

What does Music look
like at Hambleton ?



What does it mean to be a Musician at Hambledon Primary School ?



- ♪ To equip our children with a broad range of knowledge, skills and qualities to become successful and responsible learners, ready for the next stage of their education. We achieve these through developing learning values across all aspects of a curriculum that is cohesive, progressive and relevant.
- ♪ In Music this means that children will be developing their skills to enable them to take their learning further and appreciate the importance of Music and its impact within the wider world. They will learn about the dimensions of Music through listening to, singing, playing instruments, performing and composing. They will use the work of composers to develop a journey of understanding about the complexities of sound that can be created. Music across the school supports the development of all of our learning values, as pupils are required to demonstrate resilience, respect, reflectiveness, resourcefulness and challenge whilst being creative. Music can enhance the memories we carry through life and enhance well-being.

“Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should 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 should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” (Hampshire Music Service)

EYFS



Characteristics of Effective Teaching and Learning			
	<p>Playing and Exploring Finding out and exploring; Using what they know in their play Be willing to have a go</p>	<p>Active Learning Being involved and concentrating Keeping on trying Enjoying and achieving what they set out to do</p>	<p>Creating and Thinking Critically Having their own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways</p>
Reception	Physical Development	Combine different movements with ease and fluency	
	Expressive Arts and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	
ELG	Expressive Arts and Design	Creating with Materials	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music</p>

EYFS



Year R – If straight YR class or when Y1 have Liste2Me in term 3		
Ourselves	Seasons – Spring and New Life	Seasons – Summer
HMS – Planning YR – Rosie's Walk Dimensions focus – Duration and timbre	HMS – Planning YR – Dragon Dance Dimensions focus – duration	HMS – Planning YR – Rainbow Fish Dimensions focus – timbre
HMS – Planning YR – The Weather Dimensions focus – dynamics and tempo	HMS – Planning YR – <u>Incy Wincy Spider</u> Dimensions focus – pitch and texture	HMS – Planning YR – On the beach Dimensions focus – structure and timbre
Christmas – Nativity		

KS1

Cycle A – 2024/25

Cycle B – 2025/26



Year 1/2		
Cycle A - Autumn - <u>Mary Anning</u>	Spring - Toys	Summer - Queens
HMS – Planning Y1 – The Three Bears Dimensions focus – Pitch	HMS – Planning Y1 – Toys Dimensions focus – dynamics and tempo	HMS – Listen 2 me – Music Specialist
HMS – Planning Y1/2 – Forests Dimensions focus – Dynamics, Timbre & Structure Christmas - Nativity	HMS – Planning Y2 – Mini-beasts on the Move Dimensions focus – duration	HMS – Listen 2 me – Music Specialist
Cycle B - Autumn - Great Fire of London	Spring - Transport	Summer – Titanic
HMS – Planning Y1 – Dragons Dimensions focus – dynamics and tempo	HMS – Planning Y2 – Wispy Willow Dimensions focus – pitch	HMS – Listen 2 me – Music Specialist
HMS – Planning Y1 – Walking the Dog Dimensions focus – duration Christmas - Nativity	HMS – Planning Y2 – The Jolly Rogers Dimensions focus – timbre and structure	HMS – Listen 2 me – Music Specialist

Lower KS2

Cycle A – 2024/25
Cycle B – 2025/26



Year 3/4		
Cycle A - Autumn – Historical Hambleton	Spring – British study beyond 1066	Summer - Overview of Ancient Civilisations
HMS – Listen 2 me – Music Specialist	HMS – Planning Y3 – Chinese Lanterns Dimensions focus – Pitch & Texture	HMS – Planning Y4 – Find it, Make it, Play it. Dimensions focus – timbre & texture
HMS – Listen 2 me – Music Specialist	HMS – Planning Y4 – Reading Rhythms Dimensions focus – duration	HMS – Planning Y3 – Volcanoes Dimensions focus – pitch and structure
Christmas - Singing		
Cycle B - Autumn - Stone Age	Spring – Romans	Summer – Anglo Saxons
HMS – Planning Y3 – Mystic Moments Dimensions focus – texture and timbre	HMS – HMS – Listen 2 me – Music Specialist	HMS – Planning Y4 – Anglo Saxons Dimensions focus – duration, dynamics and tempo
HMS – Planning Y3 – Christmas is Coming Dimensions focus – pitch and duration	HMS – HMS – Listen 2 me – Music Specialist	HMS – Planning Y4 – Super Heroes Dimensions focus – duration and structure
Christmas - Singing		

Upper KS2

Cycle A – 2024/25

Cycle B – 2025/26



Year 5/6		
Cycle A - Autumn – Vikings	Spring – Non-Euro contrast with Britain - Mayans	Summer - Beyond 1066 / War
HMS – Planning Y6 – Amazing Machines Dimensions focus – pitch, duration and timbre	HMS – Listen 2 me – Music Specialist	HMS – Planning Y5/6 – Instruments & Choirs Dimensions focus – timbre
HMS – Planning Y5 – Frozen Lands Dimensions focus – pitch and structure Christmas – Singing	HMS – Listen 2 me – Music Specialist	HMS – Planning Y6 – Calypso Sparkle Dimensions focus – pitch, duration & texture
Cycle B - Autumn - Egyptians	Spring – Ancient Greece	Summer – Shang Dynasty
HMS – Listen 2 me – Music Specialist	HMS – Planning Y5 – Greek Tragedy Dimensions focus – dynamics, tempo and structure	HMS – Planning Y6 – Baghdad – Mongol Invasion Dimensions focus – pitch, dynamics and tempo
HMS – Listen 2 me – Music Specialist Christmas – Singing	HMS – Planning Y6 – Short Ride in a Fast Machine Dimensions focus – duration and structure	HMS – Planning Y6 – Quiet Confidence Dimensions focus – texture and dynamics

EYFS: Ourselves



Pathway to Musical Independence Titles:

- Rosie's Walk YR
- The Weather YR

National Curriculum Objectives:

- 🎵 Invent, adapt and recount narratives and stories with peers and their teacher.
- 🎵 Sing a range of well-known nursery rhymes and songs.
- 🎵 Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Vocabulary

Instrument names,
Tap shake scrape, loud quiet,
fast slow, long short, steady beat
Ways of playing instruments:
tapping, shaking, scraping,
Loud, quiet, silence, dynamics
Fast, slow, tempo

Dimension Focus

Duration - Explore and respond to long and short sounds and recognise the steady beat in the music heard and performed
Timbre - Explore, respond to and recognise fast and slow
Dynamics - Explore, respond to and recognise loud, quiet and silence
Tempo - Explore, respond to and recognise fast and slow

Progression of Skills	
	Year R
Singing	Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory
Playing	Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy
Rehearsing and performing	Sing and play individually and in a group, starting and stopping together and following simple directions
Notating	Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions
Listening and responding	Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel

KS1: Mary Anning



National Curriculum Objectives:

- ♪ 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

Vocabulary

Pitch: High, Low, Middle, melodic

Dynamics: Loud, quiet, silence

Tempi, fast slow.

Tap, shake, scrape, vocalised, same, similar, different, question and answer, verse and chorus, ABA, cumulative / list, rondo.

Tembre

Structure

Pathway to Musical Independence Titles:

The Three Bears Y1

Forests Y1/2

Progression of Skills

	Year 1	Year 2
Playing	Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the dominant hand	Demonstrate accuracy and control of the correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent
Rehearsing & Performing	Sing and play in time and follow a range of simple directions including ideas about how to improve.	Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve.
Notating	Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions	Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch
Listening & responding	Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel	Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas
Describing & discussion	Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions	Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions

Dimensions	Year 1	Year 2
Pitch	Explore and respond to and recognise high, middle and low sounds	Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes.
Dynamics	Explore and respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed	Respond to, recognise and distinguish between steady beat and rhythm, pattern and how they fit together
Tmbre	Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used.	Identify and choose the way sounds are made and can be used
Structure	Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and simple repeated patterns (ostinato)	Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA and repeated patterns (ostinato)



Lower KS2: Historical Hambledon

National Curriculum Objectives:

Key stage 2 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.

This term the children in Y3/4 will be learning to play an instrument taught by a Music Specialist from Hampshire Music Service.

Progression of Skills		
	Year 3	Year 4
Singing	Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs	Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs
Playing	Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality	Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality
Rehearsing & Performing	Recognise why and when to improve and start to develop basic individual and group rehearsal skills	Recognise which improvements need to be made and use individual and group rehearsal skills
Listening & responding	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically
Describing & discussion	Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers' ideas and choices using a growing musical vocabulary	Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary

Cycle A – Autumn Term

Upper KS2: Vikings



National Curriculum Objectives:
 Key stage 2 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.

Vocabulary
 Timbre, instrument names and adjectives describing quality of sounds
 Dynamics, quiet, loud, crescendo
 Duration, arrhythmic
 Scale, major, notation, crotchet, quaver, minim, dotted minim, semi breve, note names (C D E F G A B C)
 Pitch scale minor layers sections

Pathway to Musical Independence Titles:
 Amazing Machines Y6
 Frozen Lands Y5

Progression of Skills		
	Year 5	Year 6
Playing	Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness	Demonstrate precise and confident instrumental skills and use them to perform with musical awareness
Rehearsing & Performing	Recognise which refinements need to be made and explore a range of different rehearsal strategies	Recognise which refinements need to be made and know how to make them
Notating	Understand, select and use a range of notation for specific purposes including detailed graphic notation and core staff notation	Understand, select and use a range of notation for specific purposes including precise graphic notation and staff notation
Listening & responding	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved
Describing & discussion	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary

Dimensions	Year 5	Year 6
Pitch	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes and how they influence music.	
Duration	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and 6 and possibly 5 and 7
Timbre	Identify instruments within families and different instrumental / vocal combinations: refine use of voices and percussion instruments	Identify voices / instruments within families and their role in a wider range of ensembles: refine the use of voices and percussion instruments with intended impact
Structure	Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmoti	Use a broader range of developmental structures and expressive structures (see Y5)

EYFS: Spring / New Life

Pathway to Musical Independence Titles:

Dragon Dance YR
Incy Wincy Spider YR



National Curriculum Objectives:

- 🎵 Invent, adapt and recount narratives and stories with peers and their teacher.
- 🎵 Sing a range of well-known nursery rhymes and songs.
- 🎵 Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Vocabulary

Instrument names,
Tap shake scrape, loud quiet,
fast slow, long short, steady beat
Ways of playing instruments:
tapping, shaking, scraping
Low / high

Dimension Focus

Pitch - Explore and respond to high and low sounds
Duration - Explore and respond to long and short sounds and recognise the steady beat in the music heard and performed
Texture - Explore and respond to one sound and many sounds

Progression of Skills	
	Year R
Singing	Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory
Playing	Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy
Rehearsing and performing	Sing and play individually and in a group, starting and stopping together and following simple directions
Notating	Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions
Listening and responding	Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel

KS1: Toys

Pathway to Musical Independence Titles:

Toys Y1
Mini-beasts on the move
Y2

National Curriculum Objectives:

- ♪ 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.

Vocabulary

Duration:

Steady beat
Rhythm pattern

Dynamics

Loud, quiet, silence
Tempi, fast slow



Progression of Skills		
	Year 1	Year 2
Singing	Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory	Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments
Playing	Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the dominant hand	Demonstrate accuracy and control of the correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent
Rehearsing & Performing	Sing and play in time and follow a range of simple directions including ideas about how to improve.	Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve.
Notating	Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions	Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch
Listening & responding	Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel	Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas
Describing & discussion	Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions	Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions

Dimensions	Year 1	Year 2
Dynamics	Explore, respond to, recognise and identify loud, moderate quiet and silence	Respond to, recognise and identify getting louder and quieter
Duration	Explore and respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed	Respond to, recognise and distinguish between steady beat and rhythm, pattern and how they fit together
Tempo	Explore, respond to, recognise and identify fast, moderate and slow	Respond to, recognise and identify getting faster and slower

Lower KS2: British Study Beyond 1066

National Curriculum Objectives:

Key stage 2 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.

Vocabulary

Duration
Steady beat
Rhythm patter
Metre
Ostinato
Pitch
C major scale
Solo / Unison
Layers
Texture

Pathway to Musical Independence Titles:

Chinese Lanterns Y3
Reading Rhythms Y4

Progression of Skills		
	Year 3	Year 4
Playing	Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality	Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality
Rehearsing & Performing	Recognise why and when to improve and start to develop basic individual and group rehearsal skills	Recognise which improvements need to be made and use individual and group rehearsal skills
Notating	Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic staff notation	Understand and use detailed graphic notation. Use basic staff notation
Listening & responding	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically
Describing & discussion	Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers' ideas and choices using a growing musical vocabulary	Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary

Dimensions	Year 3	Year 4
Pitch	Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic.	Identify melodic shape and explore different scale patterns including pentatonic, major and minor
Duration	Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre	Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre
Texture	Identify the use and purpose of different layers in music heard, created and performed	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts

Cycle A – Spring Term

Upper KS2: China



National Curriculum Objectives:

Key stage 2 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.

This term the children in Y5/6 will be learning to play an instrument taught by a Music Specialist from Hampshire Music Service.

Progression of Skills		
	Year 5	Year 6
Singing	Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style	Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style
Playing	Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness	Demonstrate precise and confident instrumental skills and use them to perform with musical awareness
Rehearsing & Performing	Recognise which refinements need to be made and explore a range of different rehearsal strategies	Recognise which refinements need to be made and know how to make them
Notating	Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation	Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation
Listening & responding	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved
Describing & discussion	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary

Summer Term

EYFS: Summer

Pathway to Musical Independence Titles:

Rainbow Fish YR
On the Beach YR



National Curriculum Objectives:

- 🎵 Invent, adapt and recount narratives and stories with peers and their teacher.
- 🎵 Sing a range of well-known nursery rhymes and songs.
- 🎵 Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Vocabulary

Loud, quiet, silence, dynamics.
Instrument names, instrument
Playing techniques: shake, tap, scrape
Same
Different

Dimension Focus

Dynamics - Explore, respond to and recognise loud, quiet and silence
Structure - Explore and respond to sequences of events and stories, distinguish between same and different.
Timbre - Explore, use and respond to a range of sounds and sound-makers including vocal sounds

Progression of Skills

	Year R
Playing	Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy
Rehearsing and performing	Sing and play individually and in a group, starting and stopping together and following simple directions
Notating	Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions
Listening and responding	Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel

KS1: Queens

National Curriculum Objectives:

- ♪ 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.



This term the children in Y1/2 will be learning to play an instrument taught by a Music Specialist from Hampshire Music Service.

Progression of Skills		
	Year 1	Year 2
Singing	Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory	Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments
Playing	Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the dominant hand	Demonstrate accuracy and control of the correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent
Rehearsing & Performing	Sing and play in time and follow a range of simple directions including ideas about how to improve.	Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve.
Notating	Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions	Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch
Listening & responding	Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel	Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas
Describing & discussion	Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions	Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions

Cycle A – Summer Term

Lower KS2: Ancient Civilisations

National Curriculum Objectives:

Key stage 2 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.

Vocabulary

- Pitch
- Step
- Leap
- Theme & Variations
- Repeat
- Texture
- Shape
- Scale
- Major
- Ostinato
- Structure
- Timbre
- Melody
- Minor
- Melodic

Pathway to Musical Independence

Titles: Find it, Make it, Play it Y4
Volcanoes Y3



Progression of Skills		
	Year 3	Year 4
Playing	Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality	Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality
Rehearsing & Performing	Recognise why and when to improve and start to develop basic individual and group rehearsal skills	Recognise which improvements need to be made and use individual and group rehearsal skills
Notating	Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic staff notation	Understand and use detailed graphic notation. Use basic staff notation
Listening & responding	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically
Describing & discussion	Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers' ideas and choices using a growing musical vocabulary	Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary

Dimensions	Year 3	Year 4
Pitch	Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic.	Identify melodic shape and explore different scale patterns including pentatonic, major and minor
Structure	Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns)	Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas – similar but not the same for example simple theme and variations. Further develop use of ostinato
Texture	Identify the use and purpose of different layers in music heard, created and performed	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts
Timbre	Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments	Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments

Upper KS2: Beyond 1066

National Curriculum Objectives:

Key stage 2 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.

Vocabulary

Pitch
scale
minor
layers
sections
G major
3-metre

Pathway to Musical Independence Titles:

Instruments & Choirs Y5/6
Calypso Sparkle Y6

Progression of Skills		
	Year 5	Year 6
 Singing	Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style	Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style
Playing	Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness	Demonstrate precise and confident instrumental skills and use them to perform with musical awareness
Rehearsing & Performing	Recognise which refinements need to be made and explore a range of different rehearsal strategies	Recognise which refinements need to be made and know how to make them
Notating	Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation	Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation
Listening & responding	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved
Describing & discussion	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary

Dimensions	Year 5	Year 6
Pitch	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes and how they influence music.	
Duration	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and 6 and possibly 5 and 7
Texture	Extend the use of simple harmony to include consonant and dissonant (unmusical) clusters of notes and simple chords and accompaniments	Use a range of harmonic devices with greater awareness and understanding in different musical contexts
Timbre	Identify instruments within families and different instrumental / vocal combinations: refine use of voices and percussion instruments	Identify voices / instruments within families and their role in a wider range of ensembles: refine the use of voices and percussion instruments with intended impact

KS1: The Great Fire of London

National Curriculum Objectives:

- ♪ 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.

Vocabulary

Duration: Steady beat
 Rhythm pattern
 Verse
 Chorus
 Opening
 Ending
 Beginning
 Middle and end
 Echo (repeat) and response
 Texture: Solo
 Layers



Pathway to Musical Independence Titles:

Dragons Y1/2
 Waling the Dog Y1

Progression of Skills		
	Year 1	Year 2
Singing	Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory	Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments
Playing	Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the dominant hand	Demonstrate accuracy and control of the correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent
Rehearsing & Performing	Sing and play in time and follow a range of simple directions including ideas about how to improve.	Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve.
Notating	Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions	Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch
Listening & responding	Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel	Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas
Describing & discussion	Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions	Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions

Dimensions	Year 1	Year 2
Texture	Explore, respond to and recognise solo sounds and layers of sounds	Respond to and begin to recognise and use different layers including simple accompaniments
Duration	Explore and respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed	Respond to, recognise and distinguish between steady beat and rhythm, pattern and how they fit together

Lower KS2: Stone Age

National Curriculum Objectives:

Key stage 2 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.

Vocabulary

- | | |
|----------|-------------|
| Pitch | Duration |
| Step | Steady beat |
| Leap | Rhythm |
| Repeat | Pattern |
| Shape | Metre |
| Scale | Texture |
| Major | Timbre |
| Ostinato | |

Pathway to Musical Independence Titles:

- Mystical Moments Y3/4
- Christmas is Coming Y3



Progression of Skills

	Year 3	Year 4
Singing	Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs	Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs
Playing	Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality	Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality
Rehearsing & Performing	Recognise why and when to improve and start to develop basic individual and group rehearsal skills	Recognise which improvements need to be made and use individual and group rehearsal skills
Notating	Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic staff notation	Understand and use detailed graphic notation. Use basic staff notation
Listening & responding	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically
Describing & discussion	Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers' ideas and choices using a growing musical vocabulary	Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary

Dimensions	Year 3	Year 4
Pitch	Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic.	Identify melodic shape and explore different scale patterns including pentatonic, major and minor
Duration	Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre	Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre
Timbre	Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments	Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments
Texture	Identify the use and purpose of different layers in music heard, created and performed	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts

Upper KS2: Egyptians



National Curriculum Objectives:

Key stage 2 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.

This term the children in Y5/6 will be learning to play an instrument taught by a Music Specialist from Hampshire Music Service.

Progression of Skills		
	Year 5	Year 6
Playing	Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness	Demonstrate precise and confident instrumental skills and use them to perform with musical awareness
Rehearsing & Performing	Recognise which refinements need to be made and explore a range of different rehearsal strategies	Recognise which refinements need to be made and know how to make them
Listening & responding	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved
Describing & discussion	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary

KS1: Transport

National Curriculum Objectives:

- 🎵 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.

Vocabulary

Pitch	Timbre
High	Vocal
Low	Shaken
Higher	Struck
Lower	Plucked
Steps	Strummed
Leaps	Blown
Repeats	Electronic
Texture	Layers



Pathway to Musical Independence

Titles:

- Wispy Willow Y2
- The Jolly Rogers Y2

Progression of Skills		
	Year 1	Year 2
Playing	Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the dominant hand	Demonstrate accuracy and control of the correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent
Rehearsing & Performing	Sing and play in time and follow a range of simple directions including ideas about how to improve.	Sing and play in time and follow a range of simple directions including ideas about how to improve. Build in practice, rehearsal and improvement opportunities: Aliens Hello, A Spaceship to the Moon, Michael Collins song and Man on the Moon music (class and small group)
Notating	Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions	Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch
Listening & responding	Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel	Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas
Describing & discussion	Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions	Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions

Dimensions	Year 1	Year 2
Pitch	Explore and respond to and recognise high, middle and low sounds	Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes.
Timbre	Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used.	Identify and choose the way sounds are made and can be used.
Structure	Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and simple repeated patterns (ostinato)	Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA and repeated patterns (ostinato)



Cycle B – Spring Term

Lower KS2: Romans

National Curriculum Objectives:

Key stage 2 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.

Vocabulary

Pitch Duration
 Step Steady
 beat
 Leap Rhythm
 Repeat Pattern
 Metre Drone
 Texture - Layers
 Pentatonic
 Crotchet / Quaver / Minim
 Accompaniment

Pathway to Musical Independence Titles:

Chinese Lanterns Y3
 Reading Rhythms Y4

Dimensions	Year 3	Year 4
Pitch	Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic.	Identify melodic shape and explore different scale patterns including pentatonic, major and minor
Duration	Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre	Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre
Texture	Identify the use and purpose of different layers in music heard, created and performed	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts

Progression of Skills		
	Year 3	Year 4
Playing	Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality	Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality
Rehearsing & Performing	Recognise why and when to improve and start to develop basic individual and group rehearsal skills	Recognise which improvements need to be made and use individual and group rehearsal skills
Notating	Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic staff notation	Understand and use detailed graphic notation. Use basic staff notation
Listening & responding	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically
Describing & discussion	Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers' ideas and choices using a growing musical vocabulary	Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary



Upper KS2: Ancient Greece

National Curriculum Objectives:

Key stage 2 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.

Pathway to Musical Independence Titles:

- Greek Tragedy Y5
- Short Ride in a Fast Machine Y6

Vocabulary

structure, repetition, introduction, coda, interlude, bridge, intent, expression
 Beat, rhythm, metre, layers, harmony, crotchet, quaver, minim, semi breve

Progression of Skills		
	Year 5	Year 6
Playing	Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness	Demonstrate precise and confident instrumental skills and use them to perform with musical awareness
Rehearsing & Performing	Recognise which refinements need to be made and explore a range of different rehearsal strategies	Recognise which refinements need to be made and know how to make them
Notating	Understand, select and use a range of notation for specific purposes including detailed graphic notation and core staff notation	Understand, select and use a range of notation for specific purposes including precise graphic notation and staff notation
Listening & responding	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved
Describing & discussion	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary

Dimensions	Year 5	Year 6
Duration	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and 6 and possibly 5 and 7
Structure	Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif (theme, strand, motif)	Use a broader range of developmental structures and expressive structures (see Y5)
Tempo	Understand how a wide range of tempo can be used and manipulated for expressive effect	Understand how a wide range of tempo can be precisely used and manipulated for expressive effect
Dynamics	Understand how a wide range of dynamics can be used and manipulated for expressive effect	Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect

KS1: Titanic



National Curriculum Objectives:

- ♪ 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.

This term the children in Y1/2 will be learning to play an instrument taught by a Music Specialist from Hampshire Music Service.

Progression of Skills		
	Year 1	Year 2
Singing	Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory	Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments
Playing	Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the dominant hand	Demonstrate accuracy and control of the correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent
Rehearsing & Performing	Sing and play in time and follow a range of simple directions including ideas about how to improve.	Sing and play in time and follow a range of simple directions including ideas about how to improve. Build in practice, rehearsal and improvement opportunities: Aliens Hello, A Spaceship to the Moon, Michael Collins song and Man on the Moon music (class and small group)
Listening & responding	Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel	Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas
Describing & discussion	Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions	Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions



Lower KS2: Anglo Saxons / Vikings

National Curriculum Objectives:

Key stage 2 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.

Vocabulary

Duration Steady beat
 Rhythm Pattern
 4-metre Ostinato
 Rhythmic
 Dynamics (crescendo /
 diminuendo)
 Tempo (accelerando /
 rallentando)
 Plus revision of instrument
 names and playing
 techniques

Pathway to Musical Independence Titles:

Anglo Saxons Y4
 Super Heroes Y4

Progression of Skills		
	Year 3	Year 4
Playing	Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality	Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality
Rehearsing & Performing	Recognise why and when to improve and start to develop basic individual and group rehearsal skills	Recognise which improvements need to be made and use individual and group rehearsal skills
Notating	Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic staff notation	Understand and use detailed graphic notation. Use basic staff notation
Listening & responding	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically
Describing & discussion	Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers' ideas and choices using a growing musical vocabulary	Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary

Dimensions	Year 3	Year 4
Structure	Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns)	Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas – similar but not the same for example simple theme and variations. Further develop use of ostinato
Duration	Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre	Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre
Dynamics	Identify, use and understand getting louder and quieter in finer graduations	Explore how to use dynamics for expressive effect
Tempo	Identify, use and understand getting faster and slower in finer graduation	Explore how to use tempo for expressive effect



Upper KS2: Shang Dynasty

National Curriculum Objectives:

Key stage 2 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.

Pathway to Musical Independence

Titles:

- Baghdad Y6
- Quiet Confidence Y6

Vocabulary

- Arabic scale
- Double harmonic scale Db, Ab
- Forte, piano, crescendo, Diminuendo
- Cumulative

Progression of Skills		
	Year 5	Year 6
Playing	Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness	Demonstrate precise and confident instrumental skills and use them to perform with musical awareness
Rehearsing & Performing	Recognise which refinements need to be made and explore a range of different rehearsal strategies	Recognise which refinements need to be made and know how to make them
Notating	Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation	Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation
Listening & responding	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved
Describing & discussion	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary

Dimensions	Year 5	Year 6
Pitch	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes and how they influence music.	
Dynamics	Understand how a wide range of dynamics can be used and manipulated for expressive effect	Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect
Structure	Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif (theme, strand, motif)	Use a broader range of developmental structures and expressive structures (see Y5)
Tempo	Understand how a wide range of tempo can be used and manipulated for expressive effect	Understand how a wide range of tempo can be precisely used and manipulated for expressive effect
Texture	Extend the use of simple harmony to include consonant and dissonant (unmusical) clusters of notes and simple chords and accompaniments	Use a range of harmonic devices with greater awareness and understanding in different musical contexts

“Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should 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 should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” (Hampshire Music Service)

