







Music - Long Term Plan and Progression Document



Vision 	Intent 	Implementation 	Impact 
<p>By the time children leave Eccleston Lane Ends, they will:</p> <ul style="list-style-type: none"> • Have enjoyed exploring music as performers, composers and listeners. • Feel confident in exploring ideas when composing. • They are creative in expressing ideas about music they listen to both in live performances and those played to them. • They value the ideas and creative responses of others. • Have had the opportunity to perform music in different ways through playing tuned and un-tuned instruments, both individually and in a group. • Have performed familiar pieces as well as 	<p>At Eccleston Lane Ends we aim to engage and inspire all children to develop a love of music through listening, playing, composing and singing. When teachers deliver music lessons, their aim is to offer children happy and rich musical experiences that enhance a child's awareness of their own abilities and strengths as a learner. Children will have the opportunity to evaluate a range of music across a range of historical periods, genres, styles and traditions, including the works of the great composers. We are committed to ensuring children learn beyond the classroom through an understanding of the value and importance of music culture in the wider community and that they are able to apply musical skills, knowledge and experiences</p>	<p>In music at Eccleston Lane Ends we deliver a clear and comprehensive scheme of work in line with the National Curriculum through Charanga. Music is taught weekly from EYFS to Y6 and our curriculum ensures that pupils sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing in assemblies, various concerts and performances and the learning of instruments.</p> <p>In years 2 and 4, children have whole class instrumental lessons with specialist teachers from St Helens Music Service. These teachers integrate skills in playing, singing, listening, appraisal, reading notation, improvisation and composition through the teaching of their specific instrument. In year 5 the children also have the opportunity to learn the recorder, this is then built upon in year 6.</p> <p>Children in years 4-6 who love to sing can join a lunchtime choir club with the purpose of singing in the collaborative concert 'Young Voices' at Manchester Arena each year.</p> <p>Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within</p>	<p>Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose - either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts as well as sing and feel a pulse. At Eccleston Lane Ends children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and star assembly, ensuring that everyone is challenged regardless of previous musical experience. Our music curriculum will hopefully foster a love and increasing enthusiasm for the subject amongst our children, and a potential for life long musical study. Children will</p>



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<p>that they have composed using a range of notation.</p> <ul style="list-style-type: none">• Have had the opportunity to play the instruments they are learning to others, and take part in local community events.	<p>in a variety of different contexts.</p>	<p>each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that the aims for musical learning stated in the National Curriculum are fulfilled. Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Charanga provides a classroom-based, participatory and inclusive approach to music learning.</p> <p>Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. skill and given chance for collaboration through composition. During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson children will be given opportunities to apply skill and given chance for collaboration through composition.</p>	<p>leave our school thinking, feeling and performing like musicians.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Charanga - Me Listen and respond to music, Combining pulse rhythm and pitch and learn rhymes, play untuned percussion	Charanga - My stories Christmas Production Nativity	Charanga - Everyone- Listen and respond Learn to sing rhymes/songs	Charanga - Our World Listen and respond to different styles of music Learn to sing rhymes/songs share and perform	Charanga - Big Bear Funk- Listen and respond to different styles of music Learn to sing rhymes/songs composition share and perform	Reflect, rewind, replay Listen and respond to different styles of music Learn to sing rhymes/songs composition share and respond
Year 1 MMC- Charanga	My Musical Heartbeat How can we make friends when we sing together?	Dance, Sing and Play How does music tell stories about the past? Christmas Nativity	Exploring Sounds How does music make the world a better place?	Learning to Listen How does music teach us about our neighbourhood?	Having Fun with Improvisation How does music make us happy?	Let's perform together How does music teach us about looking after our planet?
Year 2 Ukulele Instrument Tuition	Ukulele Instrument Tuition Mix it up (Taught by SHMS)	Ukulele Instrument Tuition Duration Journey Christmas Nativity (Taught by SHMS)	Ukulele Instrument Tuition Keeping it steady (Taught by SHMS)	Ukulele Instrument Tuition Soaring High (Taught by SHMS)	Ukulele Instrument Tuition Now its your turn (Taught by SHMS)	Ukulele Instrument Tuition Weather Soundscapes (Taught by SHMS)
Year 3 MMC- Charanga	Writing music down How does music bring us closer together?	Playing in a band What stories does music tell us about the past?	Composing using your imagination How does music make the world a better place?	More musical styles How does music help us to get to know our community?	Enjoying Improvisation How does music make a difference to us every day?	Opening Night How does music connect us with our planet?



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		Christmas Singing				
Year 4	Brass Instrument Tuition	Brass Instrument Tuition	Brass Instrument Tuition	Brass Instrument Tuition	Brass Instrument Tuition	Brass Instrument Tuition
Brass Instrument Tuition	Signs and Symbols (Taught by SHMS)	Minimalism Christmas Singing (Taught by SHMS)	Calypso (Taught by SHMS)	East meets West (Taught by SHMS)	In Harmony (Taught by SHMS)	Compose It! (Taught by SHMS)
Year 5	Melody and Harmony in Music	Sing and play in different styles	Composing and Chords	Enjoying musical styles	Freedom to Improvise	Battle of the Bands!
MMC-Charanga (Y5)	How does music bring us together?	How does music connect us with our past? Christmas Singing	How does music improve our world?	How does music teach us about our community?	How does music shape our way of life?	How does music connect us with the environment?
Year 6	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence.	Farewell Tour
MMC-Charanga (Y5)	How does music bring us together?	How does music connect us with our past? Christmas Singing	How does music improve our world?	How does music teach us about our community?	How does music shape our way of life?	How does music connect us with the environment? Leavers performances



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EYFS

In EYFS at Eccleston Lane Ends, music is a fundamental part of each and every day. From entering school in a morning listening to calming and relaxing music, to transition times throughout the day to singing a variety songs and nursery rhymes, we foster a love of music in all its forms as it significantly compliments all that we do.

The children in early years are exposed to a diverse range of music in the classroom, during assemblies and in wider school activities. During weekly music carpet sessions following the Charanga scheme, children have the opportunity to respond with their thoughts and feeling about pieces of music they have listened to and they learn how to compose and perform as well as experiment using different musical instruments. The classroom environment provides children with the opportunities to express their feelings and responses in continuous provision, alongside their peers both indoors and outdoors. Pupils are introduced to instruments which allow them to express themselves and improvise to create their own music developing an understanding of pulse and rhythm.

Music intertwines and connects learning in all areas in EYFS. Phonics teaching incorporates lots of rhythm and children use a range of body percussion to follow the beat and music. In mathematics, throughout the year, we enjoy singing number rhymes and learn chants to help in our knowledge of number bonds and shape. Physical development links beautifully with lots of dancing, movement and action songs too.

To further enrich learning in music in EYFS, the children take part in Christmas, Mother's Day and Father's Day singing performances to parents as well as an external visit to the theatre to watch a pantomime. During the Summer term we join other local schools in the area to take part in the St Helens Early Years Songfest. This provides the children with the exciting opportunity to work alongside the music service team and perform collaboratively with other children at the Town Hall.

This work in the Early Years prepares our pupils for musical learning in KS1 by teaching them to use their voices expressively, play with a range of instruments, sustain their ability to listen and respond to high quality live and recorded music, but most importantly foster a love for music!

	Singing	Listening / Appraising	Composing	Performing
EYFS				
EYFS end points	1. Enjoy singing 2. To join in with singing know nursery rhymes, new songs and rhymes using simple actions	1. Respond to music through movement 2. To communicate the emotional effect of music (e.g. through words "This is	1. Add appropriate sounds to a story	1. Play simple untuned and tuned percussion instruments, knowing when to start and stop 2. Handle and play untuned



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		happy/sad/funny music' or facial expression)		<p>percussion instruments effectively to the pulse and repeat a simple rhythm pattern with confidence</p> <p>3. Play softly or loudly by following simple hand instructions</p> <p>4. To have respect for musical instruments</p>
Skills to be taught	<ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • Songs have sections. • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. 	<ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. 	<ul style="list-style-type: none"> • Songs can be adapted and made up then performed to others. 	<ul style="list-style-type: none"> • A performance is sharing music. • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about.
Link to topic areas	Growing, homes, colour, toys, how I look. Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time. Family, friends, people, music from around the world. Animals, jungle, minibeast, night and day, sand and water, seaside, seasons, weather, sea, space and contextualise the history of music.			



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Year Group Vocabulary	Nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.			
BRICKS Curriculum Links	Supporting well-being and health Building upon knowledge and skills	Instil the British and school values Building upon knowledge and skills Inspire critical thinking Create articulate learners	Develop resilience and perseverance Inspire critical thinking Building upon knowledge and skills	Develop resilience and perseverance Create articulate learners
Year 1				
	<p>Singing</p> <ol style="list-style-type: none"> 1. Enjoy singing with others 2. Sing in unison with a small range of notes 3. Show good posture 4. Develop good breath control 5. Sing with a steady pulse 	<p>Listening / Appraising</p> <ol style="list-style-type: none"> 1. Respond to changes in tempo and dynamics (loud /soft) through movement e.g. marching, big/small gestures 2. Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music). 3. Describe music using adjectives, spiky, spooky, 	<p>Composing</p> <ol style="list-style-type: none"> 1. Make simple musical choices in response to a story or topic e.g., type of sound, how loud, fast, and when to play 	<p>Performing</p> <ol style="list-style-type: none"> 1. Keep a steady pulse with some accuracy, (e.g. through tapping, clapping, marching, playing) 2. Follow simple instructions of how and when to play 3. Play and control long and short, loud and soft and high and low sounds 4. Clap/play syllables of words



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		<p>sad, happy etc.</p> <p>4. Identify at least 3 instruments by name and sound</p>		<p>5. Copy back simple rhythms</p> <p>6. Play and explore a variety of classroom instruments</p>
Skills to be taught	<ul style="list-style-type: none"> • Sing, rap, rhyme, chant and use spoken word • Demonstrate a good singing posture. • Sing songs from memory. • Copy back intervals of an octave and fifth (high, low). Sing in unison. 	<ul style="list-style-type: none"> • Move and dance with the music. Find the steady beat. • Talk about feelings created by the music. • Recognise some band and orchestral instruments. • Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. • Begin to understand where the music fits in the world. • Begin to understand about different styles of music 	<ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to music and video stimulus. • Create a story, choosing and playing classroom instruments and/or soundmakers. • Recognise how graphic notation can represent created sounds. • Explore and invent your own symbols. Use 	<ul style="list-style-type: none"> • Enjoy and have fun performing. • Choose a song/songs to perform to a well-known audience. • Prepare a song to perform. Communicate the meaning of the song. • Add actions to the song. Play some simple instrumental parts.



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			<p>music technology, if available, to capture, change and combine sounds.</p> <ul style="list-style-type: none">• Use simple notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D	
Link Topic Areas	Counting • Days of the week • Parts of the body • Counting backwards from 10 • Animals from around the world • Insects • Our planets • PSHE • Stories • Shapes			



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<p>Year Group Vocabulary</p>	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; the steady beat • Rhythm - long and short sounds or patterns that happen over the pulse, the steady beat. • Pitch - high and low sounds. • Tempo - the speed of the music - fast, slow or in-between. • Dynamics - how loud or quiet music is. • Timbre - all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin. • Texture - layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure, eg introduction, verse, chorus, ending. <p>Additional Vocab:</p> <p>rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>			
<p>BRICKS Curriculum Links</p>	<p>Supporting well-being and health</p> <p>Building upon knowledge and skills</p>	<p>Instil the British and school values</p> <p>Building upon knowledge and skills</p> <p>Inspire critical thinking</p> <p>Create articulate learners</p>	<p>Develop resilience and perseverance</p> <p>Inspire critical thinking</p> <p>Building upon knowledge and skills</p>	<p>Develop resilience and perseverance</p> <p>Create articulate learners</p>
<p>Year 2</p>				
	<p>Singing</p> <p>1. Sing loudly and softly with control</p>	<p>Listening / Appraising</p> <p>1. Show (through movement) and describe how elements change (e.g.</p>	<p>Composing</p> <p>1. Create a simple short repeating musical idea</p>	<p>Performing</p> <p>1. Join in and stop as indicated</p>



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	<p>2. Sing back simple melodic idea</p> <p>3. Sing broadly in tune</p> <p>4. Sing with expression and communicate context of song</p> <p>5. Join in with actions and story-telling and invent relevant actions</p>	<p>music gets faster or louder)</p> <p>2. Begin to show and awareness of different genres (e.g. Where might we hear this music? Lullaby, party, festival)</p> <p>3. Identify where elements change (e.g. music gets faster or louder)</p>	<p>2. Choose suitable instruments to represent objects /moods/feelings</p> <p>3. Create a simple rhythmic part with others playing (e.g. ostinato, drone)</p>	<p>2. Respond to musical cues (e.g. loud, soft, fast, slow)</p> <p>3. Repeat longer rhythmic patterns</p> <p>4. Clap back a different simple rhythm</p> <p>5. Respond to and understand a basic form of pitch and rhythm notation (e.g. simple traditional notation, graphic notation)</p> <p>6. Play on pitched and unpitched instruments with appropriate technique</p> <p>7. Show awareness and blend with others when performing</p>
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<p>Skills to be taught</p>	<ul style="list-style-type: none">• Sing as part of a choir.• Demonstrate good singing posture.• Sing songs from memory and/or from notation.• Sing to communicate the meaning of the words.• Sing in unison and sometimes in parts, and with more pitching accuracy.• Understand and follow the leader or conductor.• Add actions to a song.• Move confidently to a steady beat. Talk about feelings created by the music/song.• Recognise some band and orchestral instruments.• Describe tempo as fast or slow. Join in	<ul style="list-style-type: none">• Walk in time to the beat of a piece of music.• Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.• Move and dance with the music confidently.• Talk about how the music makes you feel.• Find different steady beats. Describe tempo as fast or slow.• Describe dynamics as loud or quiet.• Join in sections of the song, eg call and response.• Start to talk about the style of a piece of music.• Recognise some band and orchestral instruments.	<ul style="list-style-type: none">• Create musical sound effects and short sequences of sounds in response to music and video stimulus.• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.• Create a story, choosing and playing classroom instruments.• Create and perform your own rhythm patterns with stick notation, including crotchets,	<ul style="list-style-type: none">• Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.• Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.• Talk about what the song means and why it was chosen to share• Talk about the difference between rehearsing a song and performing it
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	<p>sections of the song, eg chorus.</p> <ul style="list-style-type: none">• Begin to understand where the music fits in the world. Begin to talk about and understand the style of the music. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause)	<ul style="list-style-type: none">• Start to talk about where music might fit into the world.	<p>quavers and minims.</p> <ul style="list-style-type: none">• Use music technology, if available, to capture, change and combine sounds.• Use notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F	
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			(Pentatonic on F)	
Link topic areas	<ul style="list-style-type: none">• The importance of communication• Working and playing together• Stories• Caring about other people• Music from different parts of the world• Playing in a band together• Nature: the sun• Identity and accepting one another			
Year Group Vocabulary	<ul style="list-style-type: none">• Pulse - the regular heartbeat of the music; the steady beat• Rhythm - long and short sounds or patterns that happen over the pulse, the steady beat.• Pitch - high and low sounds.• Tempo - the speed of the music - fast, slow or in-between.• Dynamics - how loud or quiet music is.• Timbre - all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin.• Texture - layers of sound working together make music very interesting to listen to.• Structure - every piece of music has a structure, eg introduction, verse, chorus, ending.			



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	Other vocab: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel ukulele			
BRICKS Curriculum Links	Supporting well-being and health Building upon knowledge and skills	Instil the British and school values Building upon knowledge and skills Inspire critical thinking Create articulate learners	Develop resilience and perseverance Inspire critical thinking Building upon knowledge and skills	Develop resilience and perseverance Create articulate learners
Year 3				
	Singing 1. Sing with appropriate phrasing/breathing 2. Sing with a larger range of notes 3. Sing in two parts (e.g. a round in a large group) 4. Sing with clear diction 5. Sing songs from different musical genres/cultures (e.g. rock, folk, traditional, historical, lullaby, African chant, Gospel, Raga, Hymns)	Listening / Appraising 1. Describe a single piece in terms of tempo, dynamics and mood 2. Identify simple structures (repeating melody, introduction, verse/chorus) 3. Identify simple genres e.g. pop, folk, classical, rap, Bhangra 4. Identify classroom instruments and describe their timbre	Composing 1. Improvise freely using 3 given notes 2. Clap back a different simple rhythm 3. Create a simple rhythmic passage 4. Create and play a simple graphic score on a theme 5. Create a soundscape or story - include,	Performing 1. Keep a steady pulse 2. Play simple rhythms from traditional notation/graphic notation 3. Demonstrate the difference between pulse and rhythm 4. Play a simple melody solo or in a group 5. Play an accompaniment part (e.g. drone, repeating rhythmic part)



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		5. Identify the difference between pitched and non-pitched instruments	pitch, tempo and a start/ending	6. Interpret simple graphic score 7. Show awareness and blend with others when performing
Skills to be taught	<ul style="list-style-type: none"> • Sing as part of a choir. • Sing a widening range of unison songs, of varying styles and structures. • Demonstrate good singing posture. • Perform actions confidently and in time to a range of action songs. • Sing songs from memory and/or from notation. • Sing with awareness of following the beat. • Sing with attention to clear diction. • Sing expressively, with attention to the meaning of the words. 	<ul style="list-style-type: none"> • Share your thoughts and feelings about the music together. • Find the beat or groove of the music. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Invent different actions to move in time with the music. • Talk about what the song or piece of music means. • Identify some instruments you can hear playing. 	<ul style="list-style-type: none"> • Create music and/or sound effects in response to music and video stimulus. • Use music technology, if available, to capture, change and combine sounds. • Compose over a simple chord progression. • Compose over a simple groove. Compose over a drone. Start to use simple structures within 	<ul style="list-style-type: none"> • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. • Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. • Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.



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	<ul style="list-style-type: none">• Sing in unison. Understand and follow the leader or conductor.• Copy back simple melodic phrases using the voice.	<ul style="list-style-type: none">• Identify if it's a male or female voice singing the song.• Talk about the style of the music.	<p>compositions, eg introduction, verse, chorus or AB form.</p> <ul style="list-style-type: none">• Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.• Create a simple melody using crotchets, minims and perhaps paired quavers:• C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note	<ul style="list-style-type: none">• Talk about what the song means and why it was chosen to share.• Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment
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			<p>C (C major) F, G F, G, A F, G, A, B^b F, G, A, B^b, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	
Link Topic Areas	Your place in your family • Making friends and understanding each other • Using your imagination • Life in different countries • The way people lived • Families • Nature, the environment • Connections with the past			
Year Group Vocabulary	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; the steady beat • Rhythm - long and short sounds or patterns that happen over the pulse, the steady beat. • Pitch - high and low sounds. • Tempo - the speed of the music - fast, slow or in-between. • Dynamics - how loud or quiet music is. • Timbre - all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin. • Texture - layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure, eg introduction, verse, chorus, ending. <p>Other Vocab: Pulse/Beat/Groove Rhythm - long and short sounds over a steady beat or pulse Pitch (Melody) - high, low, rising, falling, start to recognise major and minor Tempo - fast (allegro), slow (adagio) Dynamics - loud (forte), quiet (piano) Timbre - different instrumental and vocal sounds Texture - layers of sound building, solo, unison</p>			



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	Structure (Form) - introduction, verse, chorus, introduction, ostinato, riff, call and response, question and answer, copy back/echo Harmony - static Crotchets Paired quavers Minims Rests Time signatures 2/4, 3/4 and 4/4 Stave, lines and spaces, clef Bar			
BRICKS Curriculum Links	Supporting well-being and health Building upon knowledge and skills	Instil the British and school values Building upon knowledge and skills Inspire critical thinking Create articulate learners	Develop resilience and perseverance Inspire critical thinking Building upon knowledge and skills	Develop resilience and perseverance Create articulate learners
Year 4				
	Singing 1. Sing with even tone across the dynamic range with clear open vowels 2. Sing with facial expression and good posture 3. Sing a short simple solo 4. Use different voices e.g. talking, whisper, squeaky and monster voice confidently 5. Show awareness and blend with others when singing	Listening / Appraising 1. Identify and describe different textures, e.g. solo, duet 2. Observe and discuss the music of at least 3 culturally diverse musicians 3. Describe and compare different pieces of music in terms of history, culture and purpose 4. Demonstrate the understanding of pitch	Composing 1. Improvise in time using given notes 2. Create a longer rhythm 3. Create a simple rhythmic accompaniment to a melody 4. Layer different rhythms against each other to create a piece of music	Performing 1. Self-correct when going out of time 2. Play longer and more complex rhythms 3. Play a simple melody in 2 parts with 'step by step' movement 4. Play a selection of simple chords 5. Play showing 2 techniques on an



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	<p>6. Demonstrate good performance technique (entry, posture, acknowledgement of audience etc.)</p>	<p>through simple notation</p> <p>5. Listen to music with simple chords</p> <p>6. Identify common orchestral instruments by sign and sound</p>	<p>5. Collaborate and create a short group piece with a clear structure including introduction, repetition, and ending</p>	<p>instrument (e.g. Glockenspiel - letting the beater bounce back, vibrato)</p> <p>6. Follow a conductor adapting to changes in dynamics and tempo</p>
	<ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation. • Sing in different time signatures: 2/4, 3/4 and 4/4. • Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. • Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. • Sing 'on pitch' and 'in time'. • Sing expressively, with attention to 	<ul style="list-style-type: none"> • Talk about the words of a song. • Think about why the song or piece of music was written. • Find and demonstrate the steady beat. • Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. • Recognise the style of music you are listening to. • Discuss the structures of songs. Identify: • Call and response 	<ul style="list-style-type: none"> • Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression. • Compose over a groove. • Create music in response to music and video stimulus. Use 	<ul style="list-style-type: none"> • Rehearse and enjoy the opportunity to share what has been learned in the lessons. Perform, with confidence, a song from memory or using notation. • Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.



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	<p>breathing and phrasing.</p> <ul style="list-style-type: none">• Sing expressively, with attention to staccato and legato.• Talk about the different styles of singing used for different styles of song.• Talk about how the songs and their styles connect to the world.	<ul style="list-style-type: none">• A solo vocal or instrumental line and the rest of the ensemble A change in texture Articulation on certain words• Programme music• Explain what a main theme is and identify when it is repeated.• Know and understand what a musical introduction is and its purpose.• Recall by ear memorable phrases heard in the music. Identify major and minor tonality.• Recognise the sound and notes of the pentatonic scale by ear and from notation.• Describe legato and staccato.	<p>music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <ul style="list-style-type: none">• Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests.	<ul style="list-style-type: none">• Explain why the song was chosen, including its composer and the historical and cultural context of the song.• Communicate the meaning of the words and articulate them clearly.• Use the structure of the song to communicate its mood and meaning in the performance• Talk about what the rehearsal and performance has taught the student.• Understand how the individual fits within the larger group ensemble.• Reflect on the performance and how well it suited the occasion.
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		<ul style="list-style-type: none">Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.	<ul style="list-style-type: none">Use a pentatonic scale. C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)	<ul style="list-style-type: none">Discuss and respond to any feedback; consider how future performances might be different.
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Link topic areas	Friends and people we meet • How people and children used to live • Connecting with the past • Music from different cultures • Music and dancing • Music and freedom			
Year Group Vocabulary	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; the steady beat • Rhythm - long and short sounds or patterns that happen over the pulse, the steady beat. • Pitch - high and low sounds. • Tempo - the speed of the music - fast, slow or in-between. • Dynamics - how loud or quiet music is. • Timbre - all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin. • Texture - layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure, eg introduction, verse, chorus, ending. <p>Other Vocab Brass, electric guitar, bass, drums, improvise, compose, melody, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion.</p>			
BRICKS Curriculum Links	Supporting well-being and health Building upon knowledge and skills	Instil the British and school values Building upon knowledge and skills Inspire critical thinking Create articulate learners	Develop resilience and perseverance Inspire critical thinking Building upon knowledge and skills	Develop resilience and perseverance Create articulate learners
Year 5				
	Singing	Listening / Appraising	Composing	Performing



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	<ol style="list-style-type: none"> 1. Sing with a range of an octave or more 2. Make adjustments to intonation 3. Breathe without interrupting the musical line 4. Sing songs in two parts that have contrasting melodies and countermelodies 	<ol style="list-style-type: none"> 1. Identify a wider range of orchestral and non-orchestral instruments by name sight and sound 2. Listen to and discuss a range of non-western styles (e.g. Chinese, Indian, African) 3. Compare 2 versions of the same song/music and discuss instruments, tempo 4. Show awareness of simple chord changes and harmony 	<ol style="list-style-type: none"> 1. Improvise with call and response ideas 2. Improvise and compose using pentatonic notes over a drone or chord pattern 3. Compose a simple chord sequence 4. Compose a rap with an accompanying rhythm 5. Compose and notate a piece with more than one section. Include musical variations such as texture, dynamic, tempo. This could be in response to story, poem, picture etc. 	<ol style="list-style-type: none"> 1. Play longer and more complex rhythms in different metres 2. Play a melody with 'step by step' movement, small leaps and repetition 3. Play a piece using 2 chords or more 4. Discuss and refine performances, deciding on appropriate tempo and dynamic 5. Experiment with taking control of tempo and dynamics in group playing
Skills to be taught	<ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation. • Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and 	<ul style="list-style-type: none"> • Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. 	<ul style="list-style-type: none"> • Create music in response to music and video stimulus. • Use music technology, if 	<ul style="list-style-type: none"> • Create, rehearse and present a holistic performance for a specific purpose, for a friendly but



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	<p>as part of a smaller group.</p> <ul style="list-style-type: none">• Sing 'on pitch' and 'in time'. Sing a second part in a song.• Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing.• Sing expressively, with attention to dynamics and articulation.• Develop confidence as a soloist.• Talk about the different styles of singing used for different styles of song.• Talk confidently about how connected you feel to the music and how it connects in the world.• Respond to a leader or conductor	<p>Find and demonstrate the steady beat.</p> <ul style="list-style-type: none">• Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify the musical style of a song or piece of music.• Identify instruments by ear and through a range of media.• Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.• Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music.	<p>available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <ul style="list-style-type: none">• Use chords to compose music to evoke a specific atmosphere, mood or environment.• Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords.	<p>unknown audience. Perhaps perform in smaller groups, as well as the whole class.</p> <ul style="list-style-type: none">• Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.• Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.• Explain why the song was chosen, including its composer and the
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		<ul style="list-style-type: none">• Identify major and minor tonality.• Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Explain the role of a main theme in musical structure.• Know and understand what a musical introduction is and its purpose.• Explain rapping. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk,	<ul style="list-style-type: none">• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys.• Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.• Create a melody using crotchets, quavers and	<p>historical and cultural context of the song.</p> <ul style="list-style-type: none">• A student leads part of the rehearsal and part of the performance.• Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.• Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different
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		Romantic and Musicals.	minims, and perhaps semibreves and semiquavers, plus all equivalent rests. <ul style="list-style-type: none">• Use a pentatonic and a full scale.• Use major and minor tonality. F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major) G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) D, E D, E, F D, E, F, G D, E, F, G, A Start	
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			and end on the note D (D minor) Eb, F Eb, F, G Eb, F, G, Bb Eb, F, G, Bb, C Start and end on the note Eb (Eb major)	
Link topic areas	School • Heroes • The solar system • Space • Freedom			
Year Group Vocabulary	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; the steady beat • Rhythm - long and short sounds or patterns that happen over the pulse, the steady beat. • Pitch - high and low sounds. • Tempo - the speed of the music - fast, slow or in-between. • Dynamics - how loud or quiet music is. • Timbre - all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin. • Texture - layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure, eg introduction, verse, chorus, ending. <p>Other Vocab: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, appraising, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>			
BRICKS Curriculum Links	Supporting well-being and health Building upon knowledge and skills	Instil the British and school values Building upon knowledge and skills	Develop resilience and perseverance Inspire critical thinking	Develop resilience and perseverance Create articulate learners



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		Inspire critical thinking Create articulate learners	Building upon knowledge and skills	
Year 6				
	<p>Singing</p> <ol style="list-style-type: none"> 1. Maintain good intonation through whole song 2. Have access to follow music using simple traditional notation 3. Sing with confidence and good communication as a soloist or in a small group 4. Convey the meaning and the context of the song with dramatic interpretation 5. Show and understanding of the etiquette of performance and communicate with confidence to an audience 	<p>Listening / Appraising</p> <ol style="list-style-type: none"> 1. Identify structures within music (e.g. verse, chorus, intro, bridge, repeat etc.) 2. Discuss the differences in texture and music group (e.g. string quartet, orchestra, duet) 3. Use appropriate musical vocabulary to describe particular characteristics (e.g. chords, staccato, forte, riff, bassline) 4. Demonstrate an awareness of the historical development of music 5. Critique own and others' work, offering specific 	<p>Composing</p> <ol style="list-style-type: none"> 1. Improvise freely using given notes within a structure e.g. drone, 12 bar blues, beatbox 2. Compose a simple chord sequence and suitable melody 3. Compose an ostinato/riff for an accompaniment 4. Collaborate, compose and notate a song with more than one section 	<p>Performing</p> <ol style="list-style-type: none"> 1. Play from more complex notations including pitch, dynamic, rhythm and expressive contexts 2. Play more complex rhythms 3. Play a melody with 'step by step' movement, larger leaps, repetition and appropriate phrasing/articulation 4. Play a chord sequence 5. Make choices about appropriate blending in an ensemble 6. Show and understand the etiquette of



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		comments and justifying these		performance and communicate with confidence to an audience
Skills to be taught	<ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation. • Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. • This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. • Sing with and without an accompaniment. • Sing syncopated melodic patterns. Demonstrate and 	<ul style="list-style-type: none"> • Talk about feelings created by the music. • Justify a personal opinion with reference to Musical Elements. • Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. • Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric 	<ul style="list-style-type: none"> • Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. • Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. 	<ul style="list-style-type: none"> • Create, rehearse and present a holistic performance for a specific event, for an unknown audience. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. • Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. • Perform from memory or with notation.



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	<p>maintain good posture and breath control whilst singing.</p> <ul style="list-style-type: none">• Sing expressively, with attention to breathing and phrasing.• Sing expressively, with attention to dynamics and articulation.• Lead a singing rehearsal.• Talk about the different styles of singing used for the different styles of songs sung in this year. Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.	<p>organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <ul style="list-style-type: none">• Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.• Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music.• Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.• Explain the role of a main theme in musical structure. Know and understand what a musical introduction	<ul style="list-style-type: none">• Create a simple chord progression.• Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.• Create music in response to music and video stimulus.• Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse	<ul style="list-style-type: none">• Understand the value of choreographing any aspect of a performance.• A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it.• Record the performance and compare it to a previous performance. Collect feedback from the audience and reflect how the audience believed in the performance.• Discuss how the performance might change if it was repeated in a
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		<p>and outro is, and its purpose. Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <ul style="list-style-type: none">Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music	<p>and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <ul style="list-style-type: none">Use full scales in different keys. Create a melody using	<p>larger/smaller performance space.</p>
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			<p>crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests.</p> <ul style="list-style-type: none">• Use a pentatonic and a full scale. Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) F, G F, G, A F, G, A, C F, G, A, C,	
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			D Start and end on the note F (Pentatonic on F) F, G F, G, Ab F, G, Ab, Bb F, G, Ab, Bb, C Start and end on the note F (F minor)	
Link topic areas	<ul style="list-style-type: none"> • Understanding feelings • Friendship, kindness and respect • Standing up for democracy and eliminating oppression • Knowing our cultural roots • Engaging to protect and care for our planet earth: ecosystems, recycling, etc 			
Year Group Vocabulary	<ul style="list-style-type: none"> • Pulse - the regular heartbeat of the music; the steady beat • Rhythm - long and short sounds or patterns that happen over the pulse, the steady beat. • Pitch - high and low sounds. • Tempo - the speed of the music - fast, slow or in-between. • Dynamics - how loud or quiet music is. • Timbre - all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin. • Texture - layers of sound working together make music very interesting to listen to. • Structure - every piece of music has a structure, eg introduction, verse, chorus, ending. <p>Other Vocab:</p>			
BRICKS Curriculum Links	Supporting well-being and health Building upon knowledge and skills	Instil the British and school values	Develop resilience and perseverance	Develop resilience and perseverance



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		Building upon knowledge and skills Inspire critical thinking Create articulate learners	Inspire critical thinking Building upon knowledge and skills	Create articulate learners
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