



# St Anne's and St Joseph's RC Primary

## Music Curriculum Overview

### "Nihil Sine Christo"



Psalm 98:4

Make a joyful noise to the Lord all the Earth: break forth into joyous song and sing praises.

<p>Intent</p>	<p>Music is a universal language that embodies one of the highest forms of creativity. Our high-quality music education will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to compose and to listen with discrimination to a wide range of music. The National Curriculum for Music states that:</p> <p><b>In Key Stage 1, pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, tempo, timbre, texture, structure and appropriate musical notations.</li> <li>• Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>• Learn to sing and to use their voices, to create and compose music on their own and with others, can learn a musical instrument, use technology appropriately and can progress to the next level of music excellence.</li> </ul> <p><b>Key Stage 2, pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> <li>• Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>• Learn to sing and to use their voices, to create and compose music on their own and with others, can learn a musical instrument, use technology appropriately and can progress to the next level of musical excellence.</li> </ul>
<p>Implementation</p>	<p>Kapow's scheme takes a holistic approach to music in which our 'golden threads' are woven together to create engaging and enriching learning experiences; the inter related dimensions of music are woven into every unit. We have selected to use the condensed curriculum due to the curriculum demands of our RE; and have ensured that all National Curriculum objectives are covered in the units we have chosen.</p> <p>Each five-lesson unit combines our golden threads within a cross curricular topic designed to capture pupil's imaginations and encourage them to explore music enthusiastically.</p> <p>We encourage teachers to use the units where appropriate throughout the school year to make learning relevant for our pupils (for example Year 5 teaching WWI songs alongside their history topic).</p>
<p>SEND</p>	<p>Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in History and could excel in the subject. Pupil's attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers</p>
<p>Prior Learning links and Assessment</p>	<p>Staff are asked to recap on the previous year's group learning before embarking on the current topic. Each unit of work will start and end with a check in/check out task for each unit; quizzes may also be used on Kapow to assess prior knowledge. As this is a new scheme, we expect there to be gaps in prior knowledge and expect teachers to address this through their planning. For assessment in Music, we expect that informal, formative assessment is carried out in each lesson and then formally assessed at the end of each unit where possible; however, as the golden threads of Music are interwoven throughout every unit, we understand that assessment in Music may look different</p>

	to assessment in other subjects. In Music, we believe that video clips are the best form of evidence for assessment and these should be shared with the subject lead via Teams.					
School Values	<b>Faith</b>	<b>Peace</b>	<b>Love</b>	<b>Forgiveness</b>	<b>Hope</b>	<b>Trust</b>
Golden Threads	<b><i>The Inter-related dimensions (elements) of Music:</i></b> <i>Pulse, Pitch, Dynamics, Duration, Tempo, Timbre, Texture, Structure, Notation</i>					
	<b><i>Listening and evaluating</i></b>	<b><i>Creating sound</i></b>	<b><i>Notation</i></b>	<b><i>Improvisation and composing</i></b>	<b><i>Performing</i></b>	

EYFS

Unit	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band
Lesson Sequence	<p>To explore using voices to make a variety of sounds.</p> <p>To explore how to use our bodies to make sounds.</p> <p>To explore the sounds of different instruments.</p> <p>To identify sounds in the environment and differentiate between them.</p> <p>To use voices to imitate nature sounds.</p>	<p>To learn about music from another culture, particularly when related to the festival of Diwali</p> <p>To respond to music with movement.</p> <p>To learn about music from another culture, particularly when related to the festival of Hanukkah.</p> <p>To learn the names of some traditional Jewish musical instruments.</p> <p>To play and move to traditional Jewish Hanukkah music.</p> <p>To learn about music from another culture, particularly when related to the festival of Kwanzaa</p> <p>To take part in a traditional call and response song</p> <p>To find classroom objects to use as drums and play in response to African music</p> <p>To learn about traditional Christmas music</p> <p>To take part in a group song involving singing, voice sounds and playing instruments</p> <p>To sing and move to a Christmas song</p> <p>To suggest appropriate actions to match song lyrics To sing and move to Christmas songs.</p>	<p>To understand why songs have actions.</p> <p>To learn some simple Makaton signs to accompany a song.</p> <p>To explore beat through body movement.</p> <p>To express feelings and emotions through movement to music.</p> <p>To explore pitch and tempo through scarf dancing and body movement.</p> <p>To express feelings and emotions through movement to music.</p> <p>To perform action songs to a small audience.</p>	<p>To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story.</p> <p>To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.</p> <p>To talk about how a piece of music makes you feel.</p> <p>To use actions to retell a story to music</p> <p>To sing and perform a group song</p> <p>To learn how instruments can represent a certain mood, character or action</p> <p>To experiment with the sounds of different instruments</p> <p>To create a musical story based upon a familiar routine</p> <p>To use instruments to represent moods or actions</p> <p>To play an instrument as part of a group story</p> <p>To create a musical story based upon a familiar routine</p> <p>To use movement to express moods or actions within a musical story</p> <p>To play an instrument as part of a musical story and perform as a group</p>	<p>To explore creating sound effects.</p> <p>To explore making sounds at different speeds.</p> <p>To explore moving to different tempos.</p> <p>To interpret symbols to show a change in speed.</p> <p>To interpret a simple score to show tempo changes.</p>	<p>To discuss what makes a musical instrument</p> <p>To use recyclable materials to create a simple representation of a musical instrument</p> <p>To learn what an orchestra is</p> <p>To learn about the four different groups of musical instruments</p> <p>To copy and follow a beat</p> <p>To follow a beat using an untuned instrument</p> <p>To experiment with playing tuned and untuned instruments</p> <p>To play in time to familiar songs</p> <p>To choose appropriate instruments to represent different parts of a song.</p> <p>To perform a practised song to a small audience.</p>

Key knowledge	<p>To understand how to listen carefully and talk about what I hear.</p> <p>To know that sounds can be copied by my voice, body percussion and instruments.</p> <p>To understand that instruments can be played loudly or softly.</p>	<p>To know that there are special songs we can sing to celebrate events.</p> <p>To understand that my voice or an instrument can match an action in a song.</p> <p>To recognise that different sounds can be long or short.</p>	<p>To know that the beat is the steady pulse of a song.</p> <p>To recognise music that is 'fast' or 'slow.'</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p>	<p>To understand that a piece of music can tell a story with sounds.</p> <p>To know that different instruments can sound like a particular character.</p> <p>To understand what 'high' and 'low' notes are.</p>	<p>To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).</p> <p>To know that the beat is the steady pulse of a song.</p> <p>To recognise music that is 'fast' or 'slow'</p>	<p>To know that an orchestra is a big group of people playing a variety of instruments together</p> <p>To know that music often has more than one instrument being played at a time</p> <p>To understand that performing means playing a finished piece of music for an audience.</p>
ELGs	<p><b>Communication and Language</b> Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding.</p> <p><b>Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><b>Understanding the World</b> Explore the natural world around them</p> <p><b>Expressive Arts and Design</b> Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Being Imaginative and Expressive</b> Sing a range of well-known nursery rhymes and songs. –songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>					
Curriculum Enhancement	Outdoor provision, Nativity performance, Singing worship, Celebrations at Church.					
Assessment	Video and photo evidence.					

Year 1	Pulse and rhythm (Theme: My Favourite Things)	Tempo (Theme: Snail and Mouse).	Dynamics - Seaside	Sound patterns - Fairytales	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the Sea).
National Curriculum	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
Key knowledge	<p>To know that pulse is the regular heartbeat within music.</p> <p>To know that notation is read from left to right.</p> <p>To recognise and name the following instruments: up to three instruments from Group A and B.</p>	<p>To understand that the pulse of the music can change.</p> <p>To know that sections of music can be described as fast or slow and the meaning of these terms.</p> <p>To know that my voice, body and instruments can show fast and slow beats.</p>	<p>To know that dynamics can change how someone listening feels about music.</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>To understand that music can be represented by pictures or symbols.</p>	<p>To know that an instrument or rhythm pattern can represent a character in a story</p> <p>To know that the voice can whisper and shout to help tell a story.</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p>	<p>To know that sounds within music can be described as high or low sounds and the meaning of these terms.</p> <p>To understand that music can be represented by pictures or symbols.</p>	<p>To know that sounds within music can be described as high or low sounds and the meaning of these terms.</p> <p>To recognise and name the following instruments: up to three instruments from Group A and B.</p> <p>To know that notation is read from left to right.</p>
Key Skills across the topics	<p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> <p>Beginning to move in time with the beat of the music.</p> <p>Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated).</p> <p>Recognising simple patterns and repetition in pitch (e.g. do-re-mi).</p> <p>To recognise and name the following instruments: up to three instruments from Group A and B.</p> <p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>Singing simple songs, chants and rhymes from memory</p> <p>Competently singing songs with a very small pitch range (two notes that are different but close together).</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>Exploring changing their singing voice in different ways</p>					

	<p>Breathing at appropriate times when singing.</p> <p>Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling</p> <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> <p>Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>Using pictorial representations to stay in time with the pulse when singing or playing.</p> <p>Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests.</p> <p>Improvising simple question and answer phrases, using untuned percussion or voices.</p> <p>Starting to maintain a steady beat throughout short performances.</p> <p>Keeping instruments still until their part in the performance.</p> <p>Performing actively as part of a group; keeping in time with the beats.</p> <p>Showing awareness of the leader, particularly when starting or ending a piece.</p>					
Lesson sequence	<p>To demonstrate an understanding of pulse using parts of the body.</p> <p>To keep a pulse and show a sound pattern using bodies and voices.</p> <p>To explore using a thinking voice to show the pulse.</p> <p>To play short rhythms in time with the pulse.</p> <p>To demonstrate an understanding of pulse through performance</p>	<p>To use voices and bodies expressively, while exploring tempo.</p> <p>To practice a rhyme using fast and slow beats on instruments.</p> <p>To use voices to perform a song with a fast and slow beat.</p> <p>To use singing voices and an instrument to perform a song with a fast and slow beat.</p> <p>To demonstrate fast and slow beats within the context of a story.</p>	<p>To understand how music can be used to represent an environment.</p> <p>To understand how music can represent changes in an environment.</p> <p>To explore using instruments, body and voice to create a seaside soundscape.</p> <p>To identify how dynamics can reflect environments.</p> <p>To create and represent sounds using symbols.</p>	<p>To explore and change dynamics using the voice.</p> <p>To experiment with creating different sounds using a single instrument.</p> <p>To read simple rhythmic patterns comprising of one beat sounds and one beat rests.</p> <p>To play sound patterns in time with the pulse using a visual stimulus.</p> <p>To show awareness of different roles when performing in a group performance.</p>	<p>To identify high- and low-pitched sounds.</p> <p>To explore pitch by creating two-pitch patterns.</p> <p>To demonstrate tempo changes.</p> <p>To create a superhero theme tune with a variety in tempo and pitch.</p> <p>To perform a piece of superhero music showing a change of pitch and tempo.</p>	<p>To explore tempo changes through movement.</p> <p>To explore how dynamics can be represented by different symbols.</p> <p>To clap simple rhythmic patterns while keeping the pulse.</p> <p>To interpret symbols to demonstrate a pitch pattern.</p> <p>To perform as part of a group to demonstrate dynamics, pitch and rhythm.</p>
Curriculum Enhancement	<b>Outdoor provision, Singing worship, Celebrations at Church.</b>					
Assessment	<b>Photo/video evidence and as per kapow assessment opportunities.</b>					

Year 2	Call and response Animals	Instruments Music storytelling	Singing On this island	Contrasting dynamics Space	Structure Myths and legends	Pitch Musical me.
National Curriculum	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
Key knowledge	<p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To be able to recognise and name up to three instruments from Group A and B.</p>	<p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>To know that sections of music can be described as fast or slow and the meaning of these terms.</p> <p>To know that sounds within music can be described as high or low sounds and the meaning of these terms.</p>	<p>To know that sections of music can be described as fast or slow and the meaning of these terms</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p>	<p>To know sections of music can be described as fast or slow and the meaning of these terms.</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms</p> <p>To know sounds within music can be described as high or low sounds and the meaning of these terms.</p>	<p>To know pictorial representations of rhythm show sounds and rests.</p>	<p>To know notation is read from left to right.</p> <p>To know sounds within music can be described as high or low sounds and the meaning of these terms</p> <p>To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p>
Key Skills across the topics	<p><b>Listening and evaluating</b></p> <p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> <p>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p> <p>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>Stating what they enjoyed about their peers' performances.</p> <p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p><b>Creating sound</b></p> <p>Breathing at appropriate times when singing.</p>					

	<p>Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy.  Singing part of a given song in their head (using their 'thinking voice').  Developing an awareness of how dynamics are affected by the force with which an instrument is played.  Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling.  Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> <p><b>Improvising and composing</b>  Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.  Improvising simple question and answer phrases, using untuned percussion or voices.  Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.  Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.  Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</p> <p><b>Performing</b>  Offering positive feedback on others' performances.  Starting to maintain a steady beat throughout short singing performances.  Standing or sitting appropriately when performing or waiting to perform.  Performing actively as a group, clearly keeping in time with the beat.</p>					
Lesson Sequence	<p>To create short sounds with varied dynamics that represent an animal.</p> <p>To copy a short sound pattern.</p> <p>To explore call and response using instruments</p> <p>To create sound patterns based on call and response.</p> <p>To perform different sound patterns with contrasting dynamics.</p>	<p>To explore listening and analysing a piece of music in relation to a story.</p> <p>To explore how music and sound effects can tell a story.</p> <p>To select appropriate sounds to match events, characters and feelings in a story.</p> <p>To suggest appropriate sounds to represent parts of a story.</p> <p>To perform a composition showing changes in tempo and dynamics.</p>	<p>To learn to sing a British folk song.</p> <p>To practise and perform a song relating to the countryside.</p> <p>To practise and perform a song relating to the city.</p> <p>To create symbols to represent sounds.</p> <p>To develop and perform a musical composition.</p>	<p>To create a simple soundscape using dynamic changes.</p> <p>To listen to music and respond creatively, considering how dynamics can be represented.</p> <p>To compare two pieces of music.</p> <p>To create a short pitch pattern to represent a planet.</p> <p>To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.</p>	<p>To read and clap a rhythm based on a phrase from a story.</p> <p>To hear, write and clap rhythms based on a phrase from a story.</p> <p>To use a rhythm in different ways to demonstrate structure.</p> <p>To create a structure using rhythmic patterns.</p> <p>To perform a group composition.</p>	<p>To understand and practice reading different symbols to show pitch.</p> <p>To sing and draw pitch patterns.</p> <p>To read and understand the notation for the song 'Once a Man Fell in a Well.'</p> <p>To use a tuned percussion instrument to play a song.</p> <p>To complete the notation for a short song using a three-line stave.</p>
Curriculum Enhancement	Outdoor provision, Singing worship, Celebrations at Church.					
Assessment	Photo/video evidence and as per kapow assessment opportunities.					



Year 3	Catholic Singing Partnership tuition	Creating compositions in response to an animation (Theme: Mountains)	Catholic Singing Partnership tuition	Pentatonic melodies and composition (Theme: Chinese New Year)	Catholic Singing Partnership tuition	Traditional instruments and improvisation (Theme: India)
National Curriculum	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Develop an understanding of the history of music</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>

<p>Key knowledge</p>	<p><b>Introduction to good singing practise</b> Pitch match Matching the shape of a melody (up/down): what's the highest/lowest sound you can make with your voice? Reach high as you sing a high note, and low as you sing a low note. Go from our lowest to highest note without stopping. Play two notes and distinguish between the higher and lower note. Keeping a steady beat with chants Singing in a group and on their own: use "oo la la lay" Distinguish between speaking, chanting and singing voice Distinguish between high, middle and low Loud/quiet (forte/piano) Sing a range of well-known nursery rhymes and songs with a small range Introduction to the piano Introduction to good singing posture and the importance of good breathing Introduction to a well-known Catholic mass setting: Sanctus</p>	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble. <b>Catholic Singing Partnership: Introduction to rhythmic notation, dynamics and tempo</b> Introduction to cat/monkey/nap Move in time with the music – Dance to my music and follow the changes (showing the music with your body) What are dynamics? Copy changes in dynamics and understand their expressive use Remember and sing entire songs What is tempo?: add in jumping game. Teacher to play different patterns of four notes, and children have to prepare to jump on the fourth note I play, but the tempo is different each time. Teaches the internalisation of tempo Fast vs slow Introduction to a well-known Catholic mass setting: Agnus Dei</p>	<p><b>Beat and rhythm, more rhythmic notation and dynamics</b> Cat/monkey/nap (bars and barlines) Getting louder (crescendo) and getting quieter (diminuendo) Changing the speed of the beat as the tempo changes: Walk with the music I play. When I stop, clap the beat you were just walking (teaches being ready to stop and start, and predict phrase lengths) Call and response songs (taking it in turn to be leader): use "Bungalow" (Y4 and above) Rests Pause: "this time I'm going to pause and restart on this word/rhythm/pitch. Watch me for restarting" Beat vs rhythm: The Birthday Song. Use other examples too Introduction to a well-known Catholic mass setting: Kyrie</p>	<p>To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. <b>Catholic Singing Partnership:</b> <b>Tonality, articulation, grouping beats and introduction to pitch-reading</b> (Y4 and above) Major and minor tonality Cat/monkey/nap new stave resources Legato (smooth) and staccato (detached) 2 time vs 3 time Grouping beats in twos and threes (tapping knees on the first beat and clapping the remaining beats): Walk with the beat. Show the downbeat with some sort of gesture (vary meter and tempo) Pitch resource 1 (mi-so) Introduction to a well-known Catholic mass setting: Gloria Ensemble work: breathing together and bringing themselves in, taking it in turns to conduct, one person pretending to do bowling and everyone else clapping on the ball release (arm swing before</p>	<p><b>Singing in parts and rounds, more rhythmic and pitch notation</b> Pitch resource 2 (mi-so-la) Cat/monkey/nap 4 Question phrase vs answer phrase: use "are you listening, yes we are". Then "Kingdom of Heaven" (Y4 and above) Adding simple harmony (Y4 and above) Rounds and partner songs Recap whole mass setting so far</p>	<p>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla' To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. <b>Catholic Singing Partnership: Advanced dynamics, more rhythmic and pitch notation</b> Pitch resource 3 (do-re-mi) Fortissimo, pianissimo, mezzo-forte and mezzo-piano CMN 5 More CMN stave resources incorporating 1-5</p>
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		Preparation for Christmas carol concerts		release shows the need for breath and preparation)		
Key Skills across the units.	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Offering constructive feedback on others' performances.</p>					
Lesson Sequence		To tell a story from a piece of music through movement.To create a soundscape using percussion instruments.		To learn about the music used to celebrate the Chinese New Year festival.		To form an opinion of Indian music.  To be able to improvise using given notes.

		To create a range of sounds to accompany a story.		To play a pentatonic melody on a tuned percussion instrument		To be able to improvise using given notes.
		To compose and perform a rhythm to accompany a story.		To write and perform a pentatonic melody.		To create a piece of music using a drone, rag and tal.
		To compose and notate a short melody to accompany a story.		To perform a group composition.		To perform a piece of music using musical notation.
Curriculum Enhancement	Outdoor provision, Singing worship, Celebrations at Church, choir for KS2					
Assessment	Photo/video evidence and as per kapow assessment opportunities.					

<b>Year 4</b>	<b>Catholic Singing Partnership tuition</b>	<b>Body and tuned percussion (Rainforests)</b>	<b>Catholic Singing Partnership tuition</b>	<b>Haiku music and performance</b>	<b>Catholic Singing Partnership tuition</b>	<b>Changes in pitch, tempo and dynamics (rivers)</b>
National Curriculum	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use and understand staff and other musical notations
	Listen with attention to detail and recall sounds with increasing aural memory	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
		Listen with attention to detail and recall sounds with increasing aural memory		Listen with attention to detail and recall sounds with increasing aural memory		Improvise and compose music for a range of purposes using the inter-related dimensions of music
		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Listen with attention to detail and recall sounds with increasing aural memory
						Appreciate and understand a wide range of high-quality live and recorded music drawn from different

						traditions and from great composers and musicians
Key knowledge	<p><b>Introduction to good singing practise</b></p> <p>Pitch match</p> <p>Matching the shape of a melody (up/down): what's the highest/lowest sound you can make with your voice? Reach high as you sing a high note, and low as you sing a low note. Go from our lowest to highest note without stopping. Play two notes and distinguish between the higher and lower note.</p> <p>Keeping a steady beat with chants</p> <p>Singing in a group and on their own: use "oo la la lay"</p> <p>Distinguish between speaking, chanting and singing voice</p> <p>Distinguish between high, middle and low</p> <p>Loud/quiet (forte/piano)</p> <p>Sing a range of well-known nursery rhymes and songs with a small range</p> <p>Introduction to the piano</p> <p>Introduction to good singing posture and the importance of good breathing</p> <p>Introduction to a well-known Catholic mass setting: Sanctus</p>	<p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To know that a 'loop' in music is a repeated melody or rhythm.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p><b>Catholic Singing Partnership: Introduction to rhythmic notation, dynamics and tempo</b></p> <p>Introduction to cat/monkey/nap</p> <p>Move in time with the music – Dance to my music and follow the changes (showing the music with your body)</p> <p>What are dynamics?</p> <p>Copy changes in dynamics and understand their expressive use</p> <p>Remember and sing entire songs</p> <p>What is tempo?: add in jumping game. Teacher to play different patterns of four notes, and children have to</p>	<p><b>Beat and rhythm, more rhythmic notation and dynamics</b></p> <p>Cat/monkey/nap (bars and barlines)</p> <p>Getting louder (crescendo) and getting quieter (diminuendo)</p> <p>Changing the speed of the beat as the tempo changes: Walk with the music I play. When I stop, clap the beat you were just walking (teaches being ready to stop and start, and predict phrase lengths)</p> <p>Call and response songs (taking it in turn to be leader): use "Bungalow" (Y4 and above) Rests</p> <p>Pause: "this time I'm going to pause and restart on this word/rhythm/pitch. Watch me for restarting"</p> <p>Beat vs rhythm: The Birthday Song. Use other examples too</p> <p>Introduction to a well-known Catholic mass setting: Kyrie</p>	<p>To know that a glissando in music means a sliding effect played on instruments or made by your voice</p> <p>To know that expressive language (like a poem) can be used as inspiration for composing music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music</p> <p><b>Catholic Singing Partnership</b></p> <p><b>Tonality, articulation, grouping beats and introduction to pitch-reading</b></p> <p>(Y4 and above) Major and minor tonality</p> <p>Cat/monkey/nap new stave resources</p> <p>Legato (smooth) and staccato (detached)</p> <p>2 time vs 3 time</p> <p>Grouping beats in twos and threes (tapping knees on the first beat and clapping the remaining beats): Walk with the beat. Show the downbeat with some sort of gesture (vary meter and tempo)</p>	<p><b>Singing in parts and rounds, more rhythmic and pitch notation</b></p> <p>Pitch resource 2 (mi-so-la)</p> <p>Cat/monkey/nap 4</p> <p>Question phrase vs answer phrase: use "are you listening, yes we are". Then "Kingdom of Heaven"</p> <p>(Y4 and above) Adding simple harmony</p> <p>(Y4 and above) Rounds and partner songs</p> <p>Recap whole mass setting so far</p>	<p>To know that when you sing without accompaniment it is called 'A Capella'</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together</p> <p>n time means all performers playing together at the same speed. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play</p> <p><b>Catholic Singing Partnership: Advanced dynamics, more rhythmic and pitch notation</b></p> <p>Pitch resource 3 (do-re-mi)</p> <p>Fortissimo, pianissimo, mezzo-forte and mezzo-piano</p> <p>CMN 5</p> <p>More CMN stave resources incorporating 1-5</p>

		<p>prepare to jump on the fourth note I play, but the tempo is different each time.</p> <p>Teaches the internalisation of tempo</p> <p>Fast vs slow</p> <p>Introduction to a well-known Catholic mass setting: Agnus Dei</p> <p>Preparation for Christmas carol concerts</p>		<p>Pitch resource I (mi-so)</p> <p>Introduction to a well-known Catholic mass setting: Gloria</p> <p>Ensemble work: breathing together and bringing themselves in, taking it in turns to conduct, one person pretending to do bowling and everyone else clapping on the ball release (arm swing before release shows the need for breath and preparation)</p>		
Lesson Sequence		<p>To identify structure and texture in music.</p> <p>To use body percussion.</p> <p>To create musical rhythms using body percussion.</p> <p>To create simple tunes.</p> <p>To build and improve a composition.</p>		<p>To describe the Hanami festival using suitable words and sounds.</p> <p>To represent a blossom tree using sounds.</p> <p>To identify different musical features using descriptive vocabulary.</p> <p>To work as a group to create a piece of music celebrating the Hanami festival.</p> <p>To perform a piece of music to celebrate Hanami.</p>		<p>To sing in two parts using expression and dynamics.</p> <p>To recognise key elements of music.</p> <p>To perform a vocal ostinato.</p> <p>To create and perform an ostinato.</p> <p>To improve and perform a piece of music based around ostinatos.</p>
Curriculum Enhancement	Outdoor provision, Singing worship, Celebrations at Church, choir for KS2					
Assessment	Photo/video evidence and as per kapow assessment opportunities.					

Year 5	Songs of WW2	Blues	South and West Africa	Composition to represent the festival of colour – Holi	Looping and remixing	Musical Theatre
National Curriculum	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>
Key knowledge	<p>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>A 'counter-subject' or</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that 'blues' music</p>	<p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings</p>	<p>To know that a vocal composition is a piece of music created only using voices.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals</p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p>	<p>To know that remix is music that has been changed, usually so it is suitable for dancing to.</p> <p>To know that choreography means the organisation of steps or moves in a dance.</p> <p>To know that musical theatre uses transitions, which are short passages of music used</p>

	<p>'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>	<p>aims to share feelings and blues songs tend to be about sadness or worry.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down</p>	<p>To understand that major chords create a bright, happy sound.</p> <p>To know that poly-rhythms means many rhythms played at once</p>	<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To know that remix is music that has been changed, usually so it is suitable for dancing to.</p>	<p>to move between sections of the musical action.</p>
Key Skills	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Improvising coherently within a given style.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</p> <p>Using musical vocabulary to offer constructive and precise feedback on others' performances.</p>					
Lesson Sequence	<p>To use musical vocabulary to identify features of different eras of music.</p> <p>To improve accuracy in pitch and control, singing with expression and dynamics.</p> <p>To identify pitches within an octave when singing.</p> <p>To use knowledge of pitch to develop confidence when singing in parts.</p> <p>To be able to notate a melody using pitches up to an octave.</p>	<p>To know some features of blues music.</p> <p>To play the first line of the 12-bar blues.</p> <p>To be able to play the 12-bar blues.</p> <p>To be able to play the blues scale on a tuned instrument.</p> <p>To be able to improvise with notes from the blues scale.</p>	<p>To sing a traditional African song unaccompanied.</p> <p>To use tuned percussion to play a chord progression.</p> <p>To use vocals or tuned percussion to perform a piece of music as an ensemble.</p> <p>To play call and response rhythms using percussion instruments.</p> <p>To create an eight-beat break to play within a performance.</p>	<p>To understand that music can be represented with colours.</p> <p>To represent a piece of music as a graphic score.</p> <p>To create a vocal composition based on a picture.</p> <p>To create a piece of music inspired by a single colour.</p> <p>To work as a group to perform a piece of music.</p>	<p>To be able to play a simple looped rhythm from notation.</p> <p>To create a piece of music using pre-written loops</p> <p>To be able to play a melody line accurately and fluently</p> <p>To select a section of a tune and perform it as a loop</p> <p>To combine loops to create a remix</p>	<p>To understand the history of musical theatre</p> <p>To identify character songs and action songs</p> <p>To create a musical theatre scene</p> <p>To rehearse a musical theatre scene</p> <p>To perform a musical theatre scene</p>



Curriculum Enhancement	Outdoor provision, Singing worship, Celebrations at Church, choir for KS2					
Assessment	Photo/video evidence and as per kapow assessment opportunities.					

Year 6	Theme and variations – Pop art	Dynamics pitch and texture- Fingal's cave	Film Music	Baroque	Compising and performing a leaver's song	End of Year, Year 6 production
National Curriculum	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>

	<p>traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>		<p>drawn from different traditions and from great composers and musicians</p>	<p>traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>		
Key knowledge:	<p>To know that a 'theme' is a main melody in a piece of music.</p> <p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece</p> <p>To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>	<p>To know that the conductor beats time to help the performers work well together</p> <p>To understand that improvisation means making up music 'on the spot'.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>	<p>To know that a film soundtrack includes the background music and any songs in a film.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p>	<p>To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.</p> <p>To know that music in which very similar parts are introduced one by one to overlap is called a canon.</p> <p>To know that ground bass is a repeating melody played on a bass instrument in Baroque music</p> <p>To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes</p>	<p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that chord progressions are represented in music by Roman numerals</p> <p>To understand that all types of music notation show note duration.</p>	<p>To understand pitch, duration, dynamics, tempo, timbre, texture, structure.</p> <p>To perform, listen to, review and evaluate music.</p> <p>To learn to sing and to use their voices, to create and compose music on their own and with others.</p>

				To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in ♦ NB one by one		
Key Skills	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>					
Lesson Sequence	<p>To explore the musical concept of theme and variations</p> <p>To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'</p>	<p>To appraise the work of a classical composer (Felix Mendelssohn).</p> <p>To improvise as a group, using dynamics and pitch.</p> <p>To improvise as a group, using texture</p>	<p>To appraise different musical features in a variety of film contexts</p> <p>To identify and understand some composing techniques in film music</p>	<p>To understand the importance of Monteverdi in the history of opera</p> <p>To read and play a canon from staff notation.</p> <p>To demonstrate an understanding of Baroque</p>	<p>To listen to and describe music</p> <p>To write lyrics for a song</p> <p>To organise lyrics into a song structure</p> <p>To use vocal improvisation and known melodies against a backing track</p> <p>To compose a melody</p> <p>To compose a verse melody</p>	<p>Pupils will audition for parts in the play.</p> <p>Pupils will work together each week to rehearse songs for the performance.</p> <p>Pupils will learn words for delivering a performance alongside musical scores.</p> <p>Pupils will present a final performance to their peers and family.</p>

	<p>use complex rhythms to be able to perform a theme</p> <p>To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time</p> <p>To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p>	<p>To use knowledge of dynamics, texture and pitch to create a group composition.</p> <p>To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.</p>	<p>To use graphic scores to interpret different emotions in film music</p> <p>To create and notate musical ideas and relate them to film music</p> <p>To play a sequence of musical ideas to convey emotion</p>	<p>music features when composing.</p> <p>To combine knowledge of staff notation and aural awareness to play a fugue.</p> <p>To apply their understanding of fugue structure when performing with others.</p>		
Curriculum Enhancement	Outdoor provision, Singing worship, Celebrations at Church, choir for KS2					
Assessment	Photo/video evidence and as per kapow assessment opportunities.					

## Addendum to the Long-Term Overview for the School Year 2024 – 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mixed age class – Years 1 and 2</b>	<p><b>Pulse and rhythm (Theme: My Favourite Things)</b></p> <p><b>Adaptations:</b> Focus group of year 2s (3 ch'n) to be moved on to Year 2 skills as and when appropriate. Challenge in each lesson.</p>	<p><b>Tempo (Theme: Snail and Mouse).</b></p> <p><b>Adaptations:</b> Focus group of year 2s (3 ch'n) to be moved on to Year 2 skills as and when appropriate. Challenge in each lesson.</p>	<p><b>Dynamics – Seaside</b></p> <p><b>Adaptations:</b> Focus group of year 2s (3 ch'n) to be moved on to Year 2 skills as and when appropriate. Challenge in each lesson.</p>	<p><b>Sound patterns – Fairytales</b></p> <p><b>Adaptations:</b> Focus group of year 2s (3 ch'n) to be moved on to Year 2 skills as and when appropriate. Challenge in each lesson.</p>	<p><b>Pitch and tempo (Theme: Superheroes)</b></p> <p><b>Adaptations:</b> Focus group of year 2s (3 ch'n) to be moved on to Year 2 skills as and when appropriate. Challenge in each lesson.</p>	<p><b>Vocal and body sounds (Theme: By the Sea).</b></p> <p><b>Adaptations:</b> Focus group of year 2s (3 ch'n) to be moved on to Year 2 skills as and when appropriate. Challenge in each lesson.</p>
<b>Mixed age class – Years 2 and 3</b>	<p><b>Autumn 1</b></p> <p>Catholic Singing Partnership</p> <p><b>Adaptations:</b></p>	<p><b>Autumn 2</b></p> <p>Catholic Singing Partnership</p> <p><b>Adaptations:</b></p>	<p><b>Spring 1</b></p> <p>Catholic Singing Partnership</p> <p><b>Adaptations:</b></p>	<p><b>Spring 2</b></p> <p>Catholic Singing Partnership</p> <p><b>Adaptations:</b></p>	<p><b>Summer 1</b></p> <p>Catholic Singing Partnership</p> <p><b>Adaptations:</b></p>	<p><b>Summer 2</b></p> <p>Catholic Singing Partnership</p> <p><b>Adaptations:</b></p>