



Upper Nidderdale Primary Federation

Music

Intent, Implementation and Impact
Long Term Plans & Progression

EYFS, KS1 and KS2 - Updated September 2023



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

Music

Intent

"Children use music to help maintain emotional and social well-being and celebrate culture and community in ways which involve entertaining or understanding themselves and making sense of the world around them. Children should develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas."

Burnard and Murphy, 2017

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music
- be taught to sing, create and compose music
- understand and explore how music is created, produced and communicated

Children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

- **Perform – Young Voices,**
 - **Rural Schools Royal Hall Concert**

Music

Ofsted Research Review – Music (June 2021)

The review states that to develop musical knowledge, it is better to give pupils regular, spaced out re-encounters with lesson content rather than to block the time, to help them build knowledge in long-term memory.

A high quality Music curriculum will include;

- A high-quality music education depends on allocating sufficient curriculum time to teach the music curriculum.
- Adequate curriculum time will support teachers in enabling learning to take place – the 'Model Music Curriculum' suggests an hour a week.
- Repetition of key curricular content with the gradual introduction of new ideas, methods and concepts.
- Large amounts of practice.
- Extensive listening to help develop pupils' expressive intentions.
- Opportunities to gain knowledge of musical culture and repertoire, which is part of a broad education an joy in and of itself.

Music

Ofsted Research Review – Music (June 2021)

Knowledge of Music

As well as developing the procedural knowledge of how to perform and compose, the curriculum should allow pupils to learn about musical culture and history.

Good Music Provision is underpinned by three learning environments;

- The taught curriculum
- Instrument tuition – in groups and one to one.
- Musical 'events' and opportunities, such as singing in concerts, shows and collective worship.

Music

Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of one of our many musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play an instrument, from all four main instrument groups of wind, strings, percussion and keyboards. In doing so to understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose - either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

SEND Adaptions for Music

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>Demands of written instructions</p> <p>Lesson content</p>	<p>Teachers will ensure that pupils are supported with the written aspects of music – such as the use of symbols – by using larger print, colour codes, multi-sensory reinforcement and a greater emphasis on developing aural memory skills.</p> <p>Teachers will offer alternatives to written recording i.e. drawing, mind maps, visual prompts, digital images etc.</p> <p>Teachers will use pre-teaching for key words and technical vocabulary and symbols to ensure that all pupils have a clear understanding and are able to access the lesson.</p> <p>Teachers will recap learning from the previous lesson so that the amount of material that pupils need to remember is reduced.</p>	<p>Sensitivity to noise</p>	<p>Teachers will ensure that there is a low arousal are for pupils who may need it. Whilst it is desirable for all pupils to come together to make music, some SEN pupils may benefit from opportunities to work alone or in smaller groups without as much sensory overload.</p>

SEND Adaptions for Music

Sensory and Physical		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>Fine motor skills/physical difficulties.</p> <p>Sensory reactions to sound</p>	<p>Adaptions to instruments that children are required to play. Teachers will explore access to adapted instruments or ICT to overcome difficulties with manipulative or mobility skills.</p> <p>Staff will be aware of pupils that may require to be seated further away from the source of the sound or offer ear defenders.</p> <p>Charanga offers a signed along collection as an additional way to access the music curriculum.</p>	<p>Low self-esteem in Musical ability.</p>	<p>Teachers can access SEND Freestyle on Charanga. This library brings together bespoke versions of the most popular Charanga resources. These are lighter versions that can provide a seamless pathway into the main sections and act as a pre-teach.</p>

Music → SMSC Links

Spiritual

- Make links between learning in other curriculum areas, such as painting/drawing to a piece of music, using music to create dramatic pieces.
- Consider how music makes us feel and how it can 'move us' deeply.
- Explore creativity through gymnastic, dance etc.
- Allow pupils to show their delight and curiosity in music.

Moral

- Explore how music can convey human emotions such as sadness, anger, joy etc.
- Appreciate the self-discipline to learn a musical instrument.
- Show respect for a whole range of music.
- Appreciate the self-discipline required to learn a musical instrument.

Social

- Explore how an orchestra or choir works together e.g. performing together and following instructions.
- Appreciate how music is used in different ways in different settings, such as for pleasure, for worship, to relax.

Cultural

- Give all pupils an opportunity to learn a musical instrument and to take part regularly in singing.
- Appreciate musical expressions from different times and places.
- Encourage pupils to listen and respond to traditions from around the world.
- Listen and respond to music which forms our cultural heritage.
- Respect the musical heritage of different cultures.
- Have an understanding of British Musical heritage.

Music → Fundamental British Values

The British values that we as a school uphold throughout our curriculum are an intrinsic part of our music curriculum and are woven throughout all lessons.

The music curriculum encourages individuality both in terms of children's opinions about music shared, and in the way that it enables children to cultivate individual tastes in music. One of the main aims in the delivery of the music education in our school is to ensure that the children have confidence in their right to enjoy any kind of music and to ensure that we encourage freedom of choice when delivering lessons. The children have a clear understanding of the need to respect others' opinions, whatever our own may be, when sharing our own personal tastes in music.

Our music curriculum enables the children to explore music in a range of faiths and cultures and the children are also invited to share their own experiences of this with their peers. The children are also taught about how music is used to support national events. We allow the children freedom of choice when selecting music to listen to and study at various points throughout the year and we actively encourage the children to widen their understanding of music in a range of genres.

When critiquing and evaluating the performances of others, the children do so in a respectful and thoughtful manner. In all lessons, the children understand that school rules must be followed and that we work in a democratic way, ensuring that all pupils have a voice.

The choir also works hard to support the local community, regularly singing at events in the local area, across Harrogate and beyond. They often sing at charitable events and are taught to have an understanding of the importance of this in terms of spreading happiness and support to those in need.

EYFS - Being Imaginative and Expressive

Practitioners will;

- Provide regular opportunities to listen to a variety of music
- Teach children a variety of traditional songs, with actions, and provide regular opportunities to practice them, such as 'Hands, Shoulders, Knees and Toes.'
- Accompany and structure games and movement; traditional ring games, movement and action songs.
- Provide a variety of musical instruments in a music area so that children can investigate and experiment with music.
- Support a change of mood, pace or activity with calming down songs, songs for keeping active.
- Add music to a story or role play.

Music Vocabulary Progression

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Action Beat Clap Listen Join In Loud Melody Pulse Quiet Smooth Sound Speed	Chant Click Composition Duration Emotion Fast High Humming Instrument Introduction Long Loud Low Melody Pattern Percussion Perform Pitch Pulse Repetition Review Rhythm Score Soft Sound Steady Symbol Tempo Texture Timbre Whisper	Bars Beat Chorus Composition Conductor Contrast Crotchet Dynamics Expression Graduations Improvisation Lower Louder Melodic Melody Minim Note value Orchestra Ostinato Percussion Pulse Quaver Repeat Signs Rhythmic Stave Time signature Tuned Untuned Verse	Acapella Accuracy Balance Beat Canon Chords Coda Combinations Drone Ensemble Genres Graphic Score Harmony Instrumental Ostinato Repeated Notes Semibreve Semi-quaver Staff Notation Syncopated Tempo Variations

National Curriculum

Key Stage One

Pupils should be taught to;

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

National Curriculum

Key Stage Two

Pupils should be taught to; sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- 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.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Cultural Capital in Music

We strive to equip pupils with the knowledge and cultural capital they need to succeed in life. Cultural capital is the accumulation of knowledge, behaviours, and skills that children can draw upon and which demonstrates their cultural awareness, knowledge and competence. For students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital and music is a subject that is able to help children achieve this.

In Music, we do this by learning exposing the children to music from great musicians and composers throughout time. We listen and appraise the music. How did it make us feel and why/ We listen to live and recorded versions of the music and discuss the instruments that have been used. We also use our growing musical knowledge and vocabulary to talk about pitch, tempo and dynamics etc.

We use this opportunity to learn about the composer and where they feature in the history of music.

Recorder Progression - Long Term Overview

	AUTUMN	SPRING	SUMMER
Y3	Learn how to hold the recorder Learn how to breathe Learn how to play and get a good tone and not to overblow Learn the notes b, a, g, high c. Learn different note values and how to read music	Learn the notes low e and d and high d and get a good tone. Begin to listen to each other and identify a given rhythm	Be able to play a given melody with all the notes learnt so far. Begin to compose their own music
Y4	Learn how to control the lower notes and get a good tone Learn bottom note C	Learn how to play in a class duet, how to listen to the other group and understand how it fits together Learn how to count rests	Understand how different rhythms fit together Be able to listen to others and identify a specific rhythm
Y5	Consolidate bottom note C and get a good tone Learn high E and how they are both written on the stave	Learn about different rests and put into their own music	Look at how different rhythms fit together and compose their own Be able to listen to music and identify a given rhythm.
Y6	Recap bottom note C and get a good tone Learn high E Understand where both notes go on the stave Learn about different rests and incorporate this into their music and playing	Play 2 part duets with increasing difficulty. More able children to make a trio. Be able to recall simple rhythmic patterns with increasing difficulty	Compose their own music which includes different rhythms, notes and rests

Music Knowledge

Substantive Knowledge

Substantive knowledge in music is based on the developing knowledge of the nine interrelated dimensions of music. All musical learning is built around the interrelated dimensions of music.

Interrelated Aspects of Music		
Pulse	Rhythm	Pitch
Tempo	Dynamics	Timbre
Texture	Structure	Notation

Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Disciplinary Knowledge

Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

KS 1 Music - Long Term Overview

	AUTUMN	SPRING	SUMMER
2024-2025	<p><u>Hey You! - Old School Hip Hop</u></p> <p>Topic and cross curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles</p>	<p><u>In the Groove</u> - Classic listen and appraise activities with warm up games - singing in different styles blues, baroque, Latin, Bhangra, folk and funk</p>	<p><u>Your Imagination</u> - Listening and appraising alongside using a composing tool.</p>
	<p><u>Ho Ho - Christmas, Big Band, Motown, Elvis, Freedom Songs</u></p> <p>Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>	<p><u>Zootime</u> - Musical games with an integrated dimensions of music - pulse, pitch, rhythm etc.</p>	<p><u>Reflect, Rewind and Replay - Great Composers</u></p> <p>Carnival of the Animals - Camille Saint-Saens</p> <p>The Dance of the Sugar Plum Fairy - Tchaikovsky</p>

KS 1 Music - Long Term Overview

	AUTUMN	SPRING	SUMMER
2024-2025	<p><u>Hands, Feet, Heart - South African styles</u></p> <p>South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p>	<p><u>Wanna Play In A Band - Rock</u></p> <p>Teamwork, working together. The Beatles - impact of the group - history and musical style. Historical context of musical styles.</p>	<p><u>Friendship Song</u> - Warm up songs, improvisation, performing and composing.</p>
	<p><u>Rhythm In The Way We Walk and The Banana Rap - Reggae, Hip Hop</u></p> <p>Action songs that link to the foundations of music</p>	<p><u>Round and Round - Latin Bosa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</u></p> <p>Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p>	<p><u>Reflect, Rewind and Replay - Great Composers</u></p> <p>Peter and the Wolf - Sergei Prokofiev</p> <p>Flight of the Bumble Bee - Nikolai Rimsky-Korsakov</p>

Lower KS 2 Music - Long Term Overview

	AUTUMN	SPRING	SUMMER
2023-2024	<p><u>Let Your Spirit Fly - R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul</u></p> <p>Topic and cross curricular links: Historical context of musical styles.</p>	<p><u>Stop!</u></p> <p>Stop! -a rap song about bullying - interrelated dimensions of music</p>	<p>Black Bird</p> <p>All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.</p> <p>Composing and performing.</p>
	<p><u>Glockenspiel Stage 1 -</u> Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p>	<p><u>The Dragon Song</u></p> <p>A song about kindness and respect and friendship - Improvising, composing and performing.</p>	<p><u>Reflect, Rewind and Replay - Great Composers</u></p> <p>The Planet Suite - Gustav Holst</p>

Lower KS 2 Music - Long Term Overview

	AUTUMN	SPRING	SUMMER
2024 - 2025	<p><u>Mamma Mia - ABBA</u></p> <p>Topic and cross curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s Analysing performance</p>	<p><u>Three Little Birds - Reggae</u></p> <p>Topic and cross curricular links: Animals Jamaica Poetry Historical context of musical styles</p>	<p><u>Bringing Us Together - Disco</u></p> <p>Topic and cross curricular links: Friendship Being kind to one another Respect Accepting everybody Peace, hope and unity</p>
	<p><u>Glockenspiel Stage 1</u></p> <p>_Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p>	<p><u>Lean On Me - Gospel</u></p> <p>Topic and cross curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance</p>	<p><u>Reflect, Rewind and Replace - Great composers</u></p> <p>The Four Seasons - Antonio Vivaldi</p>

Upper KS 2 Music - Long Term Overview

	AUTUMN	SPRING	SUMMER
2023-2022	<u>Livin' On A Prayer - Rock</u> Topic and cross curricular links: How rock music developed from the Beatles onwards. Analysing performance.	<u>New Year Carol</u> Based on Benjamin Britten's Friday Afternoons: A New Year Carol	<u>Music and Me</u> Focusing on inspirational women working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now .
	<u>Classroom Jazz 1</u> Christmas music focusing on two tunes and improvising.	<u>Fresh Prince Of Bel Air - Hip Hop</u> Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	<u>Reflect, Rewind and Replay → Great Composers</u> Ode to Joy - Beethoven Canon in D Major- Pachelbel Swan lake - Tchaikovsky

Upper KS 2 Music - Long Term Overview

	AUTUMN	SPRING	SUMMER
2024 - 2025	<u>Happy - Pop/Motown</u> Topic and cross curricular links: What makes us happy? Video/project with musical examples.	<u>You've Got a Friend - The Music of Carole King</u> Topic and cross curricular links: Her importance as a female composer in the world of popular music.	<u>Dancin' In The Street - Motown</u> Topic and cross curricular links: The history of Motown and its importance in the development of Popular music.
	<u>Classroom Jazz</u> Christmas music focusing on two tunes and improvising.	<u>Make You Feel My Love - Pop Ballads</u> Topic and cross curricular links: Historical context for ballads.	<u>Reflect, Replay and Rewind - Great Composers</u> Hedwig's Theme - John Williams Carmen Overture - Bizet Eine Kleine Nachtmusik - Mozart

Agreed End Points

We have plotted end points for each year group to ensure that children keep on track for the end of Key Stage end points. In this way we can get children ready for the next stage of their education

Our end points ensure that our curriculum is purposefully structured and logically sequenced, and new knowledge builds on previous knowledge - links can be made across different areas of study.

EYFS	ELGs in Purple
Expressive Arts & Design Being Imaginative & Expressive	<ul style="list-style-type: none">• Pupils can sing a range of well-known nursery rhymes and songs.• Pupils can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Music	Year One	Year Two
Performing	<ul style="list-style-type: none"> • Rehearse and perform with others using untuned instruments and voices to sing songs, speak chants and rhymes. • Perform with confidence cumulative songs (songs with a simple melody that changes each verse). 	<ul style="list-style-type: none"> • Play tuned and untuned instruments. • Use their voices expressively to rehearse and perform with others. • Can start and finish together and can keep a steady pulse.
Listening & Reviewing	<ul style="list-style-type: none"> • Understand how sounds can be made in different ways and described using given and invented symbols. • Listen to contrasting songs (such as a lullaby and a dance tune) with concentration, remembering specific instrumental names and sounds. 	<ul style="list-style-type: none"> • Listen with concentration to music of a longer duration and recognise simple structures- beginning, middle and end. • Understand that music can be used for particular purposes and occasions.
Creating and Composing	<ul style="list-style-type: none"> • Experiment with creating and copying musical patterns. • Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, drum and shaker sounds. 	<ul style="list-style-type: none"> • Experiment with creating their own musical patterns and begin to identify one strand (section) of music or more. • Begin to improve their own or others work.
Understanding and Exploring	<ul style="list-style-type: none"> • Begin to explore their feelings about music using dance and expressive language. • Develop an understanding that music has been composed throughout history. 	<ul style="list-style-type: none"> • Recognise and match sounds with pictures of different instruments. • Explore a variety of vocal qualities through singing and speaking. • Begin to use onomatopoeia sound words to describe selected sounds and the ways on which they are produced.
Inter-related Dimensions	<ul style="list-style-type: none"> • Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds. • Identify silence and sounds that are quiet and the differences between fast and slow sounds. 	<ul style="list-style-type: none"> • Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. • Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.

Music	Year Three	Year Four
Performing	<ul style="list-style-type: none"> • Sing songs, speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience. • Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat. 	<ul style="list-style-type: none"> • Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression. • Identify contrasting sections of a song, such as the verse and a refrain (chorus).
Listening & Reviewing	<ul style="list-style-type: none"> • Listen with extended concentration and begin to express their opinion on a range of live and recorded music. • Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud, fast music will create a different feeling to listening to slow, quiet music) 	<ul style="list-style-type: none"> • Review their own ideas and feelings about music using art, movements, dance, expressive vocabulary and musical language. • Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own.
Creating and Composing	<ul style="list-style-type: none"> • Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect. • Begin to create and combine a variety of the inter-related dimensions when composing. 	<ul style="list-style-type: none"> • Improvise and develop rhythmic and melodic material when composing. • Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. • Combine a variety of musical elements when composing using staff and other musical notations.
Understanding and Exploring	<ul style="list-style-type: none"> • Explore and compare sounds of groups of musical instruments, identifying the differences between them e.g. strings, woodwind etc. • Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. • Explore music from a culture different to their own. 	<ul style="list-style-type: none"> • Explore and compare sounds from different instrumental families (percussion, woodwind, brass, string), name a variety of instruments • Hear different instruments in a piece of music and compare the tones as brassy or wooden. • Sequence various famous composers on a timeline.
Inter-related Dimensions	<ul style="list-style-type: none"> • Understand that dynamics means volume and can recognise various different levels. • Understand that texture refers to the difference between thick (many sounds) and thin (few) layers of sound. • Experience how music can be produced in different ways, including through ICT and described through relevant established and invented notations. 	<ul style="list-style-type: none"> • Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing. • Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. • Recognise pitch movement by step, leaps or as repeats.

Music	Year Five	Year Six
Performing	<ul style="list-style-type: none"> Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments. 	<ul style="list-style-type: none"> Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression. Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience
Listening & Reviewing	<ul style="list-style-type: none"> Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions. 	<ul style="list-style-type: none"> Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions. Develop a better understanding of the history of music. Begin to investigate the different eras of music
Creating and Composing	<ul style="list-style-type: none"> Improvise and develop a wider range of rhythmic and melodic material when composing. Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT. 	<ul style="list-style-type: none"> Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing. Can compose for different moods and use dynamic levels such as accents (sudden loud or sudden quiet notes).
Understanding and Exploring	<ul style="list-style-type: none"> Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (many sounds) and thin (few) layers of sound) varies in a song or piece of music 	<ul style="list-style-type: none"> Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies.
Inter-related Dimensions	<ul style="list-style-type: none"> Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. Can identify a silence in a rhythmic pattern with a gesture such as raised hand. Begin to use various Italian musical terms such as crescendo, diminuendo, forte and piano. 	<ul style="list-style-type: none"> Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece. Use Italian musical terms for gradually getting louder crescendo and gradually getting quieter diminuendo.