>
<p>YEAR 3&4 SPRING TERM CYCLE 2 RECORDERS</p>		
<p>National Curriculum Objectives</p>	<p>Knowledge</p>	<p>Links to Core Values</p>
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> To hold and play the recorder in the correct position To hold the recorder correctly and play the note B To play in time with the pulse and breathe in the correct places. To listen and copy different rhythms (patterns of long and short sounds) on the note B To play the note B clearly and confidently in two new pieces and learn more about the musical score (identify the time signature, bar lines, treble clef and note B on a score) To play the note A, know what the word 'rhythm' means and copy back different rhythms on the note B with greater accuracy To play a duet, the notes A and B and to cover the finger holes properly to ensure a good sound To play and improvise using the notes A and B To sing, play and improvise using the notes A and B To recognise and play semibreves (four beats) and minims (two beats) on notes A and B. To continue improving improvisation. To become confident playing B, A and G 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
<p>Skills</p>		<p>Key Vocabulary</p>
<ul style="list-style-type: none"> 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. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 		<p>adagio, allegro, andante, bars, bass clef, beat, chord, crochet, crochet rest, duet, duration, dynamics, flat, forte, harmony, improvisation, key, melody, minim, minim rest, octave, ostinato, pentatonic, piano, pitch, pulse, quaver, rest, rhythm, semibreve, semibreve rest, sharp, solo, staccato, stave, tempo, texture, timbre, time signature, treble clef</p> <p>Links to other Curriculum Areas</p> <p>Speaking and listening Year 3/4 English objectives.</p>

<ul style="list-style-type: none"> use and understand staff and other musical notations 		
Prior Learning	Key Questions	Future Learning
Children developing on musical skills learnt when learning the keyboard.	How do you read music and breathe effectively when learning to play the recorder?	Children will be going on to learn other instruments in Year 5/6, developing musical skills learnt.

YEAR 3&4 SUMMER TERM CYCLE 2 DRUMMING		
National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> To listen to and appraise a range of HipHop songs paying special attention to the beat and drumming elements To learn and/or build on knowledge and understanding about the interrelated dimensions of music through To play the drums along to the beat of songs To drum different types of beats To improvise and compose along with a song backing track To perform a song and evaluate the performance To learn how to do call and response to a song using instruments 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
		Key Vocabulary
		adagio, allegro, andante, bars, bass clef, beat, chord, crochet, crochet rest, duet, duration, dynamics, flat, forte, harmony, improvisation, key, melody, minim, minim rest, octave, ostinato, pentatonic, piano, pitch, pulse, quaver, rest, rhythm, semibreve, semibreve rest, sharp, solo, staccato, stave, tempo, texture, timbre, time signature, treble clef
		Links to other Curriculum Areas
		Children will be looking Africa and their culture in Geography.
Skills		
<ul style="list-style-type: none"> 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. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 		

<ul style="list-style-type: none"> 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 		
Prior Learning	Key Questions	Future Learning
Children developing on musical skills learnt when learning the violin in year 2.	How do you use drums to hold the beat and add texture to a song?	Children will be going on to learn other instruments in Year 5/6 and using their drumming knowledge in the samba, developing musical skills learnt.

**YEAR 5&6 AUTUMN TERM CYCLE 1
SAMBA CULTURAL MUSIC**

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> To understand what Samba is and where the music originated from To listen to samba music and discuss how it differs from other cultural music To learn about the different instruments of the samba band To learn about and discuss different samba rhythms, timing and beats To play samba rhythms on different percussion instruments To rehearse and perform a samba band piece 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<ul style="list-style-type: none"> 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. 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 		adagio, allegro, andante, bars, bass clef, beat, chord, crochet, crochet rest, duet, duration, dynamics, flat, forte, harmony, improvisation, key, melody, minim, minim rest, octave, ostinato, pentatonic, piano, pitch, pulse, quaver, rest, rhythm, semibreve, semibreve rest, sharp, solo, staccato, stave, tempo, texture, timbre, time signature, treble clef
		Links to other Curriculum Areas

<ul style="list-style-type: none"> 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. 		Children will be looking at the rainforests and cultures in South America in Geography.
Prior Learning	Key Questions	Future Learning
Children developing skills learnt previously from drumming unit of work.	How does music from different cultures vary?	Children will be going on to learn other instruments in Year 5/6, developing musical skills learnt.
YEAR 5&6 SPRING AND SUMMER TERM CYCLE 1 PROJECT DOT ONE COMPOSITIONS		
National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> 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 interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 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 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<ul style="list-style-type: none"> 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. 		Legato, major scale, melisma, melody, minor scale, octave, ostinato, range, register, ternary form, third, timbre, tonic, tonality, unison, vamping, articulators, ascending phrase, crescendo, descending phrase, diction, diminuendo, diphthong, drone, dynamics, fifth, harmony, improvise, interval.

<ul style="list-style-type: none"> 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 develop an understanding of the history of music. 		
		Links to other Curriculum Areas
		Speaking and listening Year 5/6 English objectives.
Prior Learning	Key Questions	Future Learning
Children will build upon skills from previous composition unit from film water compositions in year 3/4.	How do you compose a piece of music and what different sections is music split into?	Children will go on to use their skills in future year 5/6 unit of space compositions.

YEAR 5&6 AUTUMN TERM CYCLE 2 WORLD WAR SINGING		
National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> To sing songs from a point in history. To discuss the meaning behind song lyrics and their importance. To discuss how the tempo of a song sets a mood. To sing in different parts. To prepare for a singing performance. To perform songs singing confidently. 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<ul style="list-style-type: none"> 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. 		A cappella, adagio, allegro, andante, bars, bass clef, beat, chord, chorus, crochet, crochet rest, duet, duration, dynamics, flat, forte, harmony, improvisation, key, melody, minim, minim rest, octave, ostinato, pentatonic, piano, pitch, pulse, quaver, rest, rhythm, semibreve, semibreve rest, sharp, solo, staccato, stave, tempo, texture, timbre, time signature, treble clef, verse

<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression develop an understanding of the history of music. 		Links to other Curriculum Areas
		Children will be looking at World War I and II in History.
Prior Learning	Key Questions	Future Learning
Children building upon previous singing in the Roman unit of work.	How do you sing songs in the different styles appropriate to the time frame, in multiple different parts?	Children will be ready to progress in group singing by strengthening pupils' ability to sing in harmony while further developing sound production and expressive performance. Some pupils may sing solo as part of small group work.

YEAR 5&6 SPRING TERM CYCLE 2 SPACE COMPOSITIONS		
National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> To understand what an un-tuned instrument is and give examples To be able to write music for different parts To understand how to represent different sections of musical piece To be able to compose a piece of music that tells a story To be able to compose a piece of music that tells a story To be able to compose a piece of music that tells a story 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<ul style="list-style-type: none"> 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 		a cappella, adagio, allegro, andante, bars, bass clef, beat, chord, chorus, crochet, crochet rest, duet, duration, dynamics, flat, forte, harmony, improvisation, key, melody, minim, minim rest, octave, ostinato, pentatonic, piano, pitch, pulse, quaver, rest, rhythm, semibreve, semibreve rest, sharp,

<p>within musical structures and reproducing sounds from aural memory.</p> <ul style="list-style-type: none"> • 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 • 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 		solo, staccato, stave, tempo, texture, timbre, time signature, treble clef, verse
		Links to other Curriculum Areas
Prior Learning	Key Questions	Children will be looking at space in Science.
Children will develop knowledge and understanding from previous composition units in year 3/4.	How do you use different musical instruments to represent different sections of a story?	Future Learning
YEAR 5&6 SUMMER TERM CYCLE 2		
UKULELE		
National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. • Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. • Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<ul style="list-style-type: none"> • To hold and play the ukulele in the correct position • Understand what an up and down strum are • To know how to pluck notes • To know how to block the sound • To be able to strum and pluck different rhythms to varying tempos • To be able to play the chord of C, F and G • To play in time with the pulse and pause in the correct places. To listen and copy different rhythms (patterns of long and short sounds) • To play the chords clearly and confidently in a new 	<p>Deep thinking- Pupils reflect on their work and use their previous knowledge and learning of skills to create a successful conclusion of work.</p> <p>Risk takers- Pupils take risks by exploring skills and techniques. They can articulate whether these risks were successful or not, and whether they would repeat them again in the future.</p> <p>Team builders- Pupils share and listen to each other's ideas. They can express their opinions in a safe space. Pupils comment and assess each other's work, providing meaningful feedback so other's performances and/or compositions can grow and develop.</p> <p>Go Getters- Pupils try new ideas and persevere when things get tricky. They can discuss their musical achievements.</p> <p>Community makers- Pupils respect each other's differences and individual musical choices. They respectfully listen to each other's ideas and opinions and are careful with the constructive feedback that they provide each other.</p>
Skills		Key Vocabulary
<ul style="list-style-type: none"> • 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 		adagio, allegro, andante, bars, bass clef, beat, chord, crochet, crochet rest, duet, duration, dynamics, flat, forte, harmony, improvisation, key, melody, minim, minim rest, octave, ostinato, pentatonic, piano, pitch, pulse, quaver, rest, rhythm, semibreve,

<p>within musical structures and reproducing sounds from aural memory.</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • 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 	<p>piece and learn more about the musical score</p> <ul style="list-style-type: none"> • To be able to identify the time signature, bar lines, treble clef, note length and chords diagrams • To play and improvise using the learnt chords 	<p>semibreve rest, sharp, solo, staccato, stave, tempo, texture, timbre, time signature, treble clef</p> <p>Links to other Curriculum Areas</p> <p>Speaking and listening Year 5/6 English objectives.</p>
<p>Prior Learning</p>	<p>Key Questions</p>	<p>Future Learning</p>
<p>Children developing skills learnt previously from drumming and recorder unit of work.</p>	<p>How do you play different chords which, played in different ways, make a song?</p>	<p>Children will be going on to learn other instruments in, developing musical skills learnt.</p>