

Woodham Burn Primary

Music

Singing and Performing

Skills/Knowledge	<p><b>At EYFS:</b> <b>Vocalising and Singing</b> Children sing songs and experiment with ways of changing them.</p> <ul style="list-style-type: none"> <li>I can create my own songs.</li> <li>I can sing an entire song/nursery rhyme.</li> <li>I can create sounds in vocal sound games.</li> </ul>	<p><b>At Key Stage One:</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> </ul>	<p><b>At Lower Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<p><b>At Upper Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</li> </ul>
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Composing and Improvising

Skills/Knowledge	<p><b>At EYFS:</b> <b>Exploring and Playing</b> Children make music.</p> <ul style="list-style-type: none"> <li>I can play instruments with control to play loud/quiet, fast/slow.</li> <li>I show control when I hold and play instruments to produce a musical sound.</li> <li>I can add sound effects to stories using instruments.</li> <li>I can create rhythms using instruments and body percussion.</li> <li>I can play instruments to match the music.</li> <li>I can keep my own beat when music making.</li> </ul>	<p><b>At Key Stage One:</b></p> <ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds, with inter-related dimensions of music.</li> </ul>	<p><b>At Lower Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> </ul>	<p><b>At Upper Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>Use and understand staff and other musical notations.</li> </ul>
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Listening and Appraising

Skills/Knowledge	<p><b>At EYFS:</b> <b>Moving and Dancing</b> Children make music and dance</p> <ul style="list-style-type: none"> <li>I can move to the sound of instruments.</li> <li>I can respond to changes in the music.</li> </ul> <p><b>Hearing and Listening</b></p> <ul style="list-style-type: none"> <li>I can identify and match an instrumental sound.</li> </ul>	<p><b>At Key Stage One:</b></p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul>	<p><b>At Lower Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of the history of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Appreciate and understand a wide range of high quality live and recorded music drawn from different</li> </ul>	<p><b>At Upper Key Stage Two:</b></p> <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Develop an understanding of the history of music.</li> <li>Appreciate and understand a wide range of high quality live and</li> </ul>
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	<ul style="list-style-type: none"><li>• I can describe the sound of instruments.</li></ul>		<b>traditions and from great composers and musicians.</b>	<b>recorded music drawn from different traditions and from great composers and musicians.</b>

## Music Key Stage One

Year 1/2

	Autumn Term Y1 Exploring Sounds	Spring Term Y1 Pulse and Rhythm	Summer Term Y1 Combining Sounds	Autumn Term Y2 Pulse, Rhythm and Pitch <small>(Deepening learning from Y1)</small>	Spring Term Y2 Playing a Melody <small>(Deepening learning from Y1)</small>	Summer Term Y2 Sound Sequences <small>(Deepening learning from Y1)</small>
Key Outcomes	<p><b><u>Performing - Singing</u></b> Use their voices in different ways – singing/chanting.</p> <ul style="list-style-type: none"> <li>I can use my voice to create different sound effects.</li> <li>I can sing songs in different ways (loud/soft, fast/slow).</li> </ul> <p><b><u>Performing - Playing</u></b> How can we make and use sounds expressively?</p> <ul style="list-style-type: none"> <li>I can play a percussion instrument fast/slow, loud/soft.</li> </ul> <p><b><u>Listening, developing knowledge and understanding:</u></b> Listen with concentration to live/recorded music</p> <ul style="list-style-type: none"> <li>I can move and respond to music through dance.</li> </ul> <p><i>'Ourselves'/'Weather' - Music Express Y1</i></p>	<p><b><u>Performing - Singing</u></b> Use their voices in different ways – singing/chanting</p> <ul style="list-style-type: none"> <li>I can chant in time with a steady pulse.</li> <li>I can slide my voice upwards in pitch to a high voice and downwards in pitch to a low voice.</li> </ul> <p><b><u>Performing - Playing</u></b> Control sounds using percussion instruments.</p> <ul style="list-style-type: none"> <li>I know the difference between pulse and rhythm.</li> <li>I can tap a steady pulse by clapping/playing an instrument.</li> <li>I can listen carefully and clap back short rhythms accurately.</li> </ul> <p><i>'Machines'/'Pattern'/'Our Bodies' - Music Express Y1</i></p>	<p><b><u>Performing - Playing</u></b> Control sounds using percussion instruments.</p> <ul style="list-style-type: none"> <li>I can play fast/slow, loud/soft sounds on instruments.</li> </ul> <p><b><u>Improvising and experimenting:</u></b></p> <ul style="list-style-type: none"> <li>I can make my own sound effects to enhance a story..</li> </ul> <p><b><u>Listening, developing knowledge and understanding:</u></b> Listen with concentration to live/recorded music</p> <ul style="list-style-type: none"> <li>I can identify loud/soft, fast/slow sounds in a piece of music.</li> <li>I can sing back notes of a short and simple phrase.</li> </ul> <p><i>'Storytime' - Music Express Y1</i></p>	<p><b><u>Performing - Singing</u></b> Use their voices in different ways – singing/chanting</p> <ul style="list-style-type: none"> <li>I can make high and low sounds with my voice.</li> <li>I can sing a range of songs, following the shape of the melody (pitch).</li> </ul> <p><b><u>Performing - Playing</u></b> Control sounds using percussion instruments.</p> <ul style="list-style-type: none"> <li>I can add a simple repeated rhythmic pattern to a song on a percussion instrument.</li> </ul> <p><b><u>Improvising and experimenting:</u></b></p> <ul style="list-style-type: none"> <li>I can move to music in time with the beat.</li> </ul> <p><b><u>Listening, developing knowledge and understanding:</u></b> Listen with concentration to live/recorded music</p> <ul style="list-style-type: none"> <li>I can listen carefully to music and describe what I hear.</li> </ul> <p><i>'Water' - Music Express</i></p>	<p><b><u>Performing - Singing</u></b> Use their voices in different ways – singing expressively.</p> <ul style="list-style-type: none"> <li>I can sing a song with expression (loud/soft)</li> </ul> <p><b><u>Performing - Playing</u></b> Play a tuned instrument.</p> <ul style="list-style-type: none"> <li>I can play a simple 3 note melody on a recorder. (B, A, G)</li> </ul> <p><b><u>Listening, developing knowledge and understanding:</u></b> Listen with concentration to live/recorded music</p> <ul style="list-style-type: none"> <li>I can describe how music makes me feel.</li> </ul>	<p><b><u>Performing - Playing</u></b> Control sounds using percussion instruments.</p> <ul style="list-style-type: none"> <li>I can explore and describe the different types of sound that can be made (timbre)</li> </ul> <p><b><u>Improvising and experimenting:</u></b> What sounds can we make?</p> <ul style="list-style-type: none"> <li>I can change the sound on a percussion instrument.</li> <li>I can choose and order different sounds to make a sequence.</li> </ul> <p><b><u>Listening, developing knowledge and understanding:</u></b> Listen with concentration to live/recorded music</p> <ul style="list-style-type: none"> <li>I can listen carefully and identify the instruments in a piece of music.</li> </ul> <p><i>'Our School' - Music Express</i></p>

Topic Vocab	<p><b>dynamics</b>, eg loud, quiet</p> <p><b>tempo</b>, eg fast, slow</p> <p><b>pitch</b>, eg high, low</p> <p><b>timbre</b>, eg words describing the qualities of sounds, such as rattling, smooth, tinkling;</p> <p><b>rhythm</b> - pattern of the words, repeated pattern.</p> <p><b>pulse</b> - beat</p>	<p><b>duration</b>, eg long, short, pulse, beat, rhythm</p> <p><b>tempo</b>, eg fast, slow</p> <p><b>dynamics</b>, eg loud, quiet</p> <p><b>structure</b>, eg phrase</p> <p><b>rhythm</b> - pattern of the words, repeated pattern.</p> <p><b>pulse</b> - beat</p>	<p><b>duration</b>, eg long/short, longer/shorter, sustained, staccato, start, stop</p> <p><b>pitch</b>, eg high/low, higher/lower</p> <p><b>dynamics</b>, eg loud/quiet, louder/quieter</p> <p><b>timbre</b>, eg smooth, scratchy, chiming, clicking</p> <p><b>pulse</b> - beat</p>	<p><b>rhythm</b> - pattern of the words, repeated pattern.</p> <p><b>orchestra</b> - families of instruments</p> <p><b>pitch</b>, eg high, low, higher, lower, going up, going down, steps, jumps, slides</p> <p><b>structure</b>, eg phrases of a song</p>	<p><b>expression</b></p> <p><b>note</b></p> <p><b>crotchet</b></p> <p><b>quaver</b></p> <p><b>recorder</b></p> <p><b>duration</b>, eg long, short, pulse, beat, rhythm</p>	<p><b>graphic score</b></p> <p><b>Symbols</b></p> <p><b>dynamics</b>, eg loud, quiet, louder, quieter</p> <p><b>pitch</b>, eg high, low, higher, lower</p> <p><b>timbre</b>, eg bright, hollow</p> <p>how sounds are produced, eg shake, scrape, hit</p> <p>classroom instruments, eg triangle, maraca, guiro</p>
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Music Lower Key Stage Two						
Year 3/4						
	<p><b>Autumn Term Y3</b></p> <p><b>Exploring Descriptive Sounds</b> (Deepening learning from Y2 – sound sequences)</p>	<p><b>Spring Term Y3</b></p> <p><b>Exploring Rhythmic Patterns</b> (Deepening learning from Y2 – pulse and rhythm)</p>	<p><b>Summer Term Y3</b></p> <p><b>Exploring Arrangements</b> (Deepening learning from Y2 – sound sequences)</p>	<p><b>Autumn Term Y4</b></p> <p><b>Exploring Pentatonic Scales</b> (Deepening learning from Y2 – playing a melody on recorder)</p>	<p><b>Spring Term Y4</b></p> <p><b>Exploring Sound Colours</b> (Deepening learning from Y3 – descriptive sounds)</p>	<p><b>Summer Term Y4</b></p> <p><b>Singing Games</b> (Deepening learning from Y2/Y3 - pulse and rhythm)</p>

<b>Key Outcomes</b>	<p><b><u>Listening, developing knowledge and understanding:</u></b> How can we use sounds descriptively?</p> <ul style="list-style-type: none"> <li>I can listen to descriptive music and describe what I hear.</li> </ul> <p><b><u>Improvising and composing:</u></b></p> <ul style="list-style-type: none"> <li>I can explore pitch, duration, dynamics and tempo on a range of instruments.</li> <li>I can select descriptive sounds to accompany a poem.</li> </ul> <p><b><u>Performing – Singing (Ongoing Skills)</u></b></p> <ul style="list-style-type: none"> <li>I can sing Christmas songs with accurate pitch control and can add some expression.</li> </ul> <p><i>'Environment'/'Poetry' - Music Express Y3</i></p>	<p><b><u>Improvising and composing:</u></b> How can we create an ostinato?</p> <ul style="list-style-type: none"> <li>I can create and perform a repeated rhythmic pattern (ostinato).</li> <li>I can identify the note values: <i>quaver, crotchet, minim.</i></li> </ul> <p><b><u>Listening, developing knowledge and understanding:</u></b></p> <ul style="list-style-type: none"> <li>I can identify repeated rhythmic patterns (ostinato) in pieces of music.</li> </ul> <p><b><u>Performing – Singing (Ongoing Skills)</u></b></p> <ul style="list-style-type: none"> <li>I can sing a longer song from memory, with added expression.</li> </ul> <p><i>'Building'/'Time'/'Human Body' - Music Express Y3</i></p>	<p><b><u>Performing – Singing and Playing:</u></b> How can we make our own accompaniment?</p> <ul style="list-style-type: none"> <li>I can create a rhythmic/melodic accompaniment to a song.</li> <li>I can perform my accompaniment within a group performance.</li> </ul> <p><b><u>Listening, developing knowledge and understanding:</u></b></p> <ul style="list-style-type: none"> <li>I can identify the accompaniments to a range of different songs.</li> </ul> <p><i>'Ancient Worlds'/'Food and Drink' - Music Express Y3</i></p>	<p><b><u>Performing – Singing and Playing:</u></b> How can we use a pentatonic scale?</p> <ul style="list-style-type: none"> <li>I know what a pentatonic scale is.</li> <li>I can use a pentatonic scale to create a short melody or accompaniment.</li> </ul> <p><b><u>Performing – Singing (Ongoing Skills)</u></b></p> <ul style="list-style-type: none"> <li>I can sing a song which uses the pentatonic scale. (Swing Low)</li> </ul> <p><b><u>Listening, developing knowledge and understanding:</u></b></p> <ul style="list-style-type: none"> <li>I can listen to music which is based on the pentatonic scale.</li> </ul> <p><i>'Around the World' - Music Express Y4</i></p>	<p><b><u>Improvising and composing:</u></b> How can we use sounds to create a picture or mood?</p> <ul style="list-style-type: none"> <li>I can use sounds expressively on instruments to create a mood. (Group)</li> <li>I can evaluate my composition.</li> </ul> <p><b><u>Listening, developing knowledge and understanding:</u></b></p> <ul style="list-style-type: none"> <li>I can describe the mood created by the music of great composers (Eg. Vaughan Williams)</li> </ul> <p><b><u>Performing – Singing (Ongoing Skills)</u></b></p> <ul style="list-style-type: none"> <li>I can sing songs with control and use my voice expressively.</li> </ul> <p><i>'Environment' - Music Express Y4</i></p>	<p><b><u>Listening, developing knowledge and understanding:</u></b></p> <p>What are the characteristics of singing games?</p> <ul style="list-style-type: none"> <li>I can identify the structure of a singing game.</li> </ul> <p><b><u>Performing – Singing</u></b></p> <ul style="list-style-type: none"> <li>I can perform a range of singing/clapping games, keeping a steady pulse.</li> <li>I can sing with accuracy of pitch.</li> </ul> <p><i>'Singing Spanish' - Music Express Y4</i></p>
<b>Topic Vocab</b>	<p><b>duration</b>, eg pulse, rhythm, longer, shorter, sustained</p> <p><b>tempo</b>, eg faster, slower</p> <p><b>pitch</b>, eg steps, jumps/leaps</p> <p><b>notation</b>, eg note names C, D, E</p>	<p><b>ostinato</b> - repeated pattern</p> <p><b>crotchet</b> - 1 beat note</p> <p><b>quaver</b> - ½ beat note</p> <p><b>minim</b> - 2 beat note</p> <p><b>duration</b>, eg rhythm, rhythmic pattern</p> <p><b>tempo</b>, eg steady, fast, slow</p> <p><b>texture</b>, eg combined rhythmic patterns</p> <p><b>processes</b>, eg composing using rhythmic patterns</p> <p><b>context</b>, eg use of rhythmic patterns</p>	<p><b>pitch</b>, eg melody, melodic phrase</p> <p><b>duration</b>, eg rhythm, rhythmic patterns</p> <p><b>dynamics</b>, eg louder, quieter</p> <p><b>tempo</b>, eg faster, slower</p> <p><b>timbre</b>, eg different instruments</p> <p><b>structure</b>, eg introduction, interlude, ending, verse, chorus</p> <p><b>processes</b>, eg rehearsing, arranging</p> <p><b>context</b>, eg time, place, occasion</p> <p><b>accompaniment</b></p>	<p><b>pitch</b>, eg staying the same, getting higher/lower, melodic</p> <p><b>ostinati drone</b>, pentatonic scale</p> <p><b>pulse</b>, eg steady pulse, word rhythm, rhythmic pattern</p> <p><b>structure</b>, eg ostinati bass, drone, melodic ostinati</p> <p>process, eg composing using a given melodic pattern (pentatonic scale)</p> <p><b>context</b>, eg use of pentatonic scale in different times and places</p>	<p><b>elements</b>, eg pitch, dynamics, rhythm, texture, timbre, tempo</p> <p><b>structure</b>, eg beginning, middle, end, repetition</p> <p><b>processes</b>, eg composing music that describes feelings or moods using 'tense' or 'calm' sounds</p>	<p><b>tempo</b>, eg fast, slow, pulse</p> <p><b>rhythm</b>, eg word rhythm, singing games, syllables, rhythmic patterns/ostinati/melody/tune</p> <p><b>pitch</b></p> <p><b>structure</b>, eg verse, chorus, beginning, end, repetition</p> <p><b>processes</b>, eg how singing games may have been created and passed on</p> <p><b>context</b>, eg the reason why singing games have evolved</p>

## Music Upper Key Stage Two

Year 5/6

	Autumn Term Y5 Exploring Rhythm and Pulse <small>(Deepening learning from Y3 – rhythmic patterns)</small>	Spring Term Y5 Exploring Songs <small>(Deepening learning from Y3 – exploring arrangements)</small>	Summer Term Y5 Exploring Sound Sources <small>(Deepening learning from Y4 – exploring sound colours)</small>	Autumn Term Y6 Exploring Rhythm and Melody <small>(Deepening learning from Y4 – sound colours and Y5 - rounds)</small>	Spring Term Y6 Performing Together <small>(Deepening learning from Y5 – exploring rounds)</small>	Summer Term Y6 Exploring Musical Processes <small>(Deepening learning from all previous units)</small>
Key Outcomes	<p><b>Improvising and composing:</b> How can different sounds be used rhythmically?</p> <ul style="list-style-type: none"> <li>I can perform different rhythmic patterns confidently and with a strong sense of pulse.</li> <li>I can invent and improvise my own rhythmic patterns.</li> </ul> <p><b>Performing – Singing (Ongoing Skills)</b></p> <ul style="list-style-type: none"> <li>I can use my voice expressively to sing Christmas songs.</li> </ul> <p><i>‘Our Community’ - Music Express - Y5</i></p>	<p><b>Performing – Singing and Playing:</b> Singing part-songs</p> <ul style="list-style-type: none"> <li>I can perform songs, communicating the meaning of the lyrics and melody, using rehearsed dynamics, articulation and tempo changes.</li> <li>I can add a drone to provide an accompaniment (pitched percussion, hand bells)</li> <li>I can maintain my own part with an awareness of how parts fit together and the need to achieve an overall effect.</li> </ul> <p><b>Listening, developing knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>I can listen to songs and identify the different parts.</li> </ul> <p><i>‘Keeping Healthy’ - Music Express - Y5</i></p>	<p><b>Improvising and composing:</b> What sounds can be used to describe contrasting moods?</p> <ul style="list-style-type: none"> <li>I can explore a range of sound sources, including ICT, to capture, explore, change and communicate sounds.</li> <li>I can use vocal and instrumental possibilities to create a soundscape within a group and share these with the class.</li> </ul> <p><b>Performing – Singing (Ongoing Skills)</b></p> <ul style="list-style-type: none"> <li>I can sing songs with control and use my voice expressively.</li> </ul> <p><i>‘Solar System’ - Music Express Y5</i></p>	<p><b>Improvising and composing:</b> How are rhythms and melodies used together in songs?</p> <ul style="list-style-type: none"> <li>I can compose my own rhythmic patterns.</li> </ul> <p><b>Listening, developing knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>I can appreciate music from different cultures.</li> </ul> <p><b>Performing – Singing/Playing (Ongoing Skills)</b></p> <ul style="list-style-type: none"> <li>I can perform a rhythmic sequence to a piece of music.</li> </ul> <p><i>‘World Unite’ - Music Express Y6</i></p>	<p><b>Performing – Singing and Playing:</b> How can we increase the impact of a song?</p> <ul style="list-style-type: none"> <li>I can sing/play a 2-part song with instrumental accompaniment.</li> <li>I can follow the melody line using musical notation.</li> <li>I can practise and rehearse with others and can suggest improvements.</li> <li>I can take part in a class performance with confidence, expression and control.</li> </ul> <p><i>‘Journeys’ - Music Express - Y6</i></p>	<p><b>Improvising and composing:</b> What different starting points can be used to stimulate a composition?</p> <ul style="list-style-type: none"> <li>I can create a group composition for a particular purpose (Eg. TV advert)</li> <li>I can use a range of musical elements.</li> <li>I know and use standard musical notation of minims, crotchets and quavers to notate my melody.</li> </ul> <p><b>Performing – Singing (Ongoing Skills)</b></p> <ul style="list-style-type: none"> <li>I can sing from memory and from notation with awareness of my own contribution within a whole.</li> </ul> <p><i>‘Class Awards’/‘Moving On’ - Music Express - Y6</i></p>
Topic Vocab	<p><b>sounds</b>, eg pulse, rhythm, timbre, duration, open and closed sounds, percussion, tuned</p> <p><b>processes</b>, eg use of cyclic patterns in Kaherva</p> <p><b>context</b>, eg effect of cyclic patterns in African and Indian music</p>	<p><b>pitch</b>, eg melody, melodic phrase, melodic ostinato, scale, chord, interval, unison, harmony</p> <p><b>processes</b>, eg arranging, adding accompaniment</p> <p><b>drone</b> – 2 harmonious notes played at the same time.</p>	<p><b>sounds</b>, eg pitch, attack, decay and other musical elements</p> <p><b>processes</b>, eg record, loop, reverse, layer, soundscape</p> <p><b>context</b>, eg impact of ICT, new use of sounds</p>	<p><b>sounds and structures</b>, eg melody, rhythm, phrase, repetition, song structure</p> <p><b>processes</b>, eg songwriting, lyrics, attitude</p> <p><b>context</b>, eg social messages</p>	<p><b>sounds</b>, eg harmony, rests, timbre, accents</p> <p><b>notation</b>, melody, notes, crotchet, quaver, minim, semibreve, octave, notes on lines, notes in spaces.</p> <p><b>process</b>, eg arranging a given song</p> <p><b>context</b>, eg venue, occasion</p>	<p><b>sounds</b>, eg pitch, getting higher/lower, duration, longer/shorter, pulse, rhythm, metre, tempo, timbre, texture</p> <p><b>processes</b>, eg use of notations, composing, arranging, improvising, performing</p> <p><b>context</b>, eg intentions, purpose, venue, occasion</p>