

Music Progression



Music in the National Curriculum

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

- 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
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 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

In Key Stage 1, pupils should be taught:

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

In KS2, 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. Pupils should be taught:

- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- To improvise and compose music for a range of purposes using the inter-related dimensions of music
- To listen with attention to detail and recall sounds with increasing aural memory
- To use and understand staff and other musical notations
- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- To develop an understanding of the history of music

Music at Ark Bentworth

At Ark Bentworth, we understand that music has an unparalleled capacity to stimulate pupils' cognitive, physical, emotional and social development. Through music we can express, represent and communicate our ideas and perceptions, experience personal challenge as well as a sense of communal belonging and be creative, yet also disciplined.

We aim to provide a progressive and practical curriculum in which music is the 'target language' and pupils can develop the knowledge, skills and habits needed to enjoy a life-long relationship with music. We work in partnership with Ark Music to ensure that pupils have access to high quality musical experiences, encounter great music making and experience a knowledge-rich curriculum. Through Ark Music, we provide a robust vocal curriculum that ensures key musical knowledge and skills are taught in a sequential and connected manner. We also ensure that musicianship skills are further developed through an instrumental programme, from exploring hand-held and tuned percussion to whole class instrumental learning through samba and ukulele lessons. Embedded within both programmes are carefully planned, progressive composition and improvisation activities which enable pupils to develop both their creative and their collaborative skills, from exploratory, play-based learning to song writing projects. Musical notation is another core element of both vocal and instrumental learning at Ark Bentworth, beginning with an approach inspired by the composer and music educator, Kodály, but also including other forms of notation such as grid or graphic notation that support the study of world music and modern classical music. In designing our music curriculum, we take account of diverse musical traditions from singing call and response folk songs to learning about 12-bar blues, from composition projects inspired by 20th century classical music to immersion in world music through African drumming workshops and weekly samba lessons.

Progression in Knowledge, Skills and Understanding

EYFS			
EYFS Objectives and Core Experiences that link to music	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> To cooperate with boundaries and routines To play alongside others contentedly and invite others to play Teach different calming breaths during welcome sessions To talk about and understand turn taking (especially in games with rules) and sharing <p>Communication and Language:</p> <ul style="list-style-type: none"> To interact with stories, songs and rhymes To show understanding of an experience /story/event To listen and respond in a small group and learn conventions of listening and responding in a larger group Teach nursery rhymes / key songs in phonics and transitions and incidentally in play and interactions To listen to and join in with stories, songs and rhymes To join in and anticipate key rhymes /repetition /events in stories <p>Physical Development:</p> <ul style="list-style-type: none"> To use hands and tools for small dextrous movements (e.g. playing hand-held percussion instruments with developing technique) To move in different ways: jumping, bunny hops, bear crawls, rolling, climbing using hands and feet, steps using alternate feet, manoeuvres over and under. 		
	<p>Literacy:</p> <ul style="list-style-type: none"> Establish sound of the week, song/finger play and welcome message To sing nursery rhymes To listen for new/interesting words and ask the meaning of words <p>Maths:</p> <ul style="list-style-type: none"> To sing number songs and recite number sequences and to sing/count along with known songs/rhymes and in games To count alongside actions in play, games and songs <p>Understanding the World:</p> <ul style="list-style-type: none"> Teach body parts through regular songs To explore light, sound and technology To discuss familiar celebrations and talk about times and events that are important to them and their friends <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> To make jokes, enjoy riddles and sing songs – own and known To move in time with music To perform songs and stories To access music and to dance, responding to music often in time To watch and copy techniques and ideas in own way 		
Music-specific objectives: Nursery	<p>Autumn Term</p> <p>Music Time Routines & Behaviours: Learn how to participate in teacher-led musical routines including:</p> <ol style="list-style-type: none"> Whole class singing games Musical commands Turn taking <p>Physical Responses to Musical Elements: FOCUS ON PULSE</p> <ol style="list-style-type: none"> Mirror movement, mime and actions. Respond freely to music through movement and facial expressions. Copy rhythmic patterns and mirror teacher's representation of pulse. <p>Vocalisation: Explore vocal sounds and sing a selection of songs, rhymes and chants.</p>	<p>Spring Term</p> <p>Music Time Routines & Behaviours: Gain a sense of self within class activities and circle games. Respond to musical routines with physical engagement and individual responses.</p> <p>Physical Responses to Musical Elements: FOCUS ON PITCH Explore and mirror a physical and vocal representation of:</p> <ul style="list-style-type: none"> Pitch Pulse <p>Vocalisation: Recognise and memorise a small repertoire of simple songs. Recognise and use the '5 Voices' imaginatively.</p>	<p>Summer Term</p> <p>Music Time Routines & Behaviours: Take turns in a circle game. Offer creative and imaginative responses in musical games and routines.</p> <p>Physical Responses to Musical Elements: FOCUS ON ALL ELEMENTS Stories and Characters are represented through movement</p> <p>Explore use of hand-held percussion and found sounds in the continuous provision.</p> <p>Vocalisation: Sing simple so-mi songs from memory with vocal accuracy. Offer made-up or improvised responses in singing games.</p>

Music-specific objectives: Reception	Autumn Term		Spring Term		Summer Term	
	<p>Music Time Routines & Behaviours: Learn how to participate in teacher-led musical routines including:</p> <ul style="list-style-type: none"> a) Whole class singing games b) Musical commands c) Turn taking <p>Physical Responses to Musical Elements: FOCUS ON PULSE & RHYTHM Show a physical representation of</p> <ul style="list-style-type: none"> - Pulse - Rhythm through spoken word, body percussion & hand-held percussion - Note duration <p>Respond freely to a range of musical elements through movement and facial expressions.</p> <p>Vocalisation: Join in with a range of singing games, offering responses when prompted. Use the 5 voices to gain better control of the singing voice.</p>		<p>Music Time Routines & Behaviours: Follow and respond to musical signals in</p> <ul style="list-style-type: none"> - Singing games - Percussion activities <p>Build ensemble skills with classmates in singing games and activities</p> <p>Physical Responses to Musical Elements: FOCUS ON PITCH</p> <ul style="list-style-type: none"> a) Develop an understanding of note duration through the use of picture notation. b) Demonstrate an understanding of the difference between pulse and rhythm through movement. c) Physicalise and vocalise the pentatonic scale with body signs. d) Become aware of more musical elements through musical signals. <p>Vocalisation: Sing “So-Mi-La” songs with vocal accuracy and in unison. Memorise a broad range of songs. Sing solo responses.</p>		<p>Music Time Routines & Behaviours: Make music supportively within the class ensemble and small groups or pairs. Learn to use percussion:</p> <ul style="list-style-type: none"> - Appropriately - Imaginatively - Collaboratively <p>Physical Responses to Musical Elements: FOCUS ON ALL ELEMENTS</p> <ul style="list-style-type: none"> a) Sequence movement into patterns. b) Represent stories and characters through movement. c) Use movement to express a wide range of musical elements (Tempo, Pitch & Rhythm). d) Demonstrate an understanding of Musical elements (Tempo, Pitch & Rhythm) on un-tuned percussion. <p>Vocalisation: Gain control over a range of 5-6 notes. Match the pitch of a vocal leader, supported by gesture.</p>	
Topic-related Songs and Rhymes	Who am I?	What happens at night?	Can you make it work?	Where do animals live?	What can we do to help?	How do things change over time?
	<ul style="list-style-type: none"> • Hello song • Tidy up song • Goodbye song • Finger family • Grandma’s glasses • Me! • 1,2,3,4,5 once I caught a fish alive • If you’re happy and you know it • Heads, shoulders knees and toes • Hokey Cokey • Ring a ring o’ roses 	<ul style="list-style-type: none"> • Rock a bye baby • All the pretty little horses • Twinkle, Twinkle • Baby, baby bunting • Hush little baby • Children’s known celebration songs – e.g. Jingle Bells and popular carols for Christmas 	<ul style="list-style-type: none"> • Incy Wincy Spider • Built it Up • This is the way we build a house • Can you hammer a nail? • Humpty Dumpty • Wind the Bobbin Up 	<ul style="list-style-type: none"> • Sleeping Bunnies • Old MacDonald • Dingle dangle scarecrow • Animal fair • Two little dickie birds • Three little Monkeys • Five little speckled frogs • Five little ducks • I went to the jungle one day 	<ul style="list-style-type: none"> • Wash, wash, wash your hands • ‘What I am’ (Sesame Street) • Miss Polly had a Dolly • Can I help you? • Brushing teeth song • Fit, fit, fit • Get well soon song 	<ul style="list-style-type: none"> • If you’re happy and you know it • We are going on a plant/flower/tree hunt • There’s a tiny caterpillar on a leaf • 5 Little Duck • 5 Little speckled frogs

Year 1

	Autumn 1 Vocal Programme <i>Here are my percussion sounds</i>	Autumn 2 Vocal Programme <i>Diwali Songs & Stories</i>	Spring Term Vocal Programme <i>'Carnival of the Animals' Camille Saint-Saëns</i>	Summer 1 Creative Project <i>'No Place Like Home' Kerry Andrews</i>	Summer 2 Vocal Programme <i>Sun, Sea & Song!</i>
National Curriculum	Pupils should be taught to: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 			<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music
	<ul style="list-style-type: none"> Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music 			
Prior Learning from EYFS	<ul style="list-style-type: none"> Exploring and using media and materials - children have sung songs, made music and dance and experimented with ways of changing them. Being imaginative – children have used what they have learnt about media and materials in original ways, thinking about uses and purposes. They have represented their own ideas, thoughts and feelings through best practice and activity ideas. Children have made music supportively within the class ensemble and in small groups or pairs. They have learned to use percussion appropriately, imaginatively and collaboratively. Children have sequenced movement into patterns and represented stories and characters through movement. They have used movement to express a wide range of musical elements and demonstrated an understanding of tempo, pitch and rhythm on un-tuned percussion instruments. Children have gained vocal control over a range of 5-6 notes and are able to match the pitch of a vocal leader, supported by gesture. 				
Core Knowledge & Skills Development	<ul style="list-style-type: none"> Sing/chant in unison with an awareness of pulse Perform a steady pulse whilst accompanying songs/chants Use a variety of different voices, including their singing voice Develop vocal accuracy Recognise and respond to musical signals Play untuned percussion sounds with control, name instruments and categorise sounds. Explore the story 'Lakshmi and the Clever Washerwoman' and listen to <i>Raag Bihag</i> ('Late Evening Raag') by Ravi Shankar & Erik Satie's <i>Gymnopedie No.1</i> and comment on how this music makes them feel 	<ul style="list-style-type: none"> Recall and internalise 4-beat rhythmic phrases Clap the rhythm of familiar songs Improvise 4-beat rhythms Notate rhythms using graphic notation Distinguish between high and low sounds Use body signs to express pitch positions Identify the pitch pattern of familiar songs Recall and internalize 4 beat melodic phrases Pitch match with increased accuracy Listen and respond creatively through movement and improvisation to Saint-Saëns' <i>'Carnival of the Animals'</i> Explore how music is created through tempo, pulse and pitch Understand that sounds can be made in different ways & identify instruments used in live, recorded music 	<ul style="list-style-type: none"> Control vocal and instrumental sounds Make links between rhythm and pitch Use structure to shape their musical ideas Notate their ideas using graphic notation Listen to Kerry Andrew's <i>'No Place Like'</i> and describe what they hear Listen to the environment around them and find new sounds Conduct others and practise responding to stop and start signals Create their own 'Home' sound piece. 	<ul style="list-style-type: none"> Sing songs from memory with enjoyment and expression Have a sense of the shape of the melody Sing songs with accurate pitching Perform with an awareness of posture, breathing and diction. Respond to performance direction e.g. start, stop Perform with an awareness of audience and evaluate own performance Learn about traditional sea shanties and call and response structures. 	

Year 2

	Autumn 1 Vocal Programme <i>This is how I play</i>	Autumn 2 Vocal Programme <i>Christmas Songs & Stories</i>	Spring Term Vocal Programme <i>'The Planets' Gustav Holst</i>	Summer 1 Vocal Programme <i>Introducing Tuned Percussion</i>	Summer 2 Showcase <i>African Music</i>
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically 				
	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music 			<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Prior Learning from Y1	<p>Pupils know the names of typical classroom untuned percussion, how to hold them and play them with control. They are able to categorise instrumental sounds as wooden, metal, skinned, etc.</p> <p>Pupils are able to sing songs from memory with enjoyment and expression and with increasingly accurate pitching. They have practised performing a steady beat and clapping a range of 4-beat rhythms.</p> <p>Pupils are able to recognise and use body signs to express pitch positions.</p> <p>Pupils have explored Indian classical music, 19th century Romantic classical music, British folk music and 21st century modern classical music, composing their own responses using percussion, voices and found sounds. They have begun to experiment with recording their ideas using graphic notation.</p> <p>Pupils recognise a range of signals to stop and start playing and have started to build confidence in performing in front of an audience.</p>				
Core Knowledge & Skills Development	<ul style="list-style-type: none"> Use singing voice confidently Sing with more accurate pitching within a wider range Perform with a strong awareness of pulse Differentiate between pulse and rhythm Develop awareness of individual role in whole class activities Control the expressive elements: tempo and dynamics Play untuned percussion sounds with control, name instruments and categorise sounds Explore different ways of playing untuned percussion, experimenting with duration, dynamics, timbre and pitch Learn about the Christmas story and perform a Nativity, including a range of festive songs. 	<ul style="list-style-type: none"> Recall and internalise 4 beat rhythmic phrases Clap the rhythm of familiar songs Improvise 4 beat rhythms Notate rhythms using graphic notation Create simple ostinati Distinguish between high, middle and low pitches Use hand signs to express pitch positions Identify the pitch pattern of familiar songs Recall and internalize 4 beat melodic phrases Pitch match with increased accuracy Listen and respond creatively through percussion improvisation to Holst's <i>'The Planets'</i> Explore how music is created through tempo, timbre, pulse and pitch Record musical ideas using graphic notation 	<ul style="list-style-type: none"> Control vocal and instrumental sounds Make links between rhythm and pitch Use structure to shape musical ideas Record ideas using graphic notation Appraise and compare their work and the work of others Play tuned percussion instruments with control, using correct beaters Play pulse and rhythm copying games using tuned percussion Explore scales, chords and drones through playing traditional nursery songs on tuned percussion. Record music ideas using simple rhythm notation Improvise own accompaniments to known soh-me songs. 	<ul style="list-style-type: none"> Sing songs from memory with enjoyment and expression Respond to musical signals e.g. start, stop Perform with an awareness of audience and evaluate own performance Learn about traditional African music from a variety of countries, identifying similarities and differences between them Understand that music has different social purposes, e.g. rock passing game from Ghana, Swahili welcome song, Zulu lullaby. Perform and improvise musical cycles using body 	

		<ul style="list-style-type: none">• Understand that sounds can be made in different ways & identify instruments used in live, recorded music.		percussion and instruments, recording own ideas using simple grid notation.
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------

Year 3

	Autumn 1* Pentatonic Tuned Percussion <i>'Who Stole the Cookie!'</i>	Autumn 2* Listening & Composition <i>Rocks & Fossils</i>	Spring Term Listening & Composition <i>'Hall of the Mountain King'</i> Edvard Grieg	Summer Term Instrumental Programme <i>Samba</i>
National Curriculum	Pupils should be taught to: <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 			
	<ul style="list-style-type: none"> To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other musical notations 	<ul style="list-style-type: none"> To improvise and compose music for a range of purposes using the inter-related dimensions of music To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music 	<ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory 	
Prior Learning from Y2	<p>Pupils know the names of both tuned and untuned percussion instruments and play them with control. They are able to explore the timbres of different musical instruments and select the sounds they need for their own music making.</p> <p>Pupils are able to sing songs from memory with enjoyment and expression, with increasingly accurate pitching, clear diction and breath control. They have practised performing a range of rhythms, maintaining them to create cyclic patterns or ostinato.</p> <p>Pupils are able to recognise and use body signs to express pitch positions and relate their understanding of pitch to playing scales, chords and drones using tuned percussion.</p> <p>Pupils have explored festive Christmas songs, 20th century classical music and a range of African music, composing or performing their own responses using percussion and voices. They are able to record their ideas using simple graphic, rhythm and grid notation.</p> <p>Pupils recognise a range of signals to stop and start playing and perform confidently in front of an audience.</p>			
Core Knowledge & Skills Development	<ul style="list-style-type: none"> Play tuned percussion instruments with control and with an awareness of ensemble Chant rhythmically and with clear diction Sing pentatonic scales, using hand signs for d, r, m, s, l Understand musical structures, such as call and response, walking bass, bridge Understand the pentatonic scale and use this to improvise own music Record music ideas using simple rhythm notation and syllables (ta, ti-ti, ta-a etc) Perform by ear and from own notations, evaluating own performances. 	<ul style="list-style-type: none"> Listen and respond creatively through tuned and untuned percussion improvisation to Saint-Saëns' <i>'Carnival of the Animals'</i>. Learn musical terminology such as timbre, staccato, ostinato to support composing music following the structure of 'Fossils' Sing together with a clear, open tone and rhythmic precision Play a repeated pattern to a rhythmic pulse Plan and organise musical ideas and record these using graphic notation. Perform with an awareness of audience and evaluate own performances. 	<ul style="list-style-type: none"> Listen and respond creatively through percussion improvisation to Grieg's <i>'Hall of the Mountain King'</i> Learn musical terminology such as motif and minor scale to support composing music following Grieg's model. Explore how music is created through tempo, timbre, pulse and pitch Record musical ideas using graphic notation Understand that sounds can be made in different ways & identify instruments used in live, recorded music. Understand that music can be composed for different purposes, e.g. incidental music for a play, and how instruments can be used to describe a character, mood or event. 	<ul style="list-style-type: none"> Play the variety of samba instruments with the correct technique Maintain a steady beat Maintain their part in a group Demonstrate musical memory Listen and imitate rhythmic patterns Take direction from the music leader Maintain a steady pulse within an ensemble Play a simple accompaniment as a repeated ostinato together with the other children in the class

* Autumn 1 and 2 units swapped in 2021 due to delay in delivery of tuned percussion instruments

Year 4

	Autumn Term Instrumental Programme <i>Samba</i>	Spring Term Instrumental Programme <i>Samba & the music of South America</i>	Summer 1 Listening & Composition <i>'Concerto for Turntables & Orchestra' Gabriel Prokofiev</i>	Summer 2 Vocal Programme <i>Introducing Jazz</i>
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 			
			<ul style="list-style-type: none"> To develop an understanding of the history of music 	
Prior Learning from Y3	<p>Pupils know the names of samba percussion instruments and play them with increasing control. They are able to follow musical signals to stop and start playing and perform with an awareness of ensemble and audience.</p> <p>Pupils are able to sing songs from memory with enjoyment and expression and sing and chant with accurate pitch, clear diction, phrasing and breath control. They are able to sing in solfa using notes from the pentatonic scale and use rhythm syllables to chant and notate simple rhythms.</p> <p>Pupils have explored the historical origin of musical instruments and composed and performed their own music using instruments they have made.</p> <p>Pupils have explored 19th classical music, composing or performing their own responses using percussion and voices and developing an understanding of musical terminology.</p> <p>They have also begun their study of samba learning different playing techniques, the origins and history of Samba and carnival, rest and play positions and hand signals indicating rhythmic change within the structure of a piece.</p> <p>Pupils are able to record their ideas using a variety of methods and evaluate their work critically.</p>			
Core Knowledge & Skills Development	<ul style="list-style-type: none"> Play the variety of samba instruments with the correct technique Maintain a steady beat Maintain their part in a group Demonstrate musical memory Listen and imitate rhythmic patterns Take direction from the music leader Maintain a steady pulse within an ensemble Play a simple accompaniment as a repeated ostinato together with the other children in the class Sing a simple melody before/as they play Sing with accuracy and with a clear open tone 	<ul style="list-style-type: none"> Improvise a simple phrase within a given timeframe using appropriate technique Play more complex ostinato patterns Understand and respond to the hand signals and know the structure of performances Incorporate movement to drumming improvise independent parts within the ensemble Maintain a steady beat Maintain their part in a group Musical memory Listening and imitating rhythmic patterns Composing within a given structure Sing with accuracy and with a clear open tone Sing whilst accompanying themselves and others on their instrument Taking direction from the music leader Assess their progress 	<ul style="list-style-type: none"> Listen and reflect on Prokofiev's <i>'Concerto for Turntables & Orchestra'</i> Invent own musical motifs and structure them into a composition Perform as an ensemble and critically evaluate own performances Learn musical terminology such as cadenza, concerto and groove. 	<ul style="list-style-type: none"> Maintain a steady beat whilst clapping a variety of rhythmic patterns Physicalise new rhythmic patterns (Kung Fu) Read rhythmic patterns Learn new songs quickly, singing accurately and confidently Understand how jazz traditions developed and listen to the music of key jazz musicians Learn musical terminology such as syncopation, walking bass, improvisation, instrumental break and head Improvise own melodic and rhythmic ideas over a walking bass.

		<ul style="list-style-type: none">• Link learning about samba music to wider listening to a range of other South American music traditions. Identify similarities and differences, listen critically and describe what they hear using musical terminology.• Respond to listening through movement, singing along, feeling the pulse and copying rhythms.		
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Year 5

Instrumental Programme

Ukulele

Spring Term: wider listening to the music of Asia

National Curriculum

Pupils should be taught to:

- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- To improvise and compose music for a range of purposes using the inter-related dimensions of music
- To listen with attention to detail and recall sounds with increasing aural memory
- To use and understand staff and other musical notations
- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Prior Learning from Y4

Pupils have learned how to play a range of samba percussion instruments with control and awareness of ensemble. They are able to follow musical signals to stop and start playing and perform with confidence.

Pupils are able to sing songs from memory with enjoyment and expression and sing and chant with accurate pitch, clear diction, phrasing and breath control. They have revised their knowledge of solfa and rhythm syllables

Pupils have linked samba music to a range of musical traditions from South America and are able to describe what they hear using musical terminology.

Pupils have listened to 20th century jazz and 21st century classical music, composing or performing their own responses using percussion and voices and developing an understanding of the various historical and geographical influences on modern day music.

Pupils are able to record their ideas using a variety of methods and evaluate their work critically.

Core Knowledge & Skills Development

- The cultural and historical context of the ukulele
- To handle the ukulele with care and respect
- To place the ukulele in 'resting' position
- To hold the ukulele in 'playing' position
- The names of the open strings
- The following playing techniques: thumb brush strum, thumb rest stroke, banjo freestyle
- To play the open strings with purpose
- To play the C major and A minor chords
- Begin to understand ukulele chord chart
- To move smoothly between two chords
- To understand and distinguish between major & minor chords
- To improvise strumming patterns
- To play in parts
- To read tab chord notation for C and Am

- To play chords F, C7 and G7
- To move accurately and smoothly between two chords F, C7, G7 and Am
- To read tab notation
- To play a various strumming rhythm patterns
- To play in 2 or 3 parts
- To read chord diagrams accurately
- Link topic learning to wider listening to a range of Asian music traditions. Identify similarities and differences, e.g. Between the oud and the ukulele, listen critically and describe what they hear using musical terminology.
- Respond to listening through movement, singing along, feeling the pulse and copying rhythms.

- To follow and respond to gestures and cues
- To develop their understanding of performance etiquette
- To maintain their part in a group
- To play in time with others
- To identify their strengths and areas of improvement
- To critically assess their work and the work of others

* During Autumn 2021, Year 6 will reprise Term 1 of the ukulele instrumental programme having missed the opportunity for whole class instrumental learning during Year 5 due to COVID-19 safety measures. They will then be given an opportunity to develop their instrumental learning further through a Y6 ukulele lunchtime club. The curriculum will then be updated for Autumn 2022 to include further composition activities and learning about classical music structures.

Year 6				
	Autumn Term Instrumental Programme <i>Ukulele*</i>	Spring Term Vocal Programme <i>Music from Rock and Roll to Motown</i>	Summer 1 Vocal Programme <i>Songwriter</i>	Summer 2 Showcase <i>Pupil-led Performance</i>
National Curriculum	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory 			
	<ul style="list-style-type: none"> To use and understand staff and other musical notations 	<ul style="list-style-type: none"> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music 	<ul style="list-style-type: none"> To use and understand staff and other musical notations 	
Prior Learning	<p>Pupils have had an initial experience of learning to play samba instruments (Autumn & Spring Y4), including following musical signals to stop and start</p> <p>Pupils are able to sing songs from memory with enjoyment and expression and sing with accurate pitch, clear diction, phrasing and breath control. They have worked collaboratively to create their own song inspired by their topic learning.</p> <p>Pupils have listened to a range of 20th and 21st century songwriters and described what they have heard using musical terminology.</p> <p>Pupils are able to record their ideas using rhythm and graphic notation and evaluate their work critically.</p>			
Core Knowledge & Skills Development	<ul style="list-style-type: none"> The cultural and historical context of the ukulele To handle the ukulele with care and respect To place the ukulele in 'resting' position To hold the ukulele in 'playing' position The names of the open strings The following playing techniques: thumb brush strum, thumb rest stroke, banjo freestyle To play the open strings with purpose To play the C major and A minor chords Begin to understand ukulele chord chart To move smoothly between two chords To understand and distinguish between major & minor chords To improvise strumming patterns To play in parts To read tab chord notation for C and Am 	<ul style="list-style-type: none"> Sing musically and with purpose Perform as part of an ensemble and maintain my part in an ensemble Establish and maintain a steady pulse Share my ideas with the class using musical vocabulary Identify different textures in music Identify different ways to create harmony in music Identify different rhythmic features within music, e.g. syncopation Describe the different ways we can create texture in music (unison, call and response, polyphonic, melody and accompaniment) Describe the different ways we can use harmony in music (part singing, unison, primary triads) Describe how music of different regions relates to the people at the time. Reflect on and evaluate my performance and identify areas of strength and targets for development 	<ul style="list-style-type: none"> Find the pulse (heartbeat) of a piece of music Identify the rhythm of the words (RoTW) Share musical ideas with the class using accurate musical vocabulary Create simple melodies using the pentatonic scale 	<ul style="list-style-type: none"> Create simple melodies using the pentatonic scale Assess their work and the work of others constructively Make improvements to their own work with awareness of the intended outcome Performance etiquette and identify areas for development