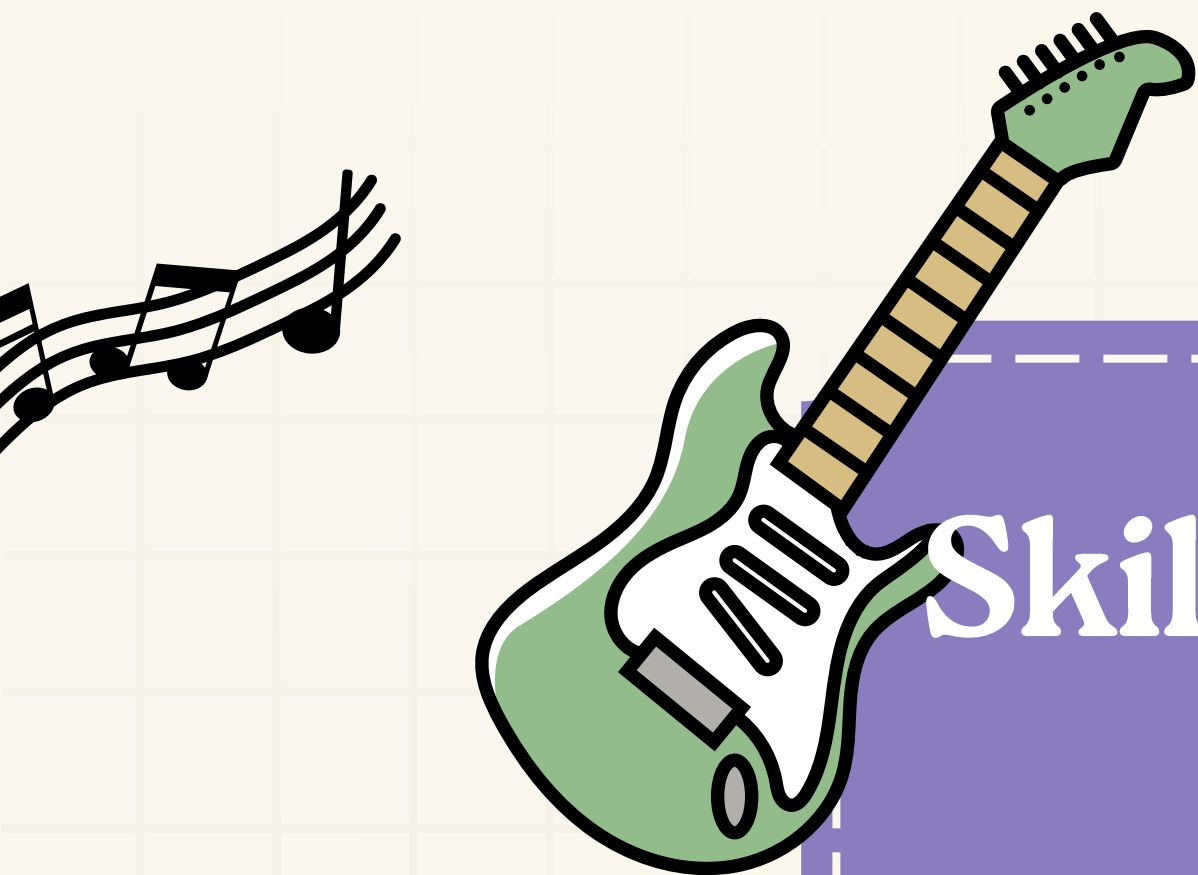
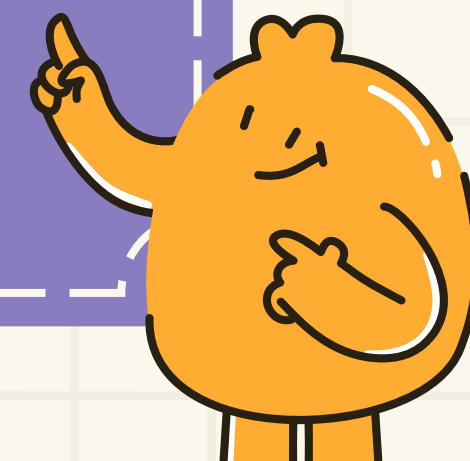




Skills and Progression Map



Music at Aylward



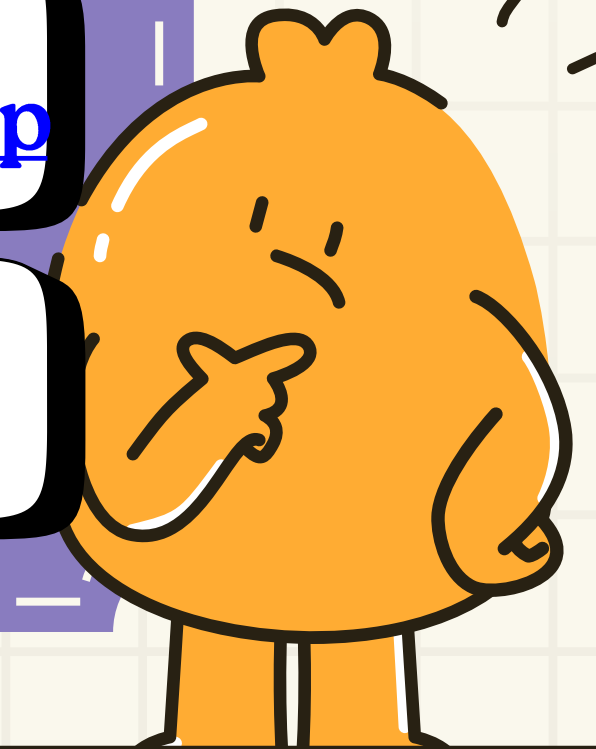
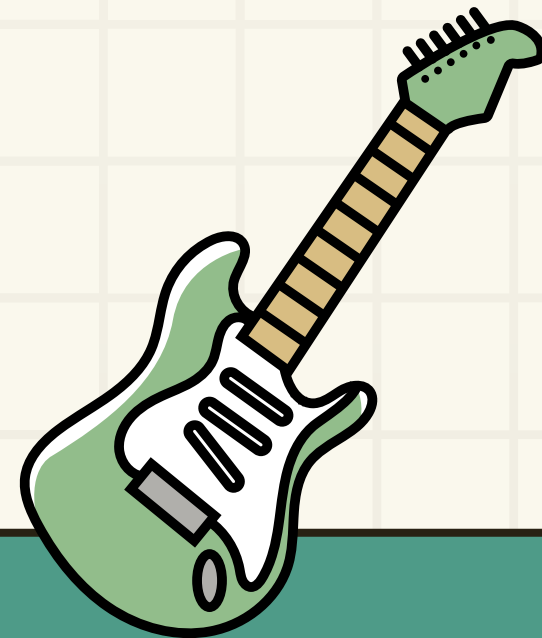
CLICK ON EACH
TAB TO FIND THE
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INFORMATION

[Intent, Implementation
and Impact](#)

[Curriculum Map](#)

[Knowledge and Skills
Progression by Year Group](#)

[Useful websites and links](#)





Intent, Implementation and Impact



Intent

At Aylward, we value music because it is a most powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and the mind work together.

We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school.

Exposing children to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression.

We believe that every child should have the opportunity to develop their musical potential. We aim to nurture and encourage musical development across the school. We aim to provide a music curriculum which will enable each child to be successful in reaching their full potential.

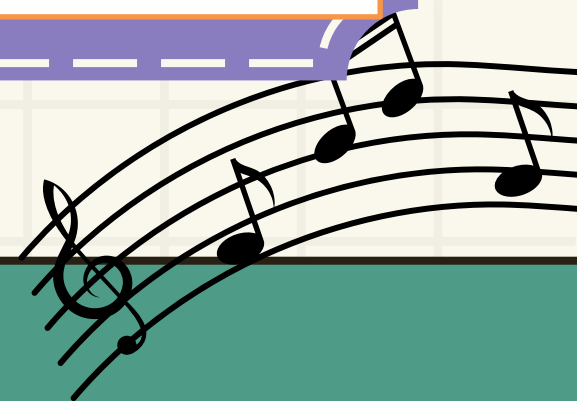
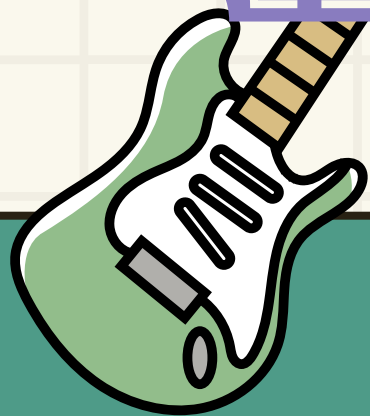
Implementation

Music is an integral part of school life, with all children given the opportunity to sing, listen, play, perform, and evaluate. From the Early Years onwards, music supports learning and daily routines, while a specialist teacher delivers enrichment sessions including singing, instrumental work, drama, and music technology. Children learn through a variety of schemes tailored to each year group and enjoy regular performance opportunities in assemblies and school events such as Christmas Productions and end-of-term shows.

Instrumental tuition is offered in woodwind, violin, guitar, keyboard, and brass, supported by the Harrow Music Education Hub. Extra-curricular activities include choir and orchestra, ensuring all pupils experience music in a rich and varied way.

Impact

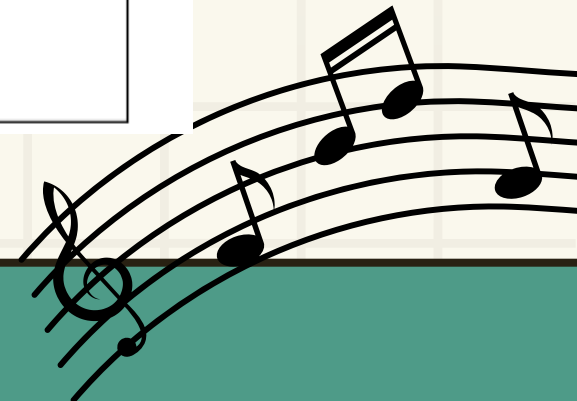
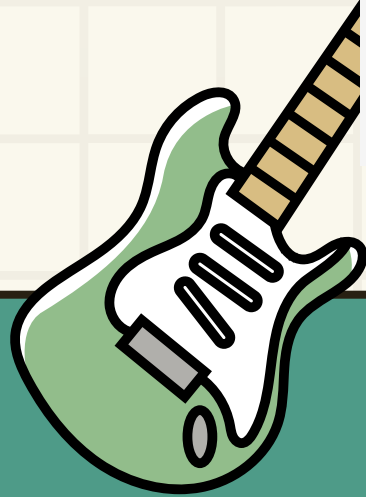
Music enriches the lives of people, and so we involve as many children as possible in musical activities. Through the rich opportunities that our music curriculum offers, when children leave Aylward Primary School they will have built a love of music and have increased levels of self-confidence. The different genres of music they are exposed to will provide great inspiration to help them with their own compositions, developing them as a listener, creator and performer.





Curriculum Map

Reception	Listening and Movement	Christmas	Rhythm and Beat	High/Low	Sounds all around us	Musical Words
Year 1	Timbre	Christmas	African Drumming	Pitch	Symbols	Beat and Rhythm
Year 2	Beat and Rhythm	Christmas	Chinese New Year	Pitch	Sing <u>Sing Sing</u>	Sandwich Music/Timbre
Year 3	Recorder	Recorder alongside Pitch	Recorder alongside Pentatonic Scale	Y3/4/5 show	Ancient Egypt	Programme Music (Chrome Music Lab)
Year 4	Indian music	Garageband	Opera	Y3/4/5 show	Recorder	Recorder alongside Texture
Year 5	Tudors	Re-Arrangement of a song	African Drumming	Y3/4/5 show	Ukulele	Theme and Variations
Year 6	WW2	Ukulele	Cyclic Pieces	Blues music	Audacity	Year 6 Leavers' show





Knowledge and Skills Progression map by Year Group



Nursery

Reception

Year 1

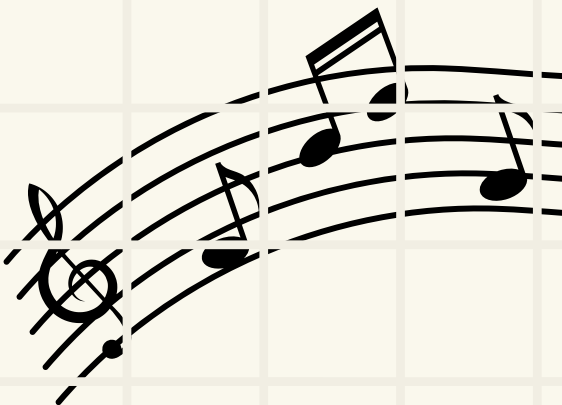
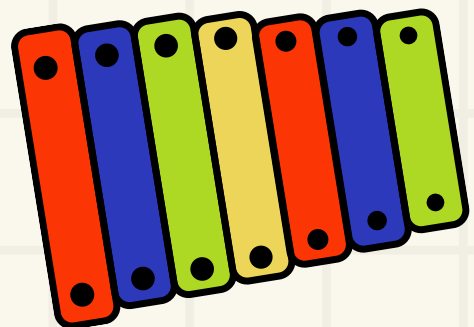
Year 2

Year 3

Year 4

Year 5

Year 6





Nursery

Intent

Pupils will sing many different songs and use actions and body movements to feel the beat of the music. Use visual aids. Pupils will explore instruments inside and out of the classroom. They will take part in a Christmas Singsong and perform many songs of the Christmas story.

Knowledge

To join in singing familiar songs and use actions.
To know how to tap out simple rhythms and explore how sounds can be changed.

Skills

Listen with increased attention to sounds
Respond to what they heard expressing their feelings
Play instruments with increasing control to express their ideas and feelings
Use drawing to represent ideas like movement or loud noises
Sing familiar songs and begin to move rhythmically
Sing the pitch of a tone sung by another person, sing the melodic shape
(Create their own songs or improvise around one they know)
Imitate movement in response to music
Tap out simple repeated rhythms
Explore and learn how sounds can be changed
Sing to self and make up simple songs and rhythms
Notice what adults do, imitate what is observed and then do it spontaneously

Vocab

Singing voice, Beat, High, Low, Fast, Slow, Loud, Quiet, Sound, Instrument, action songs, talking voice

Suggestions for implementations

Sing songs with actions. Explore instruments inside and outside the classroom. Sing the songs outside accompanying themselves with instruments. Songs displayed outside for the children to sing along to. Songs are linked to topics where possible. Children to copy different rhythms.

Questions to measure Impact

What songs do you know? Show me your favourite song.
Copy this pattern.
Show me all the actions?

Enrichment opportunities

Songs sung in Graduation Ceremony and Christmas performance.



Reception

Intent

Pupils will sing songs off by heart and use actions and use movement to emphasise a steady beat. They will explore using many different instruments and the sounds they can make. They will explore the interrelated dimensions of music and perform in a Christmas singsong and Family Assembly.

Knowledge

To know many songs and be able to sing them off by heart using actions. To understand sounds can be changed and to experiment changing them.

Skills

Sing echo songs and perform movements to a steady beat.
Explore singing at different speeds and pitch to create moods and feelings.
Discover how to use the voice to create loud/soft sounds.
Play instruments to a steady beat and understand how to hold and play an instrument with care.
Explore the different sounds instruments can make.
Choose an instrument to create a specific sound.
Express feelings in music by responding to different moods in a musical score.
Listen to music and respond by using hand and whole-body movements.
Listen to different sounds (animal/water etc) and respond with voice and movement.)
Choose different instruments including the voice to create sound effects in play.
Experiment performing songs and music together with body movements to a steady beat.)

Vocab

Singing voice, Beat, High, Low, Fast, Slow, Loud, Quiet, Talking Voice, Instrument, Sound

Suggestions for implementations

Sing songs relating to high/low/loud/fast. Listen to music and move to the steady beat. Explore how to make different sounds using a tambourine and match it to a picture. Use age related vocabulary to explain. Explore how sounds can be changed. Move to the beat of a song/piece of music.

Questions to measure Impact

Show me how you use a loud/quiet/high/low voice. What songs do you know? Sing me your favourite song. How could you play this tambourine to make it sound like a clock? Show me how you do the actions with your song.
Tap the beat to the music

Enrichment opportunities

Performances of songs in Christmas singsong and Family Assembly.



Year 1

Autumn 1

Timbre

Autumn 2

Christmas

Spring 1

African
drumming

Spring 2

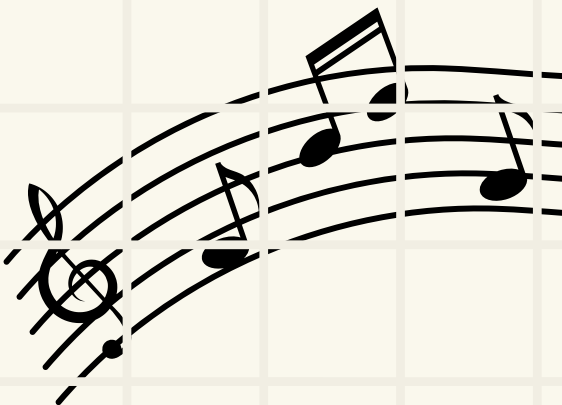
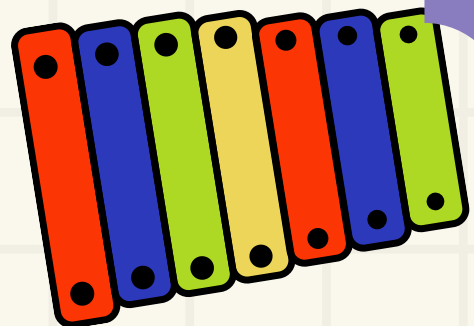
Pitch

Summer 1

Symbols

Summer 2

Beat and
Rhythm





Year 1 Autumn 1 - Timbre

Prior learning - Pupils will have explored different instruments and the sound they make

Tips and Tricks

Suggestions for implementations

Explore a tambourine and find different ways of playing it. Explore ways sounds can be made using hands. Explore scratching, scraping, flicking, tapping, rubbing an instrument.

Use different symbols to represent these and allow children to match the symbols and play the sounds. Use Vivaldi's Winter and the resources on BBC Ten Pieces.

Enrichment opportunities

Display of different ways sounds can be made

Questions to measure Impact

How many different ways can you play a tambourine? How many different sounds can you make with your hands? Match the sound to the symbol. How do you play this symbol?

Intent

Pupils will explore different sounds which can be made by voice, instrument and hands. They will find how to play instruments in different ways, tapping/scraping etc. They will respond to signals, symbols. They will create their own sequences (score) and follow a conductor and know when to start and stop.

Knowledge

Know the different ways sounds can be made using hands and voice and instrument

Know how to create a sequence of sounds

Vocab

Popping, Scratching, Rubbing, Flicking, Shaking, Symbol, Conductor, Timbre, Sequence, Start Stop

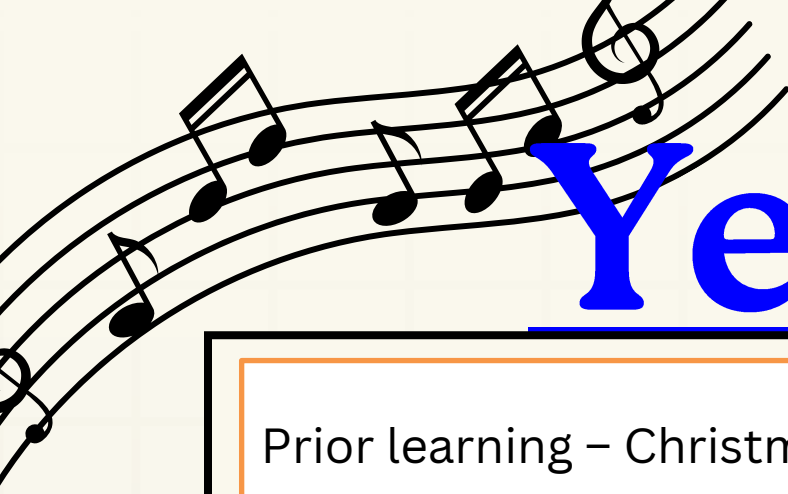
Skills

To keep to a steady beat

To follow musical instructions/hand signals indicating loud/quiet/start/stop

To create and choose sounds . To repeat short rhythmic and melodic patterns . To think about and make simple suggestions about what could make their own work better. .

To begin to represent sounds with simple shapes and marks



Year 1 Autumn 2 - Christmas

Prior learning – Christmas performance in Reception. Singing different songs

Intent

Pupils will perform a nativity play singing different songs and with a sense of enjoyment. They will sing in time to a steady beat and show an increased awareness of vocal control (singing in tune, breathing deeply and singing clearly)

Knowledge

Know the songs for the Christmas performance.
Coordinate actions to go with a song
Sing in time to a steady beat
Sing songs showing increasing vocal control

Vocab

Performance, Narrator, Audience, Chorus, Verse, Pitch, Posture, Diction, **Singing Voice**, Breathing, Lyrics, Expression, Rehearsal, **Talking voice**

Skills

To keep to a steady beat
To use voice in different ways such as speaking, singing and chanting
To think about others when performing

Tips and Tricks

Suggestions for implementations

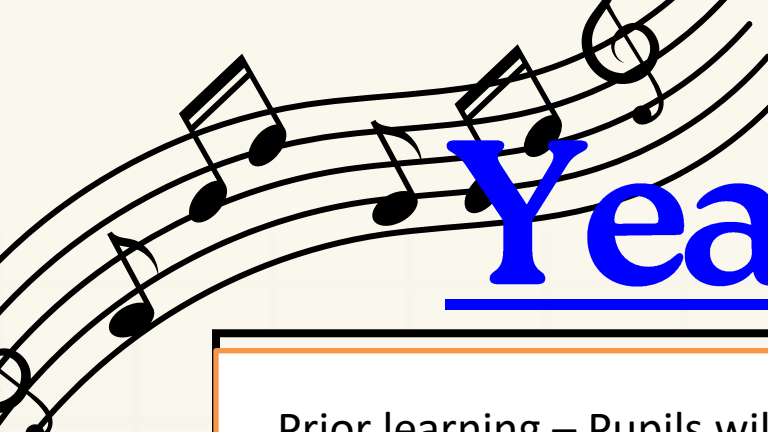
Teach the different songs and encourage the pupils to internalise the song by singing in their head. Use actions to represent the words which will ensure pupils learn the song quicker. Pupils to suggest ideas for actions for the song.

Enrichment opportunities

Performance to the school and to friends and family

Questions to measure Impact

How do we stand in front of the audience?
How do we sing in a singing voice?
What actions would best fit this line of the song?



Year 1 Spring 1 - African Drumming

Prior learning – Pupils will have copied different rhythmic patterns and used their voice chanting and singing

Intent

Pupils will explore playing in time to a steady beat. They will imitate different rhythm patterns on the drum. They will explore long and short sounds and will use different rhythms to help them play

Knowledge

Know that the drum can be played to create long/short sounds.
Know how to repeat rhythmic patterns
Know how to represent cat and monkey

Vocab

Long, Short, Cat, Monkey, Rhythm,
Call and Response songs, **Beat**, Repeat, Repetition, Question and Answer. Echo, Rhythm

Skills

To keep to a steady beat. To follow musical instructions/hand signals indicating loud/quiet/start/stop
To use voice in different ways such as speaking, singing and chanting
To create and choose sounds and repeat short rhythmic and melodic patterns

Tips and Tricks

Suggestions for implementations

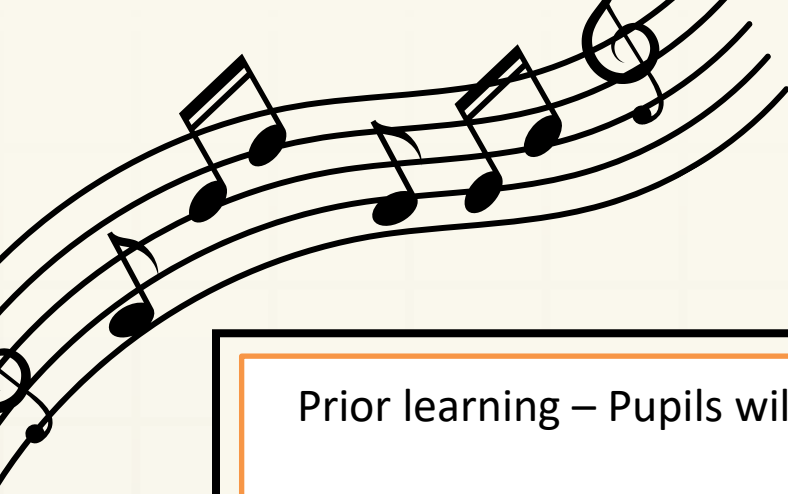
Using drums children to explore long and short sounds
Listen to African music and show utube clips of African drummers. Learn different songs and match long and short sounds with the music. Match different sequences of rhythms to the song.

Enrichment opportunities

African drumming workshop.

Questions to measure Impact

Show me long/short sounds on a drum
Can you copy the pattern accurately?
What does call and response mean?



Year 1 Spring 2 - Pitch

Prior learning – Pupils will have learnt many songs exploring their voice and understanding that music is high and low

Intent

Pupils will explore pitch and how music can change from high to low. They will use body movement to embed pitch. They will learn to recognise high and low symbols and respond to them.

Knowledge

Know that pitch can be represented using high/low symbols
Be able to use body to represent high and low sounds.
To recognise tunes which go up/down in pitch or stay on the same note.

Vocab

High, Low, Symbol, Pitch,
Tune, Getting higher, Getting Lower

Skills

To hear and sing high and low sounds, helping them develop listening skills and vocal control. To understand that pitch can go up or down

Tips and Tricks

Suggestions for implementations

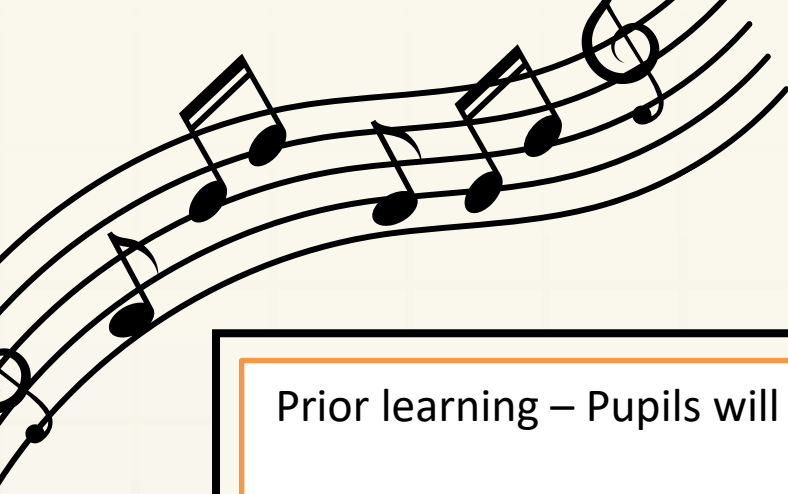
Using dots to show high and low, children to respond using bodies to show pitch. Use Hot Cross Buns and children to recognise changes in pitch. Explore high and low sounds on the piano and children to respond aurally to the sounds using high and low movements.

Enrichment opportunities

Pupils to share their learning in assembly

Questions to measure Impact

Where do you put the dot if the sound is high? Show me with your body you are listening to the high and low sounds when I play high and low notes on the piano.



Year 1 Summer 1 - Symbols

Prior learning – Pupils will have followed musical instructions using different symbols, eg hands up meaning stop playing

Intent

Pupils will explore different types of symbols and respond to these creating a score. They will create symbols of their own and understand the importance of following a conductor and playing at the right time. Pupils will listen to different pieces of music and recognise the sounds of the percussion instruments and identify and name them.

Knowledge

Know that sounds can be represented with symbols
Use graphics/symbols to portray the sounds made.
Know how sounds can be used to add effect to a story/poem

Vocab

Symbol
Graphic Score
Represent
Start
Stop
Pitch
High
Low
Instruments
Fast
Slow
Loud
Quiet
Conductor

Tips and Tricks

Suggestions for implementations

Pupils to create their own score and match the sound to the symbol. Listen to contrasting pieces of music and discuss the different moods they create/instruments used and images they might represent

Enrichment opportunities

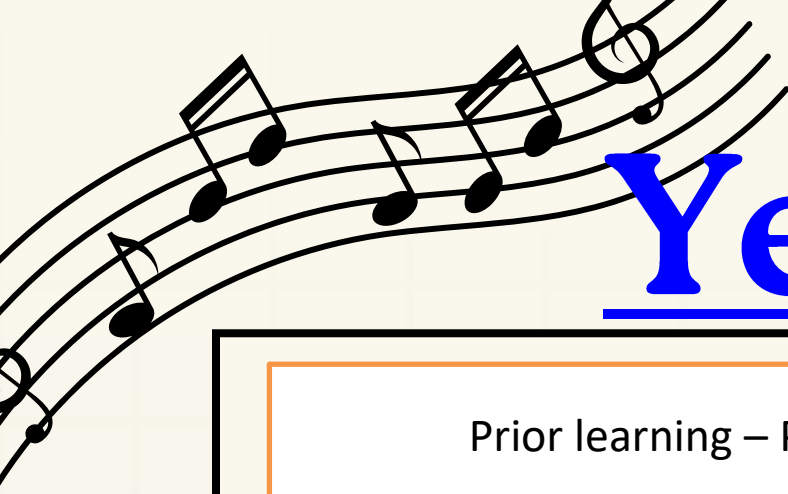
Display of different symbols.

Questions to measure Impact

Why do we have symbols? What is a symbol? How does this music make you feel? What does it make you think of in your head?

Skills

To follow musical instructions/hand signals indicating loud/quiet/start/stop
To create and choose sounds following different symbol
To begin to represent sounds with simple shapes and marks s



Year 1 Summer 2 - Beat and Rhythm

Prior learning – Pupils will have clapped different rhythm patterns following animal pictures

Intent

Pupils will explore the difference between beat and rhythm and how speed can affect the beat. They will accompany song with different rhythms and beats. They will explore how to tap the beat and rhythm in pieces and begin to explore notation.

Knowledge

Know how to control instruments to play a steady beat.
Know how to keep the beat in a piece of music.
Understand that words can help keep a rhythm.

Vocab

Beat
Rhythm
Fast
Slow
Beat
Conductor
Cat
Monkey
Ostinato

Skills

To repeat short rhythmic patterns. To read different patterns
To keep to a steady beat
To follow musical hand instructions

Tips and Tricks

Suggestions for implementations

Learn a chant (dinosaur chant) focussing on the difference between clapping the beat and the rhythm. Different songs/chants for pupils to tap on the beat. Introduce cat and monkey representing the different rhythms.

Enrichment opportunities

Performance of Dinosaur chant to the other classes in the year group

Questions to measure Impact

How do we clap the beat of the dinosaur chant?
How do we clap the rhythm?
What is the difference between them?



Year 2

Autumn 1

Beat and
Rhythm

Autumn 2

Christmas

Spring 1

Chinese
New Year

Spring 2

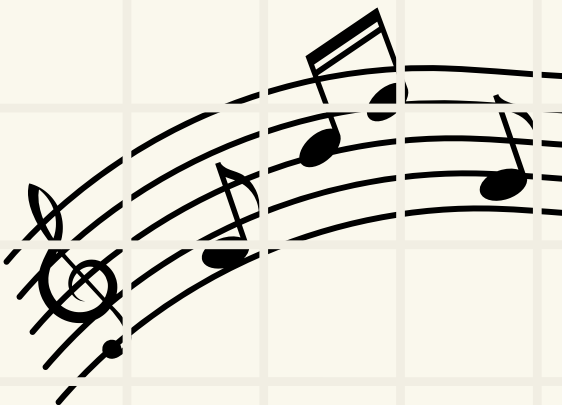
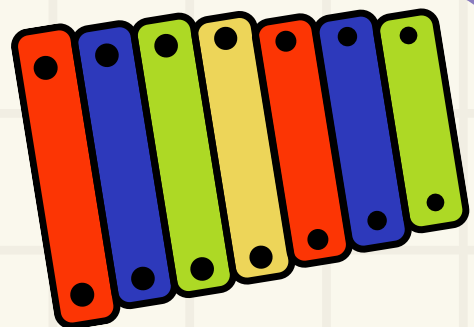
Pitch

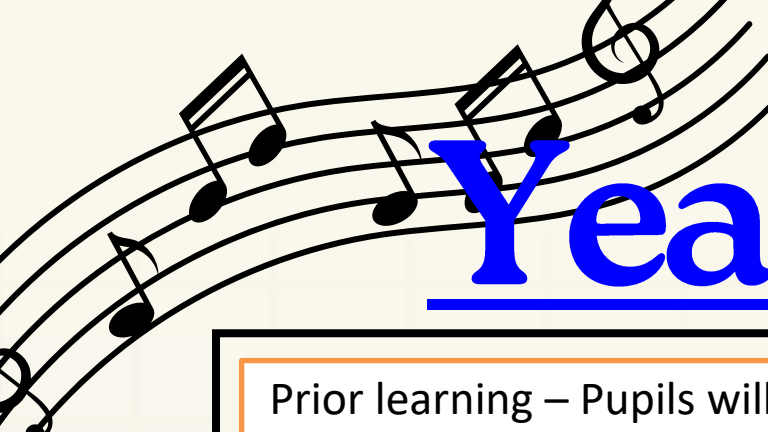
Summer 1

Sing Sing
Sing

Summer 2

Sandwich
Music





Year 2 Autumn 1 - Beat and Rhythm

Prior learning – Pupils will have explored long and short sounds. To have clapped different patterns and started to learn to read a 'cat and monkey'

Intent

Pupils will explore long and short sounds. They will demonstrate more confidence playing together as a group and as an individual and use graphic symbols to represent long and short sounds (long/short lines)

Knowledge

Know how to clap cat, monkey, dog, rest
Know that a dog is a longer note than a cat.
Know how to play long and short sounds on a tambour and how to represent them graphically
Know how words can help a rhythm played correctly

Vocab

Cat, Monkey, Long, Fast, Slow, Short, Rest, Symbol, Beat, Rhythm, Sequence, Duration, Pattern, Repeat, Repetition, Graphic Score

Skills

To represent sounds with symbols and organise sounds to create a simple piece of music
To perform simple patterns on instruments in time and as part of a group

Tips and Tricks

Suggestions for implementations

Children to write their own long/short sounds following their own notation
Sing 'Tinga Layo' which has long and short sounds, children to accompany song playing long and short sounds at appropriate parts of the song. Able to recognise and play cat and monkey, using conventional notation. Recap cat and monkey and introduce 'dog' on the word 'layo' in the song..

Enrichment opportunities

Performance of 'Tinga Layo' to parallel year group

Questions to measure Impact

How do you write a long/short sound? How many ways can you make a long sound on a tambourine? Using cat and monkey, can you show me which is the long sound and which is the two short sounds? How do you read this score?



Year 2 Autumn 2 - Christmas

Prior learning – Christmas performance in Y1.
Able to sing different songs with actions and create different actions

Intent

Pupils will perform a nativity play and sing a variety of songs with more accuracy of pitch. They will sing words clearly and breathe at the end of phrases. They will convey the mood of the song and will sing with a sense of dynamics and tempo

Knowledge

Know the words for the Christmas show. Know the carols sung at Christmas time

Vocab

Performance, Narrator,
Audience, Nativity, Verse,
Chorus, Pitch, Posture,
Diction

Skills

To sing in tune with a sense of shape of the melody, to use voice expressively
Demonstrate some confidence in performing as a group and as an individual
To identify what improvements could be made to own work and make these changes, including altering use of voice. To think about others when performing

Tips and Tricks

Suggestions for implementations

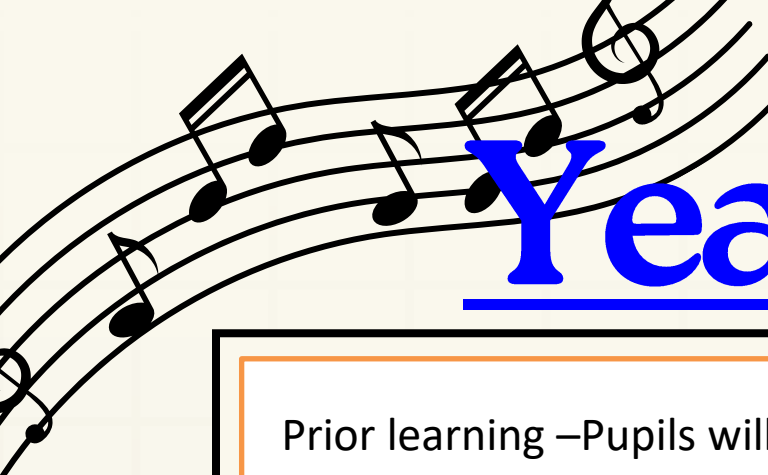
Teach the different songs and encourage the children to internalise the song by singing in their head.
Add in some instruments to the song, making it more interesting, eg tapping to the beat at an appropriate place, tapping out the rhythm of one verse to add variety to a performance. Pupils to suggest ideas for actions to songs.

Enrichment opportunities

Performance of Christmas Nativity to family, friends and whole school.

Questions to measure Impact

What is a carol?
How can we sing the song to make it interesting for the audience?
What is the nativity?



Year 2 Spring 1 - Chinese New Year

Prior learning –Pupils will have begun to listen to and talk about music from different cultures and celebrations.

Intent

Pupils will listen to different pieces of Chinese music and will learn about different instruments used in Chinese music.

Knowledge

Know how to use musical vocabulary to discuss different genres of music
To know a song about Chinese new year
Know about different instruments used in Chinese music

Vocab

Ostinato
Instruments
Chinese New Year
Rondo
Rhythm
High/Low
Dragon Dance
Celebration

Skills

To develop listening and performance skills by singing traditional songs and exploring the sounds of instruments like drums and cymbals. To build cultural awareness through music, movement, and rhythm activities linked to celebration and storytelling.

Tips and Tricks

Suggestions for implementations

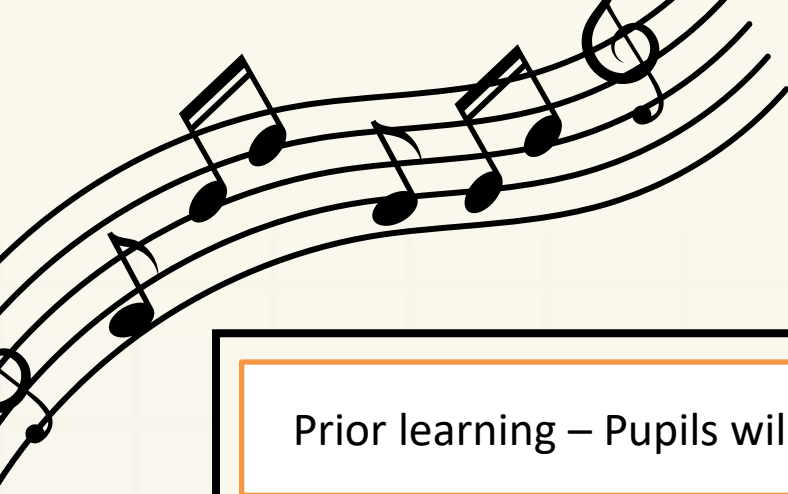
Listen to different pieces of music from China. Children to use musical vocabulary to describe the different pieces. Children to use different rhythms as ostinato patterns to accompany the Chinese New Year Song.

Enrichment opportunities

Celebrating Chinese New Year in assembly

Questions to measure Impact

What is Chinese New Year? Can you name two instruments used in Chinese music?



Year 2 Spring 2 - Pitch

Prior learning – Pupils will know that music has high and low sounds and that music can get higher and lower

Intent

Pupils will be able to identify the pitch getting higher or lower or whether the tune is staying the same and be able to copy with their voices. They will use dot notation to play simple tunes.

Knowledge

Know that dots represent high and low sounds.
Know where the high/low notes are on a glockenspiel
Know how to read a 3-note tune
Know that music is written on a stave

Vocab

High, Low, Pitch, Tune, Stave, Beat, Keeping in Time, dot notation, Getting higher, Getting Lower,

Skills

To repeat simple tunes singing
To represent sounds showing high and low notes. To read simple dot notation tunes

Tips and Tricks

Suggestions for implementations

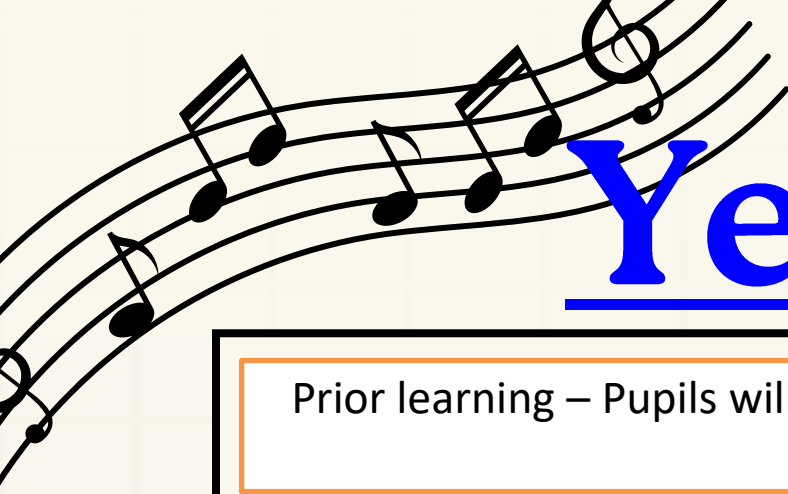
Use dots to represent high, middle and low notes. Progress onto note names. Use the glockenspiel exploring/learning where the high/low notes are.

Enrichment opportunities

Pupils to share their learning with the rest of the year group

Questions to measure Impact

Is the high note on the glockenspiel the smallest or biggest note? Show me how to play a high note on the glockenspiel. Show me how to play a low note. How many times do you play that high note?



Year 2 Summer 1- Sing Sing Sing

Prior learning – Pupils will have sung songs during the Christmas performance. They will have explored singing with a sense of the shape of the melody.

Intent

Pupils will learn a variety of different songs and explore singing in rounds/two/three-part songs and perform this with St John's School in a joint 'Singing Extravaganza'

Knowledge

Know all the different words to the songs
Know how to sing the song with meaning
Know how to use dynamics to make a song more interesting.
Know how to sing a song more accurately

Vocab

Verse
Chorus
Audience
Melody
Singing voice
Chanting voice
Ostinato
2-part song
3-part song
Round

Skills

To sing in tune with a sense of shape of the melody, to use voice expressively
To think about others when performing

Tips and Tricks

Suggestions for implementations

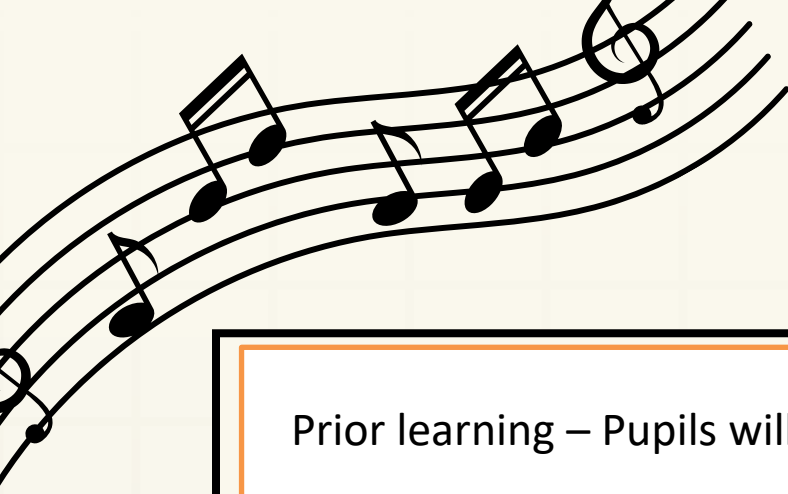
Songs will be chosen to reflect the age group. Singing different songs in rounds or as a canon will help the children understand how to sing in parts. Both schools will choose a song of their own to perform.

Enrichment opportunities

Performance of the songs to St John's and Aylward's parents. Pupils will perform alternatively each year either at St John's School or at Aylward

Questions to measure Impact

How can we make a song interesting when we sing?
What should we remember when performing to an audience?



Year 2 Summer 2 - Sandwich Music

Prior learning – Pupils will have begun to explore how to create music following different musical instructions

Intent

Pupils will explore the structure of a sandwich piece of music. ABA. They will then compose music of their own within this structure.

Knowledge

Know the structure of a sandwich piece of music and be able to create own of their own

Vocab

Structure,
ABA
Pattern
Beat
Rhythm
Tune
Pitch
Repeat

Skills

To repeat short rhythmic and melodic patterns and perform these in time with the rest of the group
To compose music within a structure

Tips and Tricks

Suggestions for implementations

Listen to the 'Radetzky March.' Pupils to identify the ABA structure. Pupils to learn to play 'Twinkle Twinkle Little Star and create their own B part.

Enrichment opportunities

Performance of their 'sandwiches' to the other classes in the year group/assembly

Questions to measure Impact

What is a sandwich piece of music?
What is ABA?



Year 3

Autumn 1

Recorder

Autumn 2

Recorder
alongside
Pitch

Spring 1

Recorder
alongside
Pentatonic
Scale

Spring 2

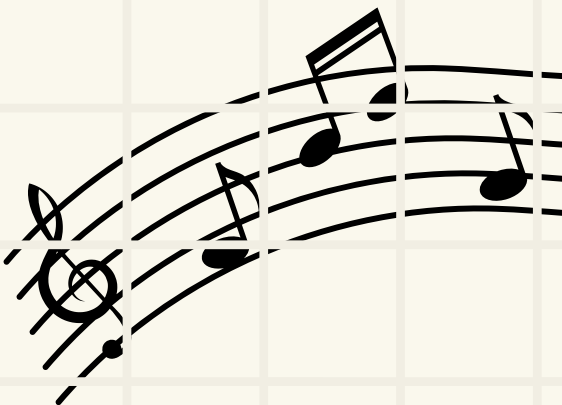
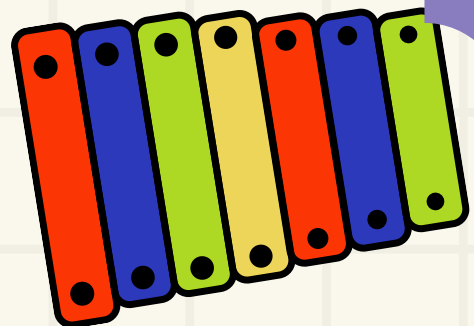
Year 3/4/5
show

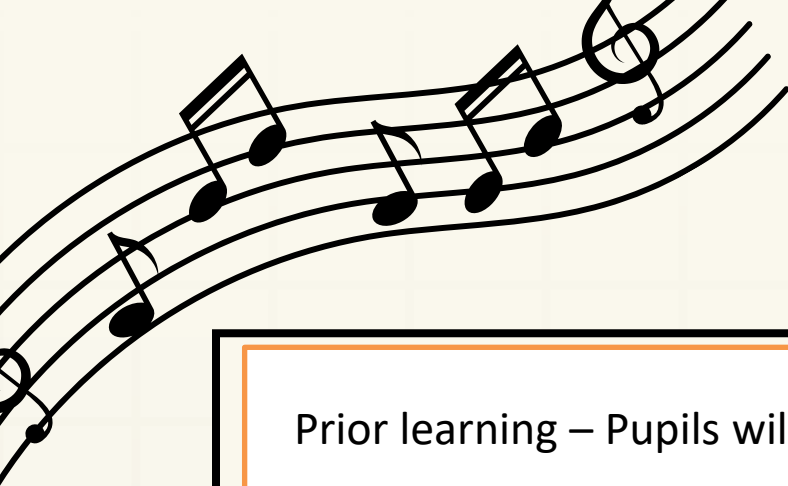
Summer 1

Ancient
Egypt

Summer 2

Programme
Music





Year 3 Autumn 1 - Recorder

Prior learning – Pupils will know how to clap a cat, monkey, dog and rest and be able to read a simple rhythm

Tips and Tricks

Intent

Pupils will explore and learn about different note values and will read simple rhythms using standard notation. They will be able to keep a steady beat and play their rhythm in time.

Knowledge

Know how to play the recorder with LH at the top
Know how to tongue each note.
Know how to play B A G on the recorder
Know how to read cat, monkey, caterpillar, rest, ant eater and elephant

Vocab

Beat, Rhythm, Long, Short, cat, monkey, caterpillar, recorder, tonguing, fingering, breathing control,, note value, Rest

Suggestions for implementations

Pupils will learn how to create a good quality sound on the recorder, ensuring correct posture, fingering, breath control and tonguing. They will learn the order of the notes, B A G. Pupils will play simple tunes. They will develop their aural ability by repeating simple tunes.

Enrichment opportunities

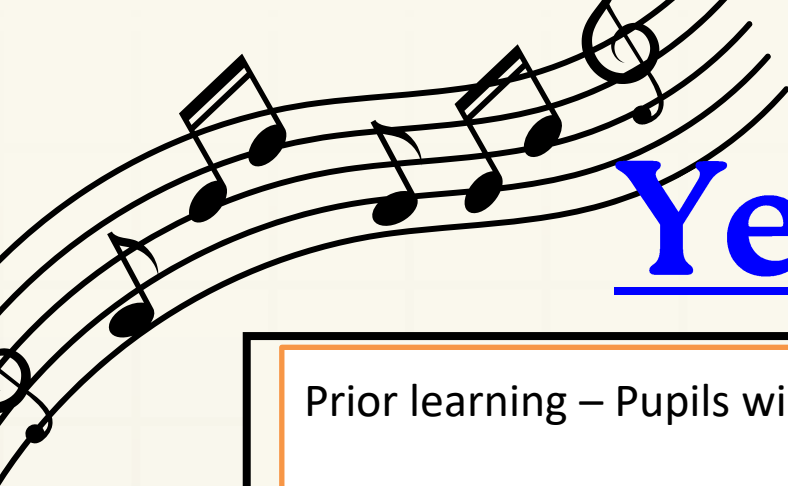
Performance to whole school/family/friends

Questions to measure Impact

What should you remember when playing the recorder?
How do you tell the difference between a B and an A?

Skills

Play using symbols including graphic and / or traditional notation (note values and names)



Year 3 Autumn 2 –Pitch (Recorder alongside)

Prior learning – Pupils will know that high notes are written higher up on a stave and lower notes written lower, they will be able to recognise changes in pitch.

Intent

Pupils will learn to sing 'Land of the Silver Birch.' They will understand how to read and write two notes on a stave.

Knowledge

Know that pitch moves by step and by leaps.
Know that music has high and low notes and where to find it on a glockenspiel.
Know how to read and write a D and an A on a stave.

Vocab

Pitch, High, Low, Stave, Step, Leap, Interval, Pattern, Ostinato

Skills

Play using symbols including graphic and / or traditional notation (note values and names)
Sing in tune expressively, performing with a limited range of notes/show increasing accuracy of pitch and awareness of the shape of the melody, understand importance of posture
Maintain a rhythmic and melodic ostinato simultaneously with a different ostinato and/or steady beat

Tips and Tricks

Suggestions for implementations

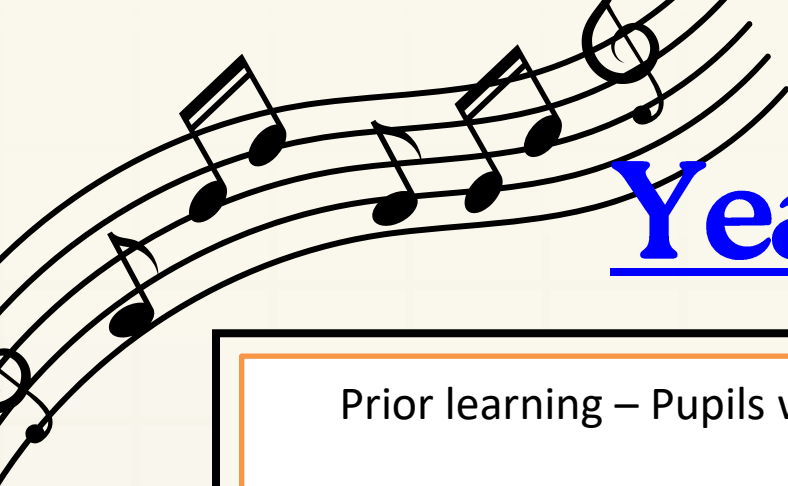
The children will learn to sing a traditional Canadian song and explore pitch in intervals. They will sing in two parts and with an ostinato. They will explore how the music moves in steps and leaps and understand that a D to an A is an interval They will explore playing by ear as they work out the tune for the chorus.

Enrichment opportunities

Performance of Land of the Silver Birch to parents.

Questions to measure Impact

Where is the low D on a glockenspiel? What is an interval? What is an ostinato? How can you show the difference in pitch with your body?



Year 3 Spring 1 - Recorder alongside Pentatonic Scale

Prior learning – Pupils will have sung songs following musical directions. They will have explored playing keeping a steady beat.

Intent

Pupils will learn to sing 'Land of the Silver Birch.' They will understand how to read and write two notes on a stave.

Knowledge

Know what the pentatonic scale
Know what/why an ostinato is used in a piece of music

Vocab

Pentatonic, Scale, Ostinato, Pitch, Pattern, Repetition, Melody, Tune, Verse, Improvise, Five-note scale

Skills

Sing in tune expressively, performing with a limited range of notes/show increasing accuracy of pitch and awareness of the shape of the melody, understand importance of posture
Perform simple accompaniments keeping to a steady beat and maintain a rhythmic and melodic ostinato

Tips and Tricks

Suggestions for implementations

Sing a traditional Canadian song and explore pitch in intervals. Sing Land of the Silver Birch in two parts and with an ostinato. They will explore how the music moves in steps and leaps.

Enrichment opportunities

Performance of Land of the Silver Birch to parents. Show also in assemblies.

Questions to measure Impact

Where is the low D on a glockenspiel? What is an interval? What is an ostinato? How can you show the difference in pitch with your body?



Year 3 Spring 2 - Year 3/4/5 show

Prior learning – Pupils will have performed in the Christmas show in EYFS and KS1.

Tips and Tricks

Suggestions for implementations

Learn the song and be able to sing it accurately. Encourage the children to suggest ideas as to how this can be performed. Different groups of children to perform different parts with actions.

Enrichment opportunities

Performance of show to parents and family/EYFS/LKS1/Y6

Questions to measure Impact

What do you need to remember when performing a song to an audience?

Intent

Pupils will perform a show with Years 4 and 5 and sing songs in a variety of styles with confidence and show an increasing number from memory. They will be more accurate in pitch and have an awareness of the shape of a melody. They will understand the importance of posture, breathing and diction.

Knowledge

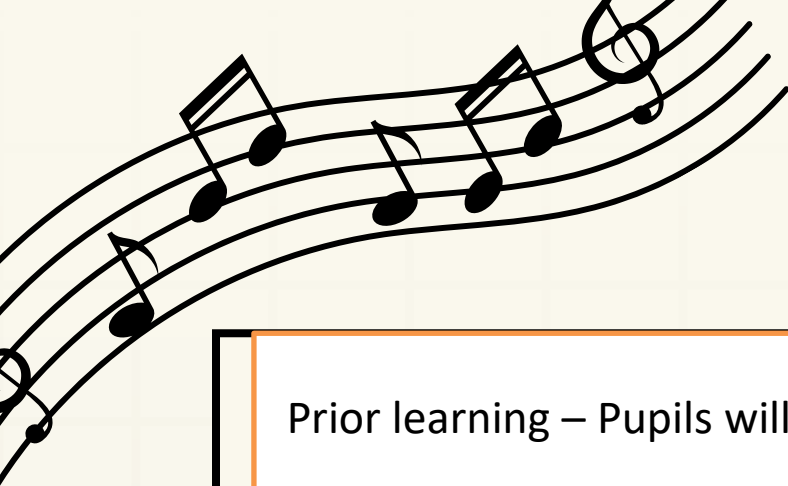
Know the songs for the show.
Know the shape of the melody
Know how to sing a song with an awareness of the character or style in performance

Vocab

Pitch, Phrase, Structure, Verse, Chorus Narrator, Audience, Performer, character, projection
Performance, Repeat, Melody, Tune, Posture, Diction

Skills

Sing in tune expressively, performing with a limited range of notes/show increasing accuracy of pitch and awareness of the shape of the melody, understand importance of posture. Identifying and making improvements using musical language and think about others when performing ..



Year 3 Summer 1 - Ancient Egypt

Prior learning – Pupils will have listened to music from different countries and discussed what they have heard

Tips and Tricks

Intent

Pupils will learn a song about Ancient Egyptians and will learn how to play different ostinato patterns. Pupils will explore how to keep a drone throughout a piece.

Knowledge

Know how to maintain different ostinato patterns
Know the structure of a song (verse/chorus/coda)
Know the different Italian terms for loud and quiet in music.
Know what the words dynamics/texture mean

Vocab

Chorus, Verse, Fast, Slow, Drone, Ostinato, Dynamics, Texture, Layers, coda, accompaniment, ostinato, Repeating pattern, Phrase, Structure, Bass, Melody

Suggestions for implementations

Learn the song, 'Ancient Egyptians'. Discuss the structure (verse, chorus, coda). They will accompany the song with a drone on the glockenspiel and a rhythmic ostinato on the drum.

Enrichment opportunities

Performance of Ancient Egypt song to other classes in year group/assembly

Questions to measure Impact

What are the Italian terms for dynamics?
How does the volume change when the texture changes?

Skills

Understand how the musical elements can be combined to compose descriptive music
Play using symbols including graphic and / or traditional notation
Perform simple accompaniments keeping to a steady beat



Year 3 Summer 2 - Programme Music

Prior learning – Pupils will know that different music can create different moods and feelings

Intent

Pupils will explore the different sounds that an instrument can make and use the musical elements to compose descriptive music. They will compose music that can tell a story, paint a picture or create a mood (programme music) using chrome music lab.

Knowledge

Know how to use chrome music lab and to create different effects and pieces of music.
Know what a piece of programme music is.
Know that music can create different feelings and pictures in the mind.

Vocab

Programme Music
Chrome Music Lab
Timbre
Effect
Moods
Feelings
Pictures
Descriptive music

Skills

Understand how the musical elements can be combined to compose descriptive music

Tips and Tricks

Suggestions for implementations

Use different pieces of music eg 'Little Train of the Caipira' to explain how sounds can create pictures of a train. To use 'chrome music lab' to explore how to use IT to make different kinds of sounds

Enrichment opportunities

Upload the different sounds onto sharepoint for children to listen to at home

Questions to measure Impact

What is programme music? How do you know what sound to make to create a 'sports day' scene? What does timbre mean?



Year 4

Autumn 1

Indian
Music

Autumn 2

Garageband

Spring 1

Opera

Spring 2

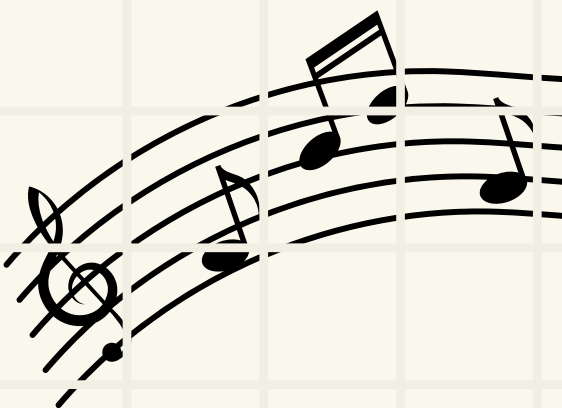
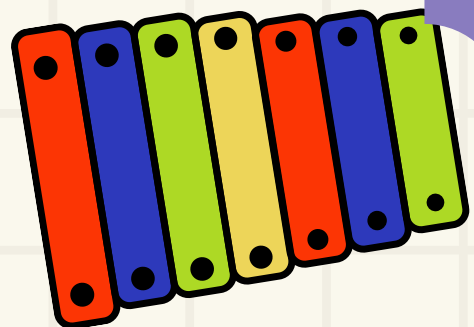
Year 3/4/5
show

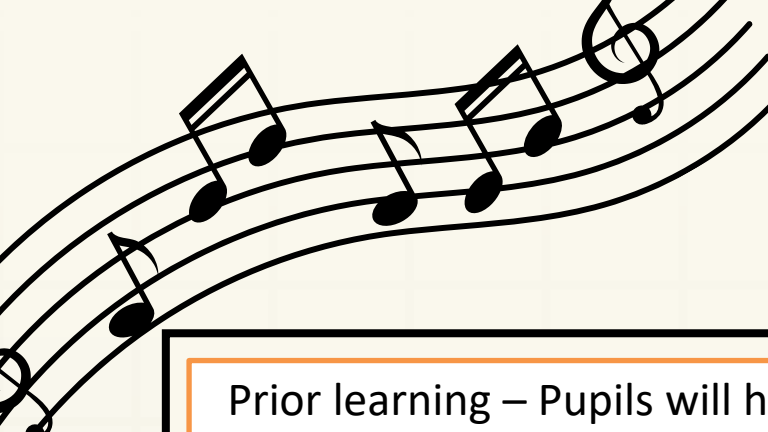
Summer 1

Recorder

Summer 2

Recorder
alongside
Texture





Year 4 Autumn 1 - Indian Music

Prior learning – Pupils will have listened to music from different countries, eg Chinese Music in Year 2 and learnt about new instruments

Intent

Pupils will explore different rhythm patterns and tunes from Indian music. They will learn about a tala and a raga and will compose some Indian music of their own. They will compare and contrast the different types of instruments and be able to identify key elements giving Indian music its unique sound. They will learn an Indian song.

Knowledge

Know the elements of an Indian piece of music
Eg. raga and tala
Able to compose a piece of Indian music using the elements

Vocab

Raga, Ravi Shankar, Tala, Sitar, Tabla, Mood, Pattern, Variation, Drone, Improvise, Call and Response, Scale

Skills

Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (tempo, dynamics, metre, texture, timbre) and recognise aurally the range of percussion (tuned/untuned) used in pieces of music

Tips and Tricks

Suggestions for implementations

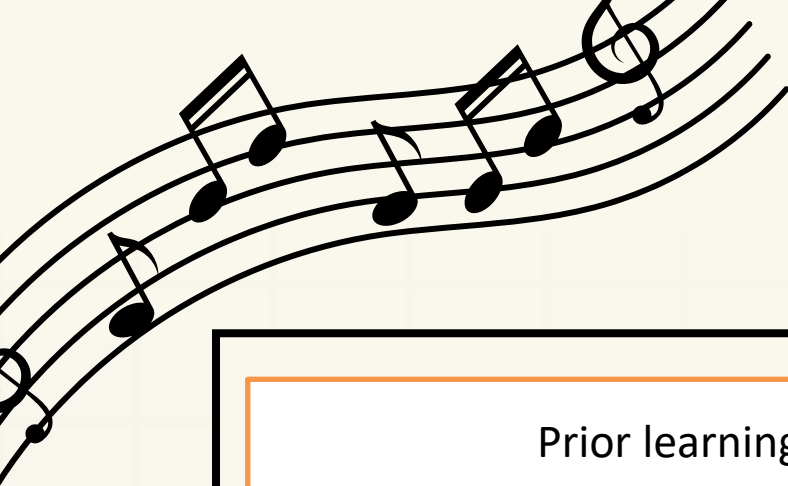
Listen to some Indian music and discuss the instruments used. Compose an 'early morning' raga and explore how it can be varied to make it interesting. Children to learn to improvise a drone.

Enrichment opportunities

Record a performance/perform in assembly/share to parents and demonstrate lesson.

Questions to measure Impact

What is a raga? What is a tala? Can you name some Indian instruments? What is a drone? Who was Ravi Shankar? Why was he a famous musician?



Year 4 Autumn 2 - Garageband

Prior learning – Pupils will have used Chrome Music Lab and created pieces of music

Tips and Tricks

Suggestions for implementations

Using the SMART instruments, choose rock drums, rock guitar and use the chords. Layer up the music. Use the chord sequence Chord sequence G for 8 beats, Em for 4 beats and C for 4 beats. Discuss texture in music.

Enrichment opportunities

Upload these compositions onto 'soundcloud' and put the link onto sharepoint, public, the children are then able to listen to these and comment on them.

Questions to measure Impact

What are SMART instruments? How do you loop a piece of music? How do you vary the texture?

Intent

Pupils will use SMART instruments on 'Garageband'. They will learn to loop, sample and manipulate sounds. They will understand how to create different textures and compose a piece of music

Knowledge

Know how to use SMART instruments on 'Garageband' and using different techniques, eg sampling, sequencing, looping. Understand how to record and refine compositions using IT

Vocab

Loop, SMART instruments, Sequence, Record, Sample, Chord, Layer, Texture, Beat, Rhythm, Pitch, Dynamics, Tempo

Skills

Composing and structuring music: Pupils create their own pieces using loops and SMART instruments, exploring rhythm, melody, texture, and structure. Developing digital music skills: They learn to use music technology to sequence, layer, edit, and produce their own compositions.



Year 4 Spring 1 - Opera

Prior learning – Pupils will have learnt different songs in different genres.

Intent

Pupils will learn about the opera and its genre. They will appreciate and use musical vocabulary to describe what they hear.

They will learn from professional singers how to warm up their voice and learn songs from 'Carmen'

Knowledge

Know what an opera is and what voices are used.

Know the story of Carmen and what is involved when putting on a performance

Vocab

Opera, Singers, Dramatic, Character, Mood, Soprano, Alto, Italian, Pitch, Tempo, Dynamics, Performance, Tableau

Skills

Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (tempo, dynamics, metre, texture, timbre) and recognise aurally the range of percussion (tuned/untuned) used in pieces of music

Tips and Tricks

Suggestions for implementations

Pupils will listen to clips from Carmen and learn how to use their voice in a dramatic way.

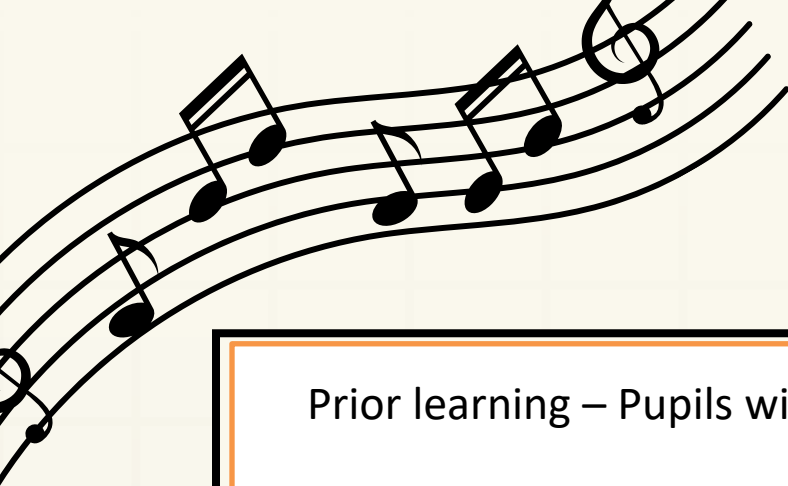
They will learn about the story, different singing voices and the different characters. Learn different songs and how a performance is put together

Enrichment opportunities

Perform their version of 'Children's Chorus' to the other classes in the year group

Questions to measure Impact

What is an opera? What kinds of voices are there in an opera? What is the story of Carmen? Who are the characters?



Year 4 Spring 2 - Year 3/4/5 show

Prior learning – Pupils will have taken part in the Y3/4/5 show when they were in Year 3 and sung different songs with an awareness of the audience.

Tips and Tricks

Intent

Pupils will perform a show with Years 3 and 5 and sing songs in a variety of styles with confidence and show an increasing number from memory. They will be more accurate in pitch and have an awareness of the shape of a melody. They will understand the importance of posture, breathing and diction.

Knowledge

Know the songs for the show
Know the shape of the melody
Demonstrate an awareness of the character or style in performance

Vocab

Pitch, Phrase, Structure, Verse, Chorus Narrator, Audience, Performer, Performance, Repeat, Melody, Tune, Posture, Diction

Suggestions for implementations

Learn the song and be able to sing it accurately. Encourage the children to suggest ideas as to how this can be performed. Different groups of children to perform different parts with actions.

Enrichment opportunities

Performance to parents/family/KS1/EYFS/Y6

Questions to measure Impact

How do you make the song interesting for the audience?
How do you sing a song with an awareness of the character?

Skills

Sing in tune expressively, performing with a limited range of notes/show increasing accuracy of pitch and awareness of the shape of the melody, understand importance of posture. Identifying and making improvements using musical language and think about others when performing ..



Year 4 Summer 1 - Recorder

Prior learning – Pupils will be able to play a simple tune on B, A and G

Tips and Tricks

Intent

Pupil will learn to confidently play B, A, G, C, D and E on the recorder and perform to parents in a concert

Knowledge

Know how to read a C and F on the stave.
Able to play rhythmically simple parts that use a small range of notes

Vocab

Stave, Space, Lines, Bars, Rhythm, Melody
Tune, Beat, Bar lines

Suggestions for implementations

Build on Year 3’s reading of different tunes, focussing on B A and G and then including C and F

Enrichment opportunities

Performance to parents/friends

Questions to measure Impact

How do you play the different notes?
How do you create a good quality sound?

Skills

Play and perform parts with an increasing number of notes
To play tunes keeping a steady beat with an awareness of othersP



Year 4 Summer 2 - Recorder alongside Texture

Prior learning – Pupils will have played different ostinato patterns with an awareness of others

Intent

Pupils will learn how an ostinato can make a piece of music more interesting. They will maintain two or more different ostinato patterns in an instrumental group against a steady beat with awareness of other performers.

Knowledge

Know how layers of sounds can be used and how an ostinato is used.

Vocab

Texture
Layers
Dynamics
Loud/Quiet
Ostinato
Repeating Patterns
Effect

Skills

Sing two/three-part rounds with more confidence and increasing pitch accuracy, in a variety of styles showing increasing awareness of the tone and shape of the melody, use expression
Read and play from some conventional music symbols including a range of note values

Tips and Tricks

Suggestions for implementations

Sing the song 'Scary Fairground Ride.' Pupils to learn a short ostinato part and be able to play it confidently.
Reading a C and F using the two ostinato parts.

Enrichment opportunities

Perform Scary Fairground Ride

Questions to measure Impact

What does texture mean?
Why does a composer add texture to a piece of music?
What is an ostinato?



Year 5

Autumn 1

Tudors

Autumn 2

Re-
Arrangement
of a song

Spring 1

African
Drumming

Spring 2

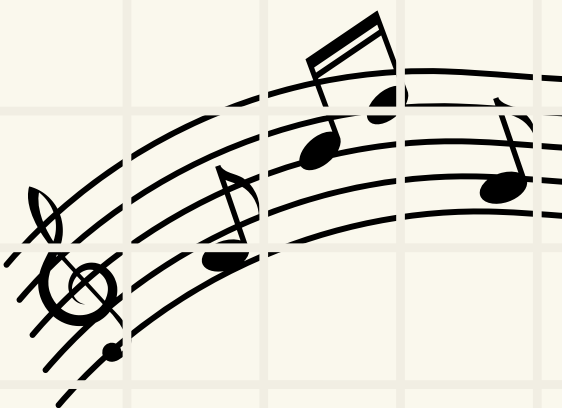
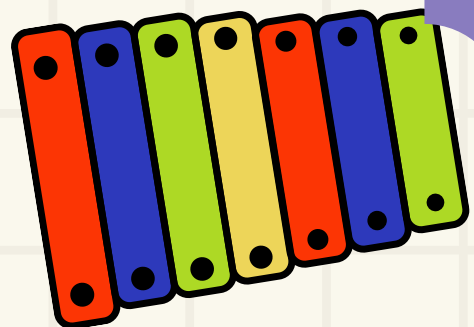
Year 3/4/5
show

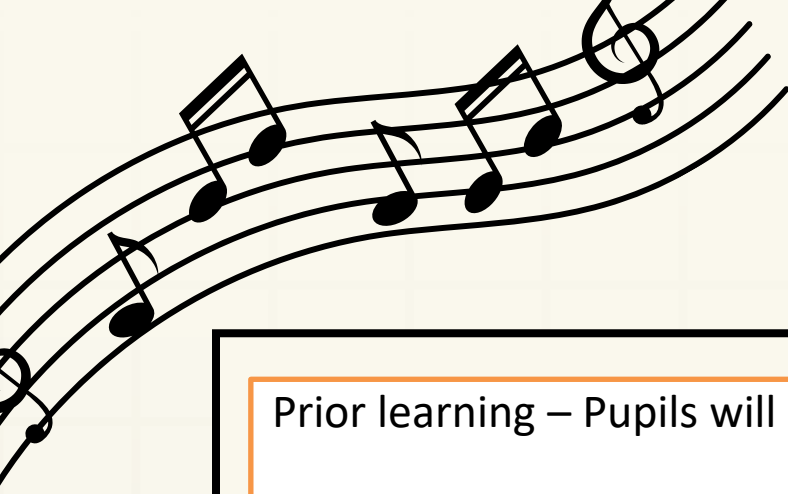
Summer 1

Ukulele

Summer 2

Theme and
Variations





Year 5 Autumn 1 - Tudors

Prior learning – Pupils will have listened to different pieces of music from different eras of history and discussed it using musical vocabulary.

Tips and Tricks

Suggestions for implementations

Listen to Tudor pieces, spot repeated notes called drones, and find out how instruments from the past are different from those we use today. They'll also sing Greensleeves, make up their own Tudor-style tunes, and create a short fanfare using just three notes.

Enrichment opportunities

Record a performance/perform in assembly/ of Greensleeves or some Tudor music/Tudor dance

Questions to measure Impact

What is a drone? How do Tudor instruments differ from today's instruments? When was music used in Tudor times? Who wrote the song Greensleeves? What was the song about? What is a fanfare? When would it have been played?

Intent

Pupils will listen to some Tudor music and identify a drone. They will use instruments and keep a steady beat on an instrument individually and in a group. They will perform a composed piece of music and will practice independently.

Knowledge

Know the elements that make up a piece of Tudor music
Know how to compose a piece of music using a drone.
Know the different instruments which were the fore runners of our present-day instruments

Vocab

Quaver, Drone, Beat,
Fanfare, Structure, Rhythm,
Melody, Tune, Tempo

Skills

Recognise music from different times and countries identifying key elements that give it its unique sound. Discuss specific styles/traditions of music with a growing awareness of the musical differences and similarities using musical terms



Year 5 Autumn 2 - Re-Arrangement of a song

Prior learning – Pupils will have learnt many songs and how a song is structured.

Intent

Pupils will learn to sing 'Li'l Liza Jane' and be able to sing all the different ostinato patterns. They will then create their own composition, playing the different ostinato patterns on tuned instruments.

Knowledge

Know how to use key elements to re arrange a song.
Eg an ostinato, echo.
Know how to use lyrics to match a melody

Vocab

Ostinato, Arrange, Lyrics, Melody, Rhythm, Pitch, Dynamics, Tempo, Verse, Chorus, Structure

Skills

Compose music by developing ideas with musical structures/compose music
Perform a song showing an awareness of phrasing and the shape of the melody
Reflect and comment on the success of own and others work, suggesting improvements based
Discuss their own compositions and how they can be refined to achieve their desired effect

Tips and Tricks

Suggestions for implementations

The children will learn to sing Li'l Liza Jane and explore different repeating patterns (ostinatos). They will play the tune by ear on instruments and work in groups to create their own arrangement, deciding on lyrics, instrument parts, and patterns to make it unique.

Enrichment opportunities

Performance of Li'l Liza Jane

Questions to measure Impact

What is an ostinato? How can a boring song be made more interesting? Pupils to show creative skills when re arranging a song, ensuring they are able to keep in time and use different features.



Year 5 Spring 1 - African Drumming

Prior learning – African songs learnt in Y1

Tips and Tricks

Intent

Pupils will learn what a cyclic pattern is and to play different rhythmic patterns. They will maintain their own part against the other cyclic patterns.

Knowledge

Know what a cyclic pattern is
Be able to play the different parts and maintain own part with an awareness of others

Vocab

Cyclic, Pattern, Beat, Maintain part, Rhythm, Timbre, Call and Response, Question and Answer

Suggestions for implementations

Learn a call and response song. Listen to African music and discuss cyclic patterns. Keep in time with other cyclic patterns. Pupils to consolidate different rhythmic patterns when putting their cyclic patterns together.

Enrichment opportunities

Performance of cyclic patterns in assembly

Questions to measure Impact

What is a cyclic pattern? What is a call and response song? Pupils to show they are confident and able to maintain their own part whilst other parts are being played

Skills

Recognise music from different times and countries identifying key elements that give it its unique sound styles/traditions of music with a growing awareness of the musical differences and similarities using musical terms
Play and improvise as part of a group maintaining own part and as a solo performer



Year 5 Spring 2 - Year 3/4/5 show

Prior learning – Pupils will have taken part in the performance in Y4

Tips and Tricks

Suggestions for implementations

Learn the song and be able to sing it accurately. Encourage the pupils to suggest ideas as to how this can be performed. Different groups of children to perform different parts with actions.

Enrichment opportunities

Performance of the show to parents/family/EYFS/KS1/Y6

Questions to measure Impact

How do you sing a song with an awareness showing the shape of the melody and reflecting on the style/emotion of the song?

Intent

Pupils will take part in a show performed with Years 3 and 4 and perform to an audience of adults and school assembly. They will sing independently and with increasing confidence and accuracy showing an awareness of phrasing and the shape of the melody.

Knowledge

Know the songs for the show
Be able to convey the mood and meaning of a song.
Know the shape of the melody
Demonstrate an awareness of the character or style in performance

Vocab

Pitch, Phrase, Structure, Verse, Chorus Narrator, Audience, Performer, Performance, Repeat, Melody, Tune, Posture, Diction

Skills

Perform a song showing an awareness of phrasing and the shape of the melody
Play by ear – copy back; finding phrases or melodies on instruments with increasing confidence
Reflect and comment on the success of own and others work, suggesting improvements based on intended outcomes



Year 5 Summer 1 - Ukulele

Prior learning – Pupils learnt to read music when playing the recorder and performing together keeping the beat.

Tips and Tricks

Intent

Pupils will learn the names of the different strings and chords and play different tunes.

Knowledge

Know how to hold the ukulele correctly and play the different chords. Know how to change and play 4 different chords. Know a variety of songs and strum in the different strokes.

Vocab

Melody, Chord, Strum,, C Chord, F Chord, A minor chord, Major, Minor, Pick, Fret, Beat, Verse, Chorus

Suggestions for implementations

Pupils will learn the different chords, starting with C, then F and Am. They will explore how to change freely between them and play along to different pieces of music

Enrichment opportunities

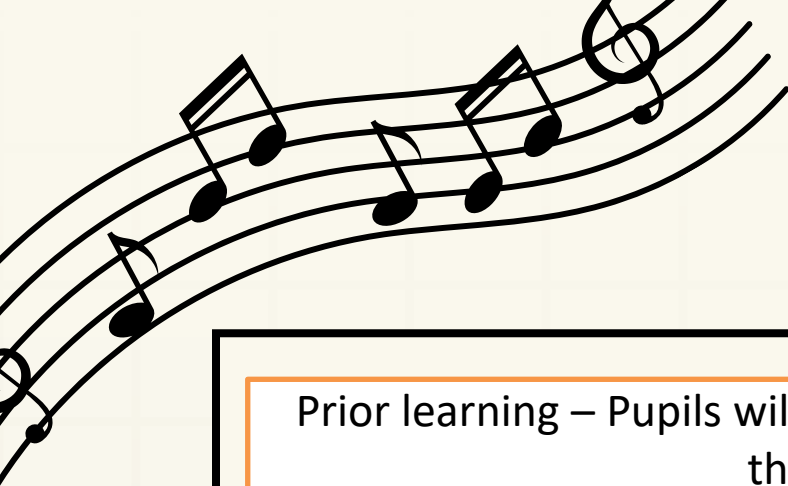
Performance to parents

Questions to measure Impact

How do you hold the ukulele?
What are the different chords and how do you play them?

Skills

Play and improvise as part of a group maintaining own part and as a solo performer
Use and understand staff notation for the ukulele. Play together as a group and as solo.



Year 5 Summer 2- Theme and Variation

Prior learning – Pupils will have listened to different pieces of music using musical vocabulary to discuss what they have heard. They know about a sandwich piece of music.

Intent

Pupils will compose music based on Elgar's Enigma Variations. They will explore using different musical devices to create their own piece.

Knowledge

To know how to use the musical elements and musical devices such as repetition, ostinatos, themes, drones, combining musical phrases and effects when composing a piece of music.

To record music using graphic notation

Vocab

Variation, Tune Repetition, Drone, Ostinato, Theme, Phrase, Graphic Notation, Beat, Rhythm, Tempo, Texture, Dynamics, Structure

Skills

To compose music within a given structure
To comment on their work and others and refine it

Tips and Tricks

Suggestions for implementations

Learn Elgar's theme and use the same idea based on the children's name. Eg Edward Elgar – Elgar Edward.. To compose a short phrase based on the theme but with a variation. Use this idea to create a piece of music.

Enrichment opportunities

Performance to other classes in the year group

Questions to measure Impact

What is a theme in a piece of music?
How does Elgar create the different variations?



Year 6

Autumn 1

WW2

Autumn 2

Ukulele

Spring 1

Cyclic
Pieces

Spring 2

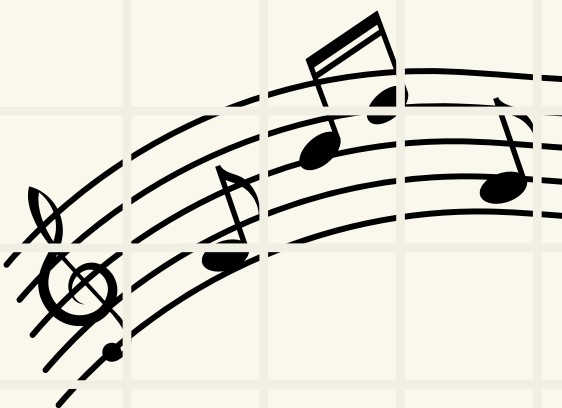
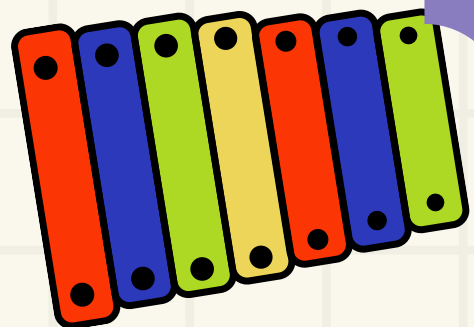
Blues
music

Summer 1

Audacity

Summer 2

Year 6
Leavers'
show





Year 6 Autumn 1- WW2

Prior learning – Pupils will have listened to many different styles of music and eras and discussed the music using musical vocabulary.

Intent

Pupils will explore musical styles in Britain during the 1930's and 40's. They will learn different songs and explore their melodic shape. They will create their own descriptive soundscape reproducing the 'sliding' sound of WWII sirens.

Knowledge

Know about the changes in musical styles in Britain from the 1930's
Know about music during WW2
Know a traditional WW2 song

Vocab

Accompaniment, Big Band, Contrast, **Dynamics**, Melodic Shape, Sentimental Song, **Structure**, Swing, Tempo, chromatic scale

Skills

Listen to and appreciate a range of World War 2 music, comparing it to other historical music and understanding its cultural significance. Perform music related to World War 2, using their voice and instruments with greater accuracy, fluency, and expression

Tips and Tricks

Suggestions for implementations

Sing, 'We'll meet again, Little Brown Jug, We're gonna hang out the washing on the Siegfried Line, Listen to music from the decades. Explore the contrasting moods of the songs and discuss the 'sentimentality and military' effect. Discuss the chromatic scale and the 'siren' and respond to different shapes creating a 'soundscape.'

Enrichment opportunities

Performance to whole school/family/friends

Questions to measure Impact

How important were songs during the war? What different styles have you learnt about? What is a chromatic scale?



Year 6 Autumn 2- Ukulele

Prior learning – Pupils will be able to play C, F and Am chord plus know the names of the different strings

Intent

Pupils will learn to play 4 chords, C F Am and G7 confidently and change between the chords. They will learn how to read 'tab' music and be confident to play 'Twinkle Twinkle Little Star.'

Knowledge

Know how to play the different chords confidently and be able to change them. Know how to read 'tab' music and play alongside the chords.

Vocab

Melody, Chord, Strumming, Fret, Pluck, Beat, Tab music, Tablature, Staff Notation, C Chord, F Major Chord, A Minor Chord, G7 Chord, Major Minor

Skills

Play simple chords and strumming patterns, developing their rhythm and coordination. Practice playing basic tunes, improving finger dexterity and musical ear. Work on combining chords and melodies, gaining confidence in performing songs. Able to read tab music. Perform with an awareness of others.

Tips and Tricks

Suggestions for implementations

Pupils will learn to read 'tab' music. They will understand the different numbers correspond to the different strings.

Enrichment opportunities

Performance to whole school/family/friends

Questions to measure Impact

How do you read tab music? What do the different lines represent? How do you play the different chords?



Year 6 Spring 1 - Cyclic Pieces

Prior learning – Pupils will know that cyclic patterns has no beginning or ending in the African topic in Y5.

Tips and Tricks

Suggestions for implementations

. Use a piece called 'Winds on the Mountain.'
Discuss with the pupils how the composer varies each cycle with different instruments and a variation on the theme. Pupils to create their own cyclic pattern with variations

Enrichment opportunities

What is a cyclic piece of music? How does the composer vary this cyclic piece of music? How can you end a cyclic piece of music?

Questions to measure Impact

Performance of cyclic patterns in assembly/shared with classes in the year group

Intent

Pupils will explore cyclic patterns and compose a piece of cyclic music developing ideas using musical ideas such as repetition, questions and answer and ostinato.

Knowledge

Know that tunes have a main theme which is repeated over and over and how a composer can make it interesting by varying pitch/instruments/texture in each cycle

Vocab

Cyclic, Pattern, Rhythm, Beat, Dynamics, Tempo, Pitch, Repetition, Repeat, Cycle, Variation

Skills

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Be able to contrast and compare pieces from different times/cultures and distinguish differences in timbre and texture. To ompose music using the different inter-related dimensions of music



Year 6 Spring 2 - Blues Music

Prior learning – Pupils will have been exploring different styles and traditions and using musical vocabulary to discuss what they have heard.

Intent

Pupils will explore the characteristics of Blues music and understand the structure of a blues song. They will compose their own and explore improvising using the 'blues scale'.

Knowledge

Know the structure of a blues song
Identify and improvise using the 'blues' scale.
Know what a chord is
Know the elements that make up a blues piece of music

Vocab

Chord, Elements,
Improvise, Rhythm, Beat,
Mood, Pitch, Dynamics,
Rhythm, Beat, Texture,
Style, Expression, Blues,

Skills

Practise independently/perform own compositions to an audience
Identify areas for development and refinement when composing
To use the inter related dimensions of music to compose music in groups

Tips and Tricks

Suggestions for implementations

Explore the structure of a blues song, 3 lines repeated, sad topics and the chord structure. Pupils to improvise in different ways and create their own blues song using the elements learnt. Pupils to use the blues scale when improvising.

Enrichment opportunities

What is the mood of a blues song? What are the features that make up a blues piece of music?

Questions to measure Impact

Performance of Blues songs to other classes in year group/assembly/parents



Year 6 Summer 1 - Audacity

Prior learning – Pupils will have used previous programmes to create music, eg Chrome Music Lab and Garageband.

Intent

Pupils will learn how to use the programme 'Audacity' on laptops. They will understand the different features and create sounds modifying them using different effects. They will cut their music and learn how to join tracks together and re arrange their sounds

Knowledge

Know how to sample/sequence/record/loop and manipulate sounds to create special effects

Vocab

Audacity
Cut
Loop
Clip boundaries
Split
Export
Import
Highlight
Rhythm
Beat, melody
Effect
Found sounds

Skills

Use IT to create and refine compositions
Reflect, modify own work and refine as necessary.

Tips and Tricks

Suggestions for implementations

Delia Derbyshire composed Dr Who music. Pupils to explore how 'found sounds' can be modified and re arranged to create a piece of music.

Enrichment opportunities

Upload sounds onto sharepoint for pupils to share at home.

Questions to measure Impact

What is the name of the computer programme?
How do you import/export/modify sounds?
How do you split/re align tracks?



Year 6 Summer 2 - Year 6 Leavers' Show

Prior learning – Pupils will have performed in the Y3/4/5 shows

Tips and Tricks

Suggestions for implementations

Pupils to learn the different songs and work in groups suggesting ideas and choreography.

Enrichment opportunities

Performance of Y6 show to parents/friends and whole school

Questions to measure Impact

How do we engage the audience?
How do sing a song conveying the character?

Intent

Pupils will perform their end of year production with confidence and with attention to phrasing, dynamics and accuracy of pitch for a special occasion. They will convey the meaning and mood of the song.

Knowledge

Learn all the songs in the show and know to sing confidently and expression to communicate the meaning and mood of the song.
Know the shape of the melody
Demonstrate an awareness of the character or style in performance

Vocab

Pitch, Phrase, Structure, Verse, Chorus Narrator, Audience, Performer, Performance, Repeat, Melody, Tune, Posture, Style, Expression

Skills

To perform songs with correct breathing, expression and an awareness of others to an audience
Suggest ideas to refine ideas



Useful websites and links



1. BBC Bitesize – Music (KS1 & KS2)

Link:

<https://www.bbc.co.uk/bitesize/subjects/zwxhfg8>

Covers key music topics like rhythm, pitch, instruments, and musical elements. Includes games, videos, and quizzes.



2. Chrome Music Lab

Chrome Music Lab Link:

<https://musiclab.chromeexperiments.com/>

Interactive experiments exploring rhythm, melody, chords, sound waves, etc
Great for creativity and musical play.



3. Classics for Kids

Link: [Classics for Kids](#)

Introduces children to classical music and composers through games, listening activities, and podcasts.

- Includes worksheets and quizzes.

