



Music Intent



At Ash Croft Primary Academy we aspire to give our pupils an enjoyable learning experience in a range of musical genres which build confidence, develop creativity and give all pupils a sense of achievement.





Music Intent



1. It is our intention that all children develop an understanding of the **inter-related musical dimensions** which will enable pupils to confidently communicate about music, effectively, accurately and appropriately.
2. It is our intention that our children develop a **knowledge of musicians and composers both from history and modern day** and how the origins of music contribute and influence the diversity of musical styles.
3. It is our intention that all children have the opportunity to **learn a musical instrument** developing creative skills, concentration and resilience.
4. It is our intention that children have an opportunity **to create original and imaginative compositions** and perform these with confidence.
5. It is our intention that children can **use notation to record compositions** in order to express their musical understanding and develop technical expertise.
6. It is our intention that children **develop their singing technique and have opportunities to sing and perform** to an audience and in different contexts.



Music Implementation



Units of study that are requirement of the national curriculum have been mapped out to ensure the teaching of the inter-related musical dimensions through a range of musical opportunities.

1. Music is supported by Derby Music Hub
2. Children have opportunities from Year 2-Year 5 to play tuned percussion.
(Handbells, Bamboo Tamboo, Brass and P-Bones)
3. All children learn a brass instrument in Year 4 and have the opportunity of carrying this on into Year 5 and beyond.
The children have the opportunity to perform with the Halle Orchestra.
4. Opportunities are given to children throughout the year to take part in musical performances.
5. Whole school listening music is planned out to ensure children are exposed to a wide range of music.
6. Each year group is taught singing in a five week block through an expert teacher from Derby Music Hub.



Music Overview



	<u>Autumn 1</u>		<u>Spring 1</u>		<u>Summer 2</u>	
EYFS	Nursery Rhymes and action songs Exploring classroom percussion	Sing and Perform	Listening and responding to music Classroom percussion Improvisation		Inter-related musical dimensions Rhythm	Sing and perform
Year 1	Inter-related musical dimensions	Exploring voice	<u>Handbells</u>	Musical composition Graphic scores	Listening and responding to music	<u>Handbells</u>
Year 2	Inter-related musical dimensions	Exploring voice	<u>Handbells</u>	Musical compositions	What is an Orchestra?	<u>Handbells</u>
Year 3	<u>Bamboo Tambour</u> Derbyshire Music Hub		Singing (Derbyshire Songbook) Derbyshire Music Hub		Composition 4 part graphic scores	
Year 4	Brass Derbyshire Music Hub					
Year 5	Samba Derbyshire Music Hub		Composition and Notation		Singing (African Songs) Derbyshire Music Hub	
Year 6	Carmen Derbyshire Music Hub		Composition and Notation		P-Bones Derbyshire Music Hub	

Nursery Rhymes and songs	Sing and Perform	Listening and responding to music Improvisation		Inter-related musical dimensions Improvisation Sing and perform	
<ul style="list-style-type: none"> • Children will sing and perform nursery rhymes and action songs. • Children will sing call-and-response songs, echoing phrases adults sing. • Children will count the beats in their name • Children will explore sounds (body percussion and instruments) and how they can be changed, tapping out simple rhythms. 	<ul style="list-style-type: none"> • Children will experiment with different instruments and their sounds. • Children will listen to and respond to different styles of music linked to Christmas and Diwali. • Children will learn to sing along with nursery rhymes and action songs • Children will share and perform the learning that has taken place through the Christmas Performance with parents • Children will listen to music and make their own dances in response • Children will complete simple programs from Purple Mash EYFS Curriculum. 	<ul style="list-style-type: none"> • Children will learn rhymes related to topic • Children will create narratives based around stories. • Children will listen to and respond to different styles of music linked to travelling and space • Children will choose their own instruments to play along to a piece of music. • Children will improvise leading to playing classroom instruments. 	<ul style="list-style-type: none"> • Children will move in time to the music. • Children will listen and respond to different styles of music • Children will continue to learn to sing along with nursery rhymes and action songs • Children will improvise leading to playing classroom instruments • Children will explore Spring music such as 'The Four Seasons' • Children will move and dance with the ribbons. • Children will devise own animal dances moving freely and expressively. 	<ul style="list-style-type: none"> • Children will play an instrument following a musical pattern. • Children will listen and respond to different styles of music • Children will begin to understand the foundations of the interrelated dimensions of music through use of voice and song. (Pitch, tempo, duration, rhythm, timbres) • Children will continue to learn to sing with nursery rhymes and action songs • Children will improvise leading to playing classroom instruments • Children will share and perform the learning that has taken place with parents. 	<ul style="list-style-type: none"> • Children will invent their own narratives, stories and poems. • Children will listen and appraise music linked to the topic of dinosaurs • Children will begin to embed the foundations of the interrelated dimensions of music using voices and instruments • Children will sing and revisit nursery rhymes and action songs • Children will play instruments within the songs they listen to with increased confidence and timing.

Key Outcomes

Year 1

1. Pupils will copy back simple rhythms.
2. Pupils will name common tuned and un-tuned percussion instruments – claves, maracas, triangle, tambourine, two toned block, guiro, bells, chimebars, handbells, boomwhackers, beaters.
3. Pupils will play and explore different sounds made by untuned and tuned percussion instruments (timbre)
4. Pupils will learn how to tap, scrape, shake, bang, whack to play instruments.
5. Pupils will keep a steady pulse through tapping, clapping, marching and playing (rhythm and pulse)
6. Pupils will follow simple instructions of how and when to play
7. Pupils will play in control, long and short (duration), loud and soft (dynamics), high and low (pitch), fast and slow (tempo).

Year 2

1. Pupils will clap back simple rhythms and repeat longer rhythmic patterns.
2. Pupils will name common tuned and un-tuned percussion instruments – claves, maracas, triangle, tambourine, two toned block, guiro, bells, beaters, tambour, woodblock, egg shaker, cowbell, cymbals, rain-stick, boomwhackers.
3. Pupils will learn how to tap, scrape, shake, bang, whack to play instruments.
4. Pupils will respond to musical cues e.g. pitch, tempo, dynamics, durations
5. Pupils will follow simple instructions on how to play, joining in and stopping as indicated.
6. Pupils will show awareness and blend with other when performing.

Year 1

1. Pupils will enjoy singing with others
2. Pupils will learn songs, chants and rhymes
3. Children will use question and answer phrases.
4. Pupils will sing in unison with a small range of notes
5. Pupils will show good posture
6. Pupils will develop good breath control
7. Pupils will sing with a steady pulse.
8. Pupils will perform with others.

Year 2

1. Pupils will sing loudly and softly with control
2. Pupils will sing back simple melodic ideas reinforcing the musical elements
3. Pupils will sing broadly in tune
4. Pupils will sing with expression and communicate the context of the song
5. (happy, cheerful)
6. Pupils will join in with actions and story telling and invent own actions for songs
7. Pupils will perform in small and large groups.

Key Outcomes

Year 1

1. Pupils will play long, short, loud, soft, high and low sounds.
2. Pupils will use simple drawings to represent musical notation.
3. Pupils will create a sequence of sounds with a beginning, middle and end.
4. Children will understand the difference between a rhythm pattern and a pitch pattern.
5. Pupils will make simple musical choices in response to a story (The Tiny Seed)
6. Pupils will perform musical compositions as a whole class.

Year 2

1. Pupils will know how to make connections between notations and musical sounds.
2. Pupils will know how to use symbols to represent sounds.
3. Pupils will explore how to use sounds to create sound effects.
4. Pupils will create a simple rhythmic sequence of sounds - ostinato and drone
5. Pupils will choose suitable instruments to represent objects, moods and feelings to reflect their musical story.
6. Pupils will understand and explore dimensions of music pitch, tempo, dynamics, duration, beat, rhythm as part of their musical composition
7. Pupils will perform musical compositions in small groups to the rest of the class.

Year 1

1. Pupils will listen carefully and recall beat and rhythm
2. Pupils will practice holding and playing the handbells
3. Pupils will develop the use of their voice by singing songs and speaking chants in response to graphic notation – (Ti-Ti – Ta)
4. Pupils will play patterns on the handbells as part of a whole ensemble following graphic notation.
5. Pupils play rhythm patterns and tunes with three beats per bar.
6. Pupils will keep a steady pulse as part of a whole class performance to parents.
7. Pupils will learn to play:
 - Three Blind Mice
 - Row Row Row your boat

Year 2

1. Pupils will listen carefully and recall beat and rhythm
2. Pupils will practice holding and playing the handbells
3. Pupils will understand and explore dimensions of musical elements pitch, tempo, dynamics, beat, rhythm and pulse, and respond to these when playing handbells.
4. Pupils will develop the use of their voice by singing songs and speaking chants in response to graphic notation – (Ti-Ti – Ta)
5. Pupils will play patterns on the handbells as part of a whole ensemble following graphic notation.
6. Pupils play rhythm patterns and tunes with three/four beats per bar.
7. Pupils will keep a steady pulse as part of a whole class performance to parents.
8. Pupils revisit previously learned songs – Three Blind Mice, Row Row Row your boat
9. Pupils will learn to play:
 - London's Burning (Frere Jacques)
 - London Bridge is Falling Down
 - Hot Cross Buns with a steady pulse.
 - Twinkle Twinkle Little Star (4 beats per bar)

Key Outcomes

Year 3		Year 4		Year 5		Year 6	
Bamboo Tamboo	1. Children will understand what pulse means in music and understand the context of Bamboo Tamboo.	Brass	1. Children will know the different names for the brass instruments, trumpet, cornet, horn, baritone, tuba and trombone.	Samba	1. Children will understand how instruments, structures and textures are used in Samba.	Carmen (10 weeks)	1. Children will understand what an opera is.
	2. Children will learn some simple rhythm note names and patterns.		2. Children will understand the inter-related musical dimensions.		2. Children will learn the names of the different Samba instruments.		2. Children will learn and perform an interpretation of the opera Carmen by Georges Bizet using, singing and freeze frames.
	3. Children will make connections between notated rhythm patterns and what they are playing.		3. Children will imitate rhythms using clapping.		3. Children will understand the connection between Samba and carnivals.		3. Children will sing songs in a wide variety of styles, showing accuracy and expression including Toreador, Habanera and L'amour.
	4. Children will understand the concept of pitch and learn how to use hand signs to indicate different pitch.		4. Children will learn how to assemble and hold instruments .		4. Children will perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music.		4. Children will sing songs showing musical expression (phrasing, changes of tempo, dynamics; reflecting the mood and character of the song and its context)
	5. Children will sing and play to a backing track.		5. Children will learn to have the correct embouchure and breathing technique.		5. Children will know that the 'Groove' section is the main part of a Samba.		5. Recognise and talk about specific styles/traditions of music with a growing awareness of the musical differences and similarities
	6. Children will understand how pitch can be represented on a musical score.		6. Children will learn to play a simple rhythm on one note and then a simple piece on 3 notes. C, D and E		6. Children will use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising.		6. Talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur
	7. Children will develop increasing complex Bamboo Tamboo accompaniment patterns.		7. Children will listen and identify rhythmic patterns and respond to call and response songs.		7. Children will understand the origins of Samba music.		7. Explore vocal sounds to create specific effects TIMBRE
	8. Children will understand the difference between 3 and 4 beats in the bar.		8. Children will learn the length of notes for a crotchet, quaver and minim.				
	9. Children will perform in a group with confidence.		9. Children will listen to and appreciate music from Grimethorpe Colliery Brass Band.				

1. Children will understand the importance of warming up and learn different ways to warm up the voice.
2. Children will learn to sing in tune with expression.
3. Children will breathe in the correct place when singing and demonstrate clear phrasing.
4. Children will have the correct diction of lyrics.
5. Children will begin to understand the importance of lyrics and melody and how to interpret a song musically.
6. Children will learn songs from The Derbyshire Songbook
7. Children will perform with confidence and accuracy, keeping in time

1. Children will control their voice when singing in different parts.
2. Children will be able to sing an ostinato and sing in rounds.
3. Children will learn how to change the pitch of notes using the mouthpiece and then learn C,D,E,F and G.
4. Children will learn to tongue correctly.
5. Children will be able to read and play a rhythm following ta ta, ti ti structure.
6. Children will learn to sing and play a scale to show pitch.
7. Children will learn the rest sign and incorporate this in melodies.
8. Children will learn how to care for the instrument
9. Children will recognise if a piece of music is written in 2/4, 3/4 or 4/4 time.
10. Children will recognise a treble clef.
11. Children will understand and use dynamics of piano, mezzo piano, pianissimo, mezzo forte, forte and fortissimo.

1. Children will learn what triple time is.
2. Children will learn and understand the importance of an accent in triple time.
3. Children will compose a melody using the Pentatonic scale in triple time.
4. Children will recognise, triple time and common time in pieces of music.
5. Children will learn that a leitmotif is a short rhythmic or melodic pattern used to represent a character.
6. Children will listen to some famous leitmotifs and discuss who they represent.
7. Children will learn about John William's film music and Holst The Planet Suite.
8. Children will learn the difference between major and minor and how the effects this can have on a piece/character.
9. Children will create their own leitmotif based on Greek deities
10. Children will perform and evaluate their compositions and use ta ta ti ti notation to record them.

1. Children will know and recognise the difference between, jazz, blues, country and rock and roll and the history of these genres.
 2. Children will identify key features of each genre.
 3. Children will explore rock and roll baselines.
 4. Children will understand triads and chords including harmony and dischord and ostinatos.
 5. Children will explore Rock Around the Clock – Bill Haley and the Comets using the inter-related musical dimensions.
 6. Children to compose in the style of rock and roll using notation.
 7. Children will perform and evaluate
- Children will listen to and appreciate music by Elvis Presley, JailHouse Rock
George Gershwin, Rhapsody in Blue
Dolly Parton, These Boots Are Made for Walking
Bob Dylan, Blowing in the Wind
Mike Oldfield – Tubular Bells

Composition

1. Children will follow different types of graphic scores. Children will learn how to use symbols to represent music.
2. Children will create a graphic score based on water.
3. Children will learn how to represent dynamics and begin to learn the terms piano and forte, crescendo and diminuendo.
4. Children will record and evaluate their compositions.
5. Children will listen and appraise Carnival of the Animals Aquarium by Saint Saens.
6. Children will compare Aquarium to Peter and the Wolf by Prokofiev.
7. Children will follow two types of graphic score. One using pictures and one with symbols.
8. Children will create a two/three and four part composition and represent using a graphic score.
9. Children will perform and evaluate their compositions.

Brass

1. Children will learn to slur two notes downwards and upwards.
2. Children will learn an extended song using 5 notes by ear using a pitch stick for support.
3. Children will listen to fanfares and discuss how the composer uses the elements of music to create different effects.
4. Children will compose a fanfare to perform as a group on their instrument.
5. Children will use a form of written notation to present their composition.
6. Children will create a repeated ostinato to go with their fanfare.
7. Trombone players will learn to glissando using their slide.

Singing

1. Children will understand the importance of warming up and learn different ways to warm up the voice.
2. Children will learn to sing in tune with expression.
3. Children will learn to sing in two parts.
4. Children will breathe in the correct place when singing and demonstrate clear phrasing.
5. Children will have the correct diction of lyrics.
6. Children will begin to understand the importance of lyrics and melody and how to interpret a song musically.
7. Children will learn some traditional African songs.
8. Children will perform with confidence and accuracy, keeping in time
9. Children will develop increasing control of airflow to sing longer phrases.

PBones

Delivered by Derbyshire Music Hub

Music

Key Knowledge, skills and concepts

Intention 1 - Develop an understanding of the inter-related musical dimensions which will enable pupils to confidently communicate about music, effectively, accurately and appropriately.

EYFS and KS1

- Children will begin to be introduced to the inter related musical dimensions through exploration of percussion instruments.
- Children will be able to respond to musical cues using the inter-related musical dimensions.
- Children will begin to use some of the language associated with each of the inter-related musical dimensions.
- Children will use body percussion, classroom percussion and tuned instruments to keep a steady beat.
- Children will be able to respond to the pulse through movement.
- Children will compare high and low sounds from the environment.
- Children will be able to talk about the difference in sounds.
- Children will understand that the speed of the beat can change.
- Children will begin to group beats in twos and threes.
- Children will read and respond to chanted rhythm patterns and represent these.

Year 3

- Children will know the inter-related musical dimensions and begin to use these to appraise different pieces of familiar music.
- Children can describe the tempo of a piece of music.
- Children can recognise the different timbres in a piece of music.
- Children can hear the changes in dynamics in a piece of music.
- Children can recognise ABA structure in music.
- Children will understand downbeats, fast (allegro), slow (adagio).
- Children will recognise high and low pitch and a rising and falling pitch.
- Children will recognise an ostinato, echo and question ,answer phrase.
- Children will recognise a drone.
- Children will understand unison, layered and solo textures.
- Children will use forte(loud and (Piano) quiet.

Year 4

- Children will know the inter-related musical dimensions and use them to describe a wide range of musical styles.
- Children can compare and contrast tempos.
- Children can explain the impact of silence in a piece of music.
- Children will know the duration of a crotchet, quaver, minim and semi-breve.
- Children can use developing vocabulary to describe the timbre.
- Children can recognise ABA, ABCA structures in music.
- Children know the musical terminology of fortissimo, forte, piano and pianissimo to describe dynamics.
- Children know and use the terms crescendo and diminuendo.
- Children will understand getting faster (accelerando) and getting slower (rallentando)
- Children will know the pentatonic scale and understand the difference between major and minor.
- Children will understand the structure of rounds and partner songs and how repetition and contrast can be used.
- Children will understand duets, melody and accompaniment.

Year 5

- Children will know the inter-related musical dimensions and confidently use them to describe a range of music from different genres.
- Children can compare and contrast tempos and describe the impact on the listener using some musical terminology eg Largo and Allegro.
- Children understand a rallentando and how and why these are used.
- Children will be able to discuss the duration of notes and the impact of these at certain points in the music eg Does a piece of music always have to end with a long note?
- Children can recognise a variety of structures in music.
- Children know the musical terminology used for dynamics of fortissimo, forte, mezzo-forte, mezzo-piano, piano and pianissimo.
- Children will recognise simple and compound time.
- Children will recognise different structures to musical compositions including ternary form, verse and chorus.
- Children will be able to compose music in three parts.

Year 6

- Children know the inter-related musical dimensions, confidently use them to describe a range of music from different genres and understand the impact of these on a piece of music.
- Children can compare and contrast tempos and describe the impact on the listener using a wider range of musical terminology.
- Children can communicate effectively and accurately about each of the inter-related dimensions when appraising a piece of music.
- Children can use a widening range of musical terminology.
- Children will recognise syncopated rhythms
- Children will recognise the full diatonic scale in different keys..
- Children will understand triads and chord progressions.
- Children will be able to compose music in four parts.
- Children will understand a wider range of dynamics.

Intention 2 - Develop a **knowledge of musicians and composers both from history and modern day and how the origins of music contribute and influence the diversity of musical styles.**

EYFS and KS1	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children will recognise familiar nursery rhymes and chants. Children will share music they like to listen to. Children will listen to and appreciate music from around the world. 	<ul style="list-style-type: none"> Children will recognise the following pieces of music: Peter and the Wolf by Prokofiev; Peer Gynt, Morning Mood and In the Hall of the Mountain King by Greig, Tchaikovsky, The Nutcracker Suite , Dance of the Sugar Plum Fairy, Carnival of the Animals, Aquarium. Children will share modern musicians they appreciate and explain why they like them. 	<ul style="list-style-type: none"> Children will listen to and recognise music by Brass bands. Children will study Evelyn Glennie. Listen – How Evelyn Glennie, A deaf girl, changed percussion. 	<ul style="list-style-type: none"> Children will develop an understanding of world music and learn about Samba. Children will develop an understanding of film music and the impact music can have during different points of a film. Children will know about the compositions of John Williams Children will learn about music from 20th Century composers. 	<ul style="list-style-type: none"> Children will recognise Chopin’s Minute Waltz and Fantasie – Impromptu. Children will recognise Beethoven’s 5th Symphony and Fur Elise. Children will compare and contrast music from modern day and present their learning. Children will develop an understanding of opera and study Bizet’s Carmen. Children will understand the influence of Jazz, Blues, Rock and Roll.

Listening
 Music from a wide range of cultures and traditions will be shared with pupils during listening sessions and school assembly.

<p>Western Classical Tradition up to the 1940s</p> <p>Hallelujah from Messiah – Handel – Baroque Ronda alla Turca - Mozart - Classical Symphony No.5 – Beethoven – Classical 1812 Overture – Tchaikovsky – Romantic Bolero – Ravel – 20th Century Mars from The Planets – Holst – 20th Century</p>	<p>The Western Classical Tradition and Film beyond the 1940s</p> <p>The Little Babe from Ceremony of Carols – Britten – 20th Century For the Beauty of the Earth – Rutter – 20th Century Jai Ho from Slumdog Millionaire – Rahman – 21st Century Connect It – Anna Meredith – 21st Century Night Ferry – Anna Clyne – 21st Century</p>	<p>Popular Muisic</p> <p>Runaway Blues – Ma Rainy – Blues Take the ‘A’ Train – Jazz – Duke Ellington Hound Dog – Rock n Roll – Elvis Presley With a Little Help from My Friends – Pop – The Beatles I Got You – Funk – James Brown Le Freak – Disco – Chic Smalltown Boy – 80s synth/pop – Bronski Beat Say My Name – Desiny’s Child – 90s R and B Wonderwall – Oasis – 90s Indie</p> <p>Pupils will be given a range of more recent examples to listen to as well.</p>	<p>Musical Traditions</p> <p>Samba – Fanfarra – Brazil – Sergio Mendes/Carlinhos Brown Gamelan – Baris – Indonesia – Gong Kebyar of Peliatan Indian Classical – Sahela Re – India – Kishori Amonkar Bhangra – Bhabiye Akh Larr Gayee – Punjab – Bhujhangy Group Calypso – Tropical Bird – Trinidad – Trinidad Steel Band Drumming – Jin-Go-La-Ba(Drums of Passion) – Nigeria – Babatunde Olatunji Tango Libertango – Argentina - Piazzolla</p>
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Intention 3 - All children have the opportunity to learn a musical instrument developing creative skills, concentration and resilience

EYFS and KS1	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Year 1 and Year2 will learn how to play the handbells. • Children will learn to perform songs with different time signatures. • Children will understand the different pitch . • Children will perform as an ensemble. 	<ul style="list-style-type: none"> • Children will learn how to play Bamboo Tamboo. • Children will learn the context of Bamboo Tamboo. • Children will learn how to create music as a group. • Children will learn different rhythmic structures. 	<ul style="list-style-type: none"> • Children will learn to play a brass instrument. • Children will learn how the sounds are produced. • Children will be able to assemble and hold a cornet or trombone. • Children will establish the correct embouchure and produce a consistent tone. • Children will learn how to play different notes. • Children will learn how to tongue and slur. • Children will learn how to care for their instruments. • Children will perform short pieces. 	<ul style="list-style-type: none"> • Children will learn to play Samba. • Children will learn the names of the different instruments and the roles they play. • Children will perform as a large group. 	<ul style="list-style-type: none"> • Children will learn to play the P-Bones. • Children will apply skills learnt in Year 4. • Children will perform following musical notation.

Intention 4 - Create original and imaginative compositions and perform these with confidence.

EYFS and KS1	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Children will improvise and use question and answer phrases. • Children will create musical sound effects in response to non musical stimuli. • Children will understand the difference between a rhythm pattern and a pitch pattern using graphic representations. • Children will perform their pitch and rhythm patterns. 	<ul style="list-style-type: none"> • Children will become more skilled in improvising using voices, tuned and untuned percussion. • Children will be able to invent ‘on the spot’ responses using a limited note range. • Children will structure musical ideas to create music that has a beginning, middle and end. • Children will create rising and falling phrases using three notes. • Children will compose songs on untuned percussion using known rhtyms and note values. 	<p>Brass</p>	<ul style="list-style-type: none"> • Children will create short pentatonic phrases. • Children will improvise over a drone and a simple groove. • Children will use a wider range of dynamics including fortissimo, pianissimo, mezzo forte and mezzo piano. • Children will create pieces to represent characters. 	<ul style="list-style-type: none"> • Children will create music with multiple sections including repetition and contrast. • Children will use chord changes as part of an improvised sequence. • Children will plan and compose an 8 beat melodic phrase using the pentatonic scale incorporating rhythmic variety.

Intention 5 - Use notation to record compositions in order to express their musical understanding and develop technical expertise.

EYFS and KS1	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children will recognise how graphic notation can represent created sounds. Children will explore and invent their own symbols. Children will use graphic symbols to represent composed pieces. 	<ul style="list-style-type: none"> Children will learn music can be recorded in different ways. Children will learn to represent their compositions using graphic scores. Children will begin to use dot notation to represent compositions. Children will be introduced to the stave, lines and spaces and clef. Children will be introduced to and understand the differences between crotchets and paired quavers. 	<ul style="list-style-type: none"> Children will learn to use ta ta ti ti to record music. Children will begin to read and perform stave notation. Children will arrange individual notation cards to create sequences. Children will recognise major and minor chords. Children will understand the difference between minims, crotchets, paired quavers and rests. 	<ul style="list-style-type: none"> Children will confidently use ta ta ti ti to record music. Children will read stave notation for the pentatonic scale. Children will use more complex graphic scores to show four parts. 	<ul style="list-style-type: none"> Children will confidently record using graphic cores and ta ta ti ti notation. Children will learn to read and record stave notation. Children will know FACE and EGBDF. Children will choose the appropriate method of notation to represent their composition. Children will further understand the difference between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests

Intention 6 - Develop their singing technique and have opportunities to sing and perform to an audience and in different contexts

EYFS and KS1	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children will begin to understand the importance of warming up their voice and using their voice safely. Children will begin to think about a relaxed stance, bendy knees, for posture. Children will begin to show dynamics and start to understand some terminology. Children will sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Children will sing simple songs with a very small range, mi-so and then slightly wider. Including pentatonic songs Children will sing a wide range of call and response songs . Children will control vocal pitch and 	<ul style="list-style-type: none"> Children will understand the importance of warming up and learn different ways to warm up the voice. Children will breathe in the correct place when singing and demonstrate clear phrasing. Children will have the correct diction of lyrics. Children will develop an understanding of posture in producing a good sound. Children will begin to understand the importance of lyrics and melody and how to interpret a song musically. Children will perform with confidence and accuracy, keeping in time. Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so , tunefully and with expression. 	<ul style="list-style-type: none"> Children will have the opportunity to work with Viva Sinfonia and perform at Derby Theatre. Children will sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Children will sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. 	<ul style="list-style-type: none"> Children will be confident with a range of warm up strategies and confidently lead a group warm up. Children will sing in tune, with expression and musicality. Children will sing in rounds, two parts and simple harmony. Children will have increasing control of airflow to sing longer phrases and change dynamics. Children will show confidence in breathing and phrasing. Children will understand how to interpret a song musically. Children will learn and understand the techniques used in opera singing. Children will perform with confidence as a solo, duet or group. Children will sing three-part rounds, partner songs, and songs with a 	<ul style="list-style-type: none"> Children will understand the different warm up techniques and know an expanding repertoire of activities including scales. Children will learn to sing in harmony Children will learn to sing in three parts. Children will learn breathing techniques and pronunciation for the whole world. Children will understand the impact of dynamics and texture within a performance. Children will be confident in singing using dynamics and know the point when singing loud tips over into shouting. Children will use all the inter related musical dimensions and perform to an audience.



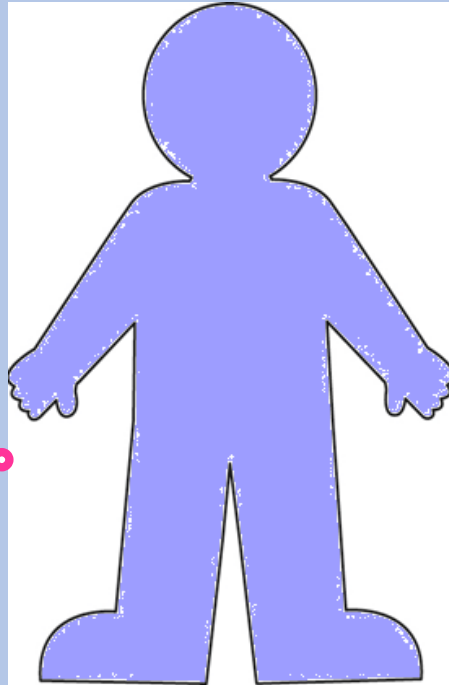
Music

A great **EYFS musician** will:

.Sing and perform
nursery rhymes and
action songs.

.Experiment with
different instruments
and sounds.

Listen to music
and respond
through
movement.



.Improvise using different
rhythms on a variety of
instruments.

Experiment with pitch,
tempo and duration.

Play instruments to
accompany songs.



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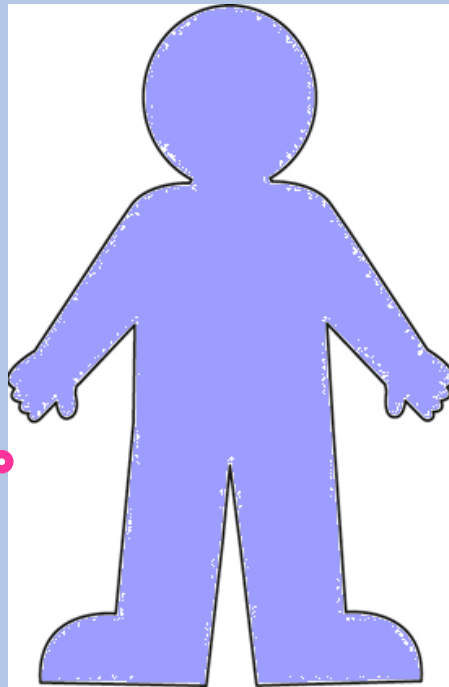
Music

A great **Year 1 musician** will:

Perform to an audience on tuned percussion.

Sing simple songs, chants and rhymes from memory.

Improvise using different rhythm and pitch patterns



Explore and invent own symbols to represent music.

Respond to pulse through movement and dance.

Compare and contrast sounds in the environment.



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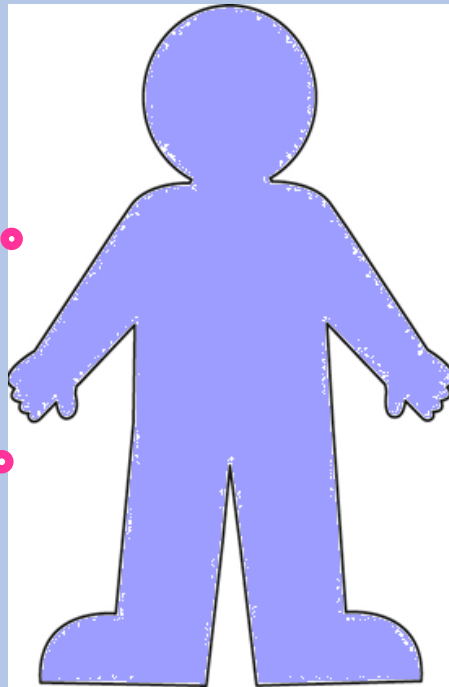
Music

A great **Year 2 musician** will:

Confidently perform to an audience using the handbells.

Sing songs with increasing vocal control responding to directions of dynamic changes.

Improvise question and answer phrases using untuned percussion.



Use graphic symbols to keep a record of composed pieces.

Group beats in twos and threes.

Create and perform chanted rhythms and perform own compositions.





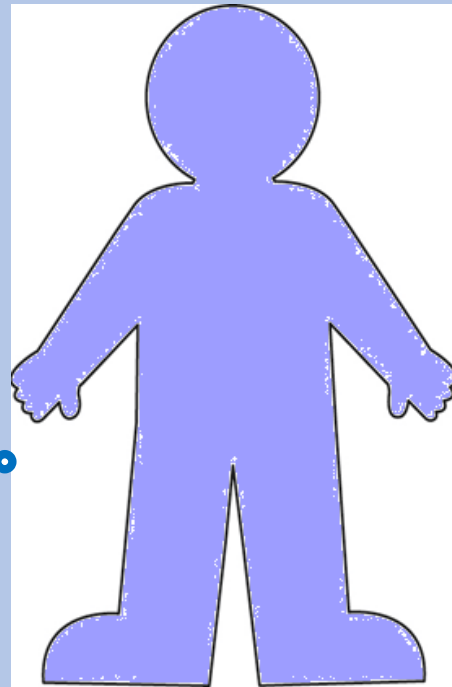
Music

A great **Year 3 musician** will:

Know the different musical families and recognise instruments in each family.

Recognise music by Greig, Tchikovsky and Saint Saens.

Sing in tune, with expression and in two parts.



Compose their own music and represent this using a graphic score.

Know and use the inter-related musical dimensions to appraise music

Perform confidently in front of an audience.



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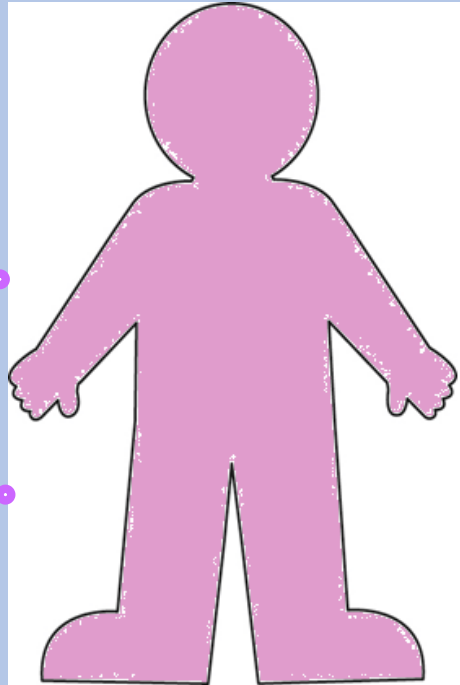
Music

A great **Year 4 musician** will:

Know how to hold a cornet or trombone correctly and produce the correct embouchure.

Change the pitch using their mouthpieces and valves.

Compose their own fanfare with an ostinato.



Sing confidently in a round and in parts.

Use ta ta ti ti notation to perform and compose.

Study Evelyn Glennie and understand the impact of her work.



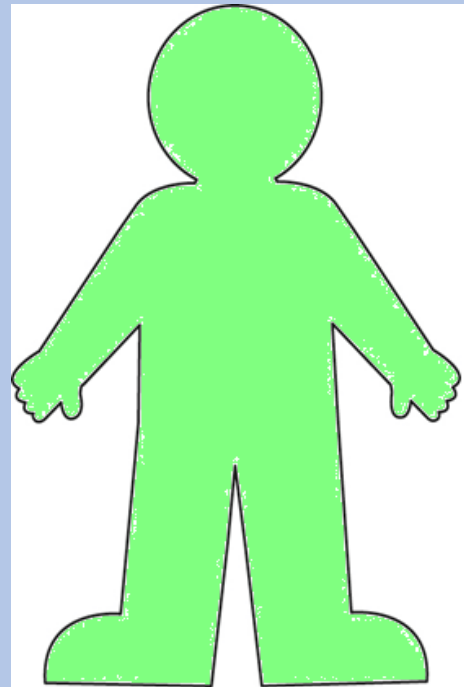
Music

A great **Year 5 musician** will:

Sing songs from around the world

Use the Pentatonic scale to compose a piece of music.

Learn to play the glockenspiel.



Use the inter related musical dimensions to appraise different genres of music.

Know what a leitmotif is, recognise them in film music and compose their own.

Know the history of the samba, know the different instruments and their roles and perform a samba.



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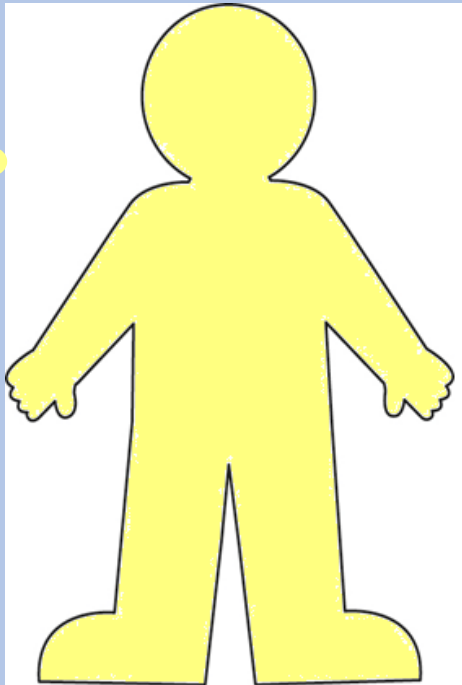
Music

A great **Year 6 musician** will:

Perform Bizet's opera,
Carmen.

Create a presentation
on a decade of music
and use their skills
learned in previous
years to create a
composition in that
style.

Understand triads
and chords and
compose a piece
of music in rock
and roll style.



Recognise music by
composers studied
across Key Stage 2.

Appraise music in
detail using the inter
related musical
dimensions.

Use graphic scores, ta ta
ti ti and stave notation
to write down music.



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