



MUSIC	Long Term Planning Overview			
	AUTUMN 1	AUTUMN 2	SPRING	SUMMER
Reception Charanga	ME Nursery Rhymes and action songs (Autumn 1) (6 hours)	KS1 Nativity Performance (Autumn 2) (6 hours)	EVERYONE OUR WORLD Nursery Rhymes and action songs (Spring) (10 hours)	BIG BEAR FUNK Reflect, rewind and replay. Funk Music (Summer) (8 hours)
Year 1 Charanga	HEY YOU! Hip Hop (Autumn 1) (6 hours)	KS1 Nativity Performance Autumn 2) (6 hours)	IN THE GROOVE Blues, Baroque, Latin, Bhangra, Folk and Funk. ROUND AND ROUND Bossa Nova Latin (Spring) (12 hours)	YOUR IMAGINATION Pop Reflect, rewind and replay. Western Classical Music (Summer) (8 hours)
Year 2 Charanga	HANDS, FEET AND HEART South African Music (Autumn 1) (6 hours)	KS1 Nativity Performance (Autumn 2) (6 hours)	I WANNA TO PLAY IN A BAND Rock ZOO TIME Reggae (Spring) (12 hours)	FRIENDSHIP SONG A Song about Friendship Reflect, rewind and replay. Western Classical Music (Summer) (12 hours)
Year 3 Charanga	LET YOUR SPIRIT FLY Rhythm and Blues/Motown/soul (Autumn 1) (6 hours)	KS2 CHRISTMAS CONCERT (Autumn 2) (6 hours)	THREE LITTLE BIRDS Reggae THE DRAGON SONG Funky Music from around the world (Spring) (12 hours)	BRINGING US TOGETHER Disco Reflect, rewind and replay. Western Classical Music (Summer) (12 hours)
Year 4 Brass – Specialist Tuition	BRASS - SPECIALIST MUSIC TUITION (Autumn 1) (6 hours) BRASS	BRASS - SPECIALIST MUSIC TUITION KS2 CHRISTMAS CONCERT (Autumn 2) (8 hours)	BRASS - SPECIALIST MUSIC TUITION (Spring) (12 hours)	BRASS - SPECIALIST MUSIC TUITION (Summer) (12 hours)
Year 5 Brass – Specialist Tuition	BRASS - SPECIALIST MUSIC TUITION (Autumn 1) (6 hours)	BRASS - SPECIALIST MUSIC TUITION KS2 CHRISTMAS CONCERT (Autumn 2) (8 hours)	BRASS - SPECIALIST MUSIC TUITION (Spring) (12 hours)	BRASS - SPECIALIST MUSIC TUITION (Summer) (12 hours)
Year 6 Brass – Specialist Tuition	BRASS - SPECIALIST MUSIC TUITION (Autumn 1) (6 hours)	BRASS - SPECIALIST MUSIC TUITION KS2 CHRISTMAS CONCERT (Autumn 2) (8 hours)	BRASS - SPECIALIST MUSIC TUITION (Spring) (12 hours)	BRASS - SPECIALIST MUSIC TUITION (Summer) (12 hours)



MUSIC

EYFS

Expressive Arts and Design

EYFS Statutory Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

In Reception, children will:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
-

ONGOING THROUGH THE YEAR

Singing a range of songs and rhymes linked to different areas of learning, singing for enjoyment and singing as part of collective worship and praise.

UNITS

AUTUMN

Unit Name:

Unit Focus/Theme:

ME

Nursery Rhymes and action songs

Unit Name:

Unit Focus/Theme:

KS1 Nativity Performance

SPRING

Unit Name:

Unit Focus/Theme:

EVERYONE

OUR WORLD

Nursery Rhymes and action songs

SUMMER

Unit Name:

Unit Focus/Theme:

BIG BEAR FUNK

Reflect, rewind and replay.

Funk Music

Areas of Learning

Listen and Respond

- To know twenty nursery rhymes off by heart.
- To know the stories of some of the nursery rhymes

Explore and create

- To know that we can move with the pulse of the music.
- To know that the words of songs can tell stories and paint pictures.
Singing
- To sing or rap nursery rhymes and simple songs from memory.
- Songs have sections



Share and Perform

- A performance is sharing music.

Key Questions

Listen and Respond

Can I

- Enjoy listening to the music and respond through dancing or other movement?
- find the pulse naturally?
- Recognise and name some of the characters and stories in the songs?

Explore and create

Can I

- Find the pulse in different ways and show this through actions e.g., marching, jumping, moving?
- Be like a character from the song?

Singing: Learn to Sing the Song

Can I

- Learn to sing the song in unison with support?
- Add actions or substitute a word in some sections?

Share and Perform

Can I

Choose one of the songs and perform it with any actions you have created?

Listen and Respond:

Everyone and Our World

Can I

- Enjoy listening to the music and responding to music through dancing or other movement?
- Enjoy listening to the music and responding to different speeds through dancing or other movement?

Explore and Create

Can I

- Find the pulse in different ways and show this through actions e.g., marching, jumping, moving?
- think up and share own ideas for actions?
- Copy back the rhythms of phrases in the song?

Singing: Learn to Sing the Song

Can I

- Learn to sing or rap the songs in unison with support?
- Add actions or substitute a word in some sections?
- Enjoy singing or rapping a song from memory?

Share and Perform

Can I

- Choose one of the songs or the rap and perform it with any actions you have created?
- Listen back to the performance?

Listen and Respond:

Big Bear Funk

Can I

- Enjoy listening and dancing to funk music?

Explore and Create

Can I

- Find the pulse in different ways and show this through actions e.g., funky monkey, funky chicken or funky bear.
- Copy back the rhythm of words from the video.

Singing: Learn to Sing the Song

Can I

- Learn to sing the songs in unison with support?
- Add actions or substitute a word in some sections?

Singing: Learn to Sing the Song

- Learn to sing the songs in unison with support?
- Add actions or substitute a word in some sections?

VOCABULARY

Reception Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase tempo, perform, rap, unison, congo, rondo, boogie, rap, concerto concerto, phrase funk

Artist/Composer Spotlight

Wide variety of musical styles as an introduction

Celebration by Kool and The Gang Happy by Pharell Williams Sing by The Carpenters Sing a Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness. Roll Alabama by Bellowhead Boogie Wonderland by Earth Wind and Fire Don't Go Breaking My Heart by Elton John and Kiki Dee Ganesh Is Fresh by MC Yogi Frosty The Snowman sung by Ella Fitzgerald Spiderman sung by Michael Bublé We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: MUSIC

My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart Lovely Day by Bill Withers
Beyond the Sea sung by Robbie Williams Mars from The Planets Suite by Gustav Holst Frog's Legs and Dragon's Teeth by Bellowhead Ain't No Mountain High
Enough sung by Marvin Gaye and Tammi Terral Singing in The Rain performed by Gene Kelly

Funk

Big Bear Funk by Joanna Mangona I Feel Good by James Brown Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind and Fire Superstition by Stevie Wonder Pick
Up the Pieces by Average White Band

Classical

William Tell Overture by Rossini Dance of The Sugar Plum Fairy by Tchaikovsky Flight of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer of Jollity by Gustav Holst Fantasia on A
Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams

KEY LINKS/RESOURCES

Online resources to be access through the Charanga website using your staff login details.



MUSIC

YEAR 1

National Curriculum

Purpose of study

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.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught to:

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



AUTUMN		SPRING	SUMMER
Unit Name: Hey You Unit Focus/Theme: Old-School Hip Hop	Unit Focus: KS1 Nativity Performance	Unit Name: In the Groove Unit Focus/Theme: Style: Blues, Latin, Folk, Funk, Baroque, Bhangra Unit Name: Round and Round Unit Focus/Theme Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Unit Name: Your Imagination Unit Focus/Theme: Pop Unit Name: Reflect, Rewind and Replay Unit Focus/Theme: Western Classical Music and your choice from Year
Areas of Learning			
Listen and Appraise <ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use Singing <ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison Games <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Playing <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing Improvisation <ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! Composition <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose Performance	Listen and Appraise <ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use Singing <ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison Games <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Playing <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing Improvisation <ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! Composition <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose Performance	Listen and Appraise <ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use Singing <ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison Games <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Playing <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing Improvisation <ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! Composition <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose Performance	



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: MUSIC

- A performance is sharing music with other people, called an audience.

- A performance is sharing music with other people, called an audience.

- A performance is sharing music with other people, called an audience.

Key Questions

Within the genre of: Hip Hop

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

Within the genres of: Style: Blues, Latin, Folk, Funk, Baroque, Bhangra, Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion

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

Within the genres of: Pop and Western Classical Music:

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

VOCABULARY

Year 1 Vocabulary:

Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination

Artist/Composer Spotlight

Paul Dukas - The Sorcerer's Apprentice

<https://www.youtube.com/watch?v=Rrm8usa H0sM>

The Sorcerer's Apprentice is the third and most famous segment in Disney's feature film, Fantasia, and the only returning segment in its sequel, Fantasia 2000.

Prokofiev - Peter and the Wolf

Music which tells a traditional style of tale with simple introductions to some of the main instruments in the orchestra.

<https://www.youtube.com/watch?v=9ueGfjBKbiE>

Taylor Swift

She was born on 13th December 1989, in Pennsylvania, USA. She became interested in country music when she was young. She submitted her first demo tape to a record label when she was just 11. She began to learn the guitar when she was 12. She famously writes songs about her life experiences, such as 'Bad Blood', 'Shake It Off' and 'We Are Never Ever Getting Back Together'. She has received many awards, including 10 Grammy Awards.

KEY LINKS/RESOURCES

Online resources to be access through the Charanga website using your staff login details.



MUSIC

YEAR 2

National Curriculum

Purpose of study

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.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught to:

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



AUTUMN		SPRING	SUMMER
Unit Name: Hands Feet Heart Unit Focus/Theme: South African styles	Unit Focus: KS1 Nativity Performance	Unit Name: I waana to play in a band/Zootime Unit Focus/Theme: Rock Reggae	Unit Name: Friendship Song Reflect, Rewind and Replay Unit Focus/Theme: A Song about Friendship Western Classical Music and your choice from Year 2
Areas of Learning			
Listen and Appraise <ul style="list-style-type: none"> To know five songs off by heart. To know some songs, have a chorus or a response/answer part. To know that songs have a musical style. Games <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our Instruments Singing <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g., rapping (spoken word). To know why we need to warm up our voices. Playing <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class Improvisation <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has 	Listen and Appraise <ul style="list-style-type: none"> To know five songs off by heart. To know some songs, have a chorus or a response/answer part. To know that songs have a musical style. Games <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our Instruments Singing <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g., rapping (spoken word). To know why we need to warm up our voices. Playing <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class Improvisation	Listen and Appraise <ul style="list-style-type: none"> To know five songs off by heart. To know some songs, have a chorus or a response/answer part. To know that songs have a musical style. Games <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our Instruments Singing <ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g., rapping (spoken word). To know why we need to warm up our voices. Playing <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class Improvisation	



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: MUSIC

<ul style="list-style-type: none"> • never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes. <p>Composition</p> <ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose <p>Performance</p> <ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. <p>An audience can include your parents and friends</p>	<ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has • never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes. <p>Composition</p> <ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose <p>Performance</p> <ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends 	<ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has • never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes. <p>Composition</p> <ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose <p>Performance</p> <ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friend
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Key Questions

<p>Within the genres of: South African styles</p> <ul style="list-style-type: none"> • Can I use my voice expressively and creatively by singing songs and speaking chants and rhymes? • Can I play tuned and untuned instruments musically? • Can I listen with concentration and understanding to a range of high-quality live and recorded music? <p>Can I experiment with, create, select and combine sounds using the inter-related dimensions of music?</p>	<p>Within the genres of: Rock Reggae</p> <ul style="list-style-type: none"> • Can I use my voice expressively and creatively by singing songs and speaking chants and rhymes? • Can I play tuned and untuned instruments musically? • Can I listen with concentration and understanding to a range of high-quality live and recorded music? • Can I experiment with, create, select and combine sounds using the inter-related dimensions of music? 	<p>Within the genres of: Western Classical Music and Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> • Can I use my voice expressively and creatively by singing songs and speaking chants and rhymes? • Can I play tuned and untuned instruments musically? • Can I listen with concentration and understanding to a range of high-quality live and recorded music? • Can I experiment with, create, select and combine sounds using the inter-related dimensions of music?
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VOCABULARY

Year 2 Vocabulary:

Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.



Artist/Composer Spotlight

Yanni

He was born on 14th November 1954 in Kalamata, Greece. His full name is Yiannis Chryssomallis. He began playing the piano when he was six. He is self-taught. At the age of 14, he set a Greek national swimming record in the 50-metre freestyle. He does not read music. Instead, he developed his own musical shorthand when he was a child. His music combines jazz, classical, soft rock and global music. He became very famous for producing spectacular concerts at historic monuments (e.g., the Great Sphinx of Giza) and broadcasting them on public television.

Tchaikovsky - The Nutcracker

<https://www.youtube.com/watch?v=44VZBry8Hok>

<http://www.tomscott.info/nutcracker-suite-animation.htm>

The Beatles

The Beatles were an English rock band formed in Liverpool in 1960. The group, whose best-known line-up comprised John Lennon, Paul McCartney, George Harrison and Ringo Starr, are regarded as the most influential band of all time

KEY LINKS/RESOURCES

Online resources to be access through the Charanga website using your staff login details.



MUSIC

YEAR 3

National Curriculum

Purpose of study

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Aims 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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.

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
- 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.



AUTUMN		SPRING	SUMMER
Unit Name: Let Your Spirit Fly Unit Focus/Theme: Rhythm and Blues/Motown/soul	Unit Focus: KS2 CHRISTMAS CONCERT	Unit Name: Three Little Birds/ The Dragon Song Unit Focus/Theme: Reggae Funky Music from around the world	Unit Name: Bringing us together/ Reflect, rewind and replay Unit Focus/Theme: Disco/ Western Classical Music and your choice from Year 3
Areas of Learning			
Listen and Appraise <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song Games <ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer Singing To know and be able to talk about: <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow 	Listen and Appraise <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song Games <ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer Singing To know and be able to talk about: <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow 	Listen and Appraise <ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song Games <ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer Singing To know and be able to talk about: <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow 	



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: MUSIC

- Songs can make you feel different things e.g., happy, energetic or sad
- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- To know why you must warm up your voice

Playing

To know and be able to talk about:

- The instruments used in class (a glockenspiel, a recorder)

Improvisation

- To know and be able to talk about improvisation:
- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- To know that using one or two notes confidently is better than using Five
- To know that if you improvise using the notes you are given, you cannot make a mistake

Composition

- To know and be able to talk about:
- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio etc.)

Performance

To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- You need to know and have planned everything that will be Performed

- Songs can make you feel different things e.g., happy, energetic or sad
- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- To know why you must warm up your voice

Playing

To know and be able to talk about:

- The instruments used in class (a glockenspiel, a recorder)

Improvisation

- To know and be able to talk about improvisation:
- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- To know that using one or two notes confidently is better than using Five
- To know that if you improvise using the notes you are given, you cannot make a mistake

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Composition

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- You need to know and have planned everything that will be Performed



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: MUSIC

- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
It involves communicating feelings, thoughts and ideas about the song/music

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- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music

Key Questions

Within the genres of:

Rhythm and Blues/Motown/soul

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

Can I develop an understanding of the history of music?

Within the genres of: Reggae, Funky Music from around the world

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

Within the genres of: Disco/ Western Classical Music

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

VOCABULARY

Year 3 Vocabulary:

Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Artist/Composer Spotlight

John Williams

He was born on 8th February 1932 in New York, USA. He is regarded as one of the greatest film and television soundtrack composers of all time. His work includes the soundtracks for films such as 'Star Wars', 'Jurassic Park', the 'Indiana Jones' series and the first three 'Harry Potter' films. He has been nominated for 51 Academy Awards (the second most nominated individual in the Oscars history) for his film scores, winning 5 times. He has also composed for television series and classical works for orchestras.

Vivaldi - The Four Seasons



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: MUSIC

<https://www.youtube.com/watch?v=GRxofEmo3HA>

Ed Sheeran

He was born on 17th February 1991 in Halifax, UK. He began playing the guitar when he was at school. He studied at the National Youth Theatre in London. He began recording music in 2004. He writes his own songs and songs for other artists, including 'Little Things' for One Direction and 'Love Yourself' for Justin Bieber. He received an MBE from the Queen in 2017. His third album was called '+' and was the best-selling album world-wide of 2017.

KEY LINKS/RESOURCES

Online resources to be access through the Charanga website using your staff login details.



MUSIC

YEAR 4 BRASS - SPECIALIST MUSIC TUITION

National Curriculum

Purpose of study

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.

Aims - 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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.

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
- 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.



AUTUMN		SPRING	SUMMER
BRASS - Specialist Music Tuition	Unit Focus: KS2 CHRISTMAS CONCERT	BRASS - Specialist Music Tuition	BRASS - Specialist Music Tuition
Areas of Learning			
<ul style="list-style-type: none"> • Introduction to the brass family • How to assemble and hold the instrument correctly. • Appropriate posture • Sound production technique • Deciding on brass instrument most appropriate for each individual • Learning how to play note C and perform a call and response piece using it. • Learn how to play notes D and E • Introduction to semibreve, minim and crotch rhythms • Learning how to play a short piece using one note (C, D or E) • Learning a song that uses two sections (binary form) • Musicianship warm ups, vocal warm-ups and games • Refining the tone quality of C and D gradually introducing E • Development of vocabulary to describe the music • Improvisation skills • Performing music in different styles • Musicianship warm ups, vocal warm ups and games. • Developing and refining performance skills 	<ul style="list-style-type: none"> • Consolidation of C D and E and their place on the stave • Introduction of notes F and G • Call and Response improvising • Revisit piece(s) learned in Term 1 • Introduce new piece using appropriate notes. • Singing, musicianship games and listening activities • Pupils learn low A and B as two new notes. • Call and responses pieces and activities. • Learning low A and B on the stave and how they link with C D E F G • Performing pieces using A B C D and E • Introduce quavers • Learning a song in a round. • Performing pieces using A B C D and E • Introducing harmony parts in some pieces where appropriate • Composition activity using notes C D E • Class performances of compositions • Performing as a class ensemble and as a soloist. • Refining performance skills including counting whilst playing and breath control • Improving playing technique specific to each instrument • Develop a small concert. 	<ul style="list-style-type: none"> • Consolidation of notes A B C D and E • Continue to work on strengthening notes G and F • Introduce the new note high A • Reiterate the importance of breath control speed to be able to play higher pitches • Practice exercises that jump between notes of the harmonic series • Articulation-tonguing and slurring • Singing • Learning new repertoire that includes • More complicated rhythms and movement between different notes • Dynamic contrast • Different articulations • Different structures • Consolidate notation of a full octave between low A to high A • Call and response activities • Select song warm up to reflect style and form of chosen pieces • Listening and learning about stylistic features of music including jazz and blues • Improvisation • Encourage pupils to perform short solos either as part of class warm ups or in bigger pieces. • Continue to practice a selection of pieces that reflect what the class has learned so far. • Revisit pieces used earlier in the year • Refining performance skills 	



Key Questions

- Have I good posture to hold my brass instrument?
 - Can I play C D and E notes on brass instrument and improvise a short phrase on one note?
 - Can I read crotchets and minim beats using C D and E?
 - Can I develop rhythm skills using body percussion including pulse, tempo, dynamics?
- Can I perform a short concert?

- Can I play A B C D and E on my brass instrument?
- Can I attempt F and G in a warm up?
- Can I use breathe control to move up the harmonic series and sustain high notes?
- Can I play confidently several pieces using A B C D and E including movement between notes?
- Can I develop dynamic control whilst playing?
- Can I confidently read musical notation?
- Can I compose a piece of music including writing ideas in musical or graphic notation?
- Can I play my composition and appraise the compositions of others?

- Can I play C D and E (most)-to play A B C D and E (some)-to play A B C D E F and G (some) – to play A B C D E F G and A (advanced)?
- Can I read and understand the notes on the staff?
- Can I understand jazz and blues music and its context and to perform in this style?
- Can I plan and perform in an end of year concert?

VOCABULARY

Year 4 Vocabulary:

Tonguing/articulation, buzz/vibration, improvisation, breathing. warm-up, beat/pulse, tempo, pitch, crotchet, minim, semibreve, breathe-control, compose, structure, tempo, dynamics, bar, bar line, stave, time signature, quaver, time signature, staccato, slur, octave, syncopation

Artist/Composer Spotlight

Hans Zimmer

He was born on 12th September 1957 in Frankfurt, West Germany. He is a German film composer and music producer. He is a self-taught piano-player. In the 1970s, he played the keyboard and synthesizer in several bands. He has composed music for more than 150 films including 'The Lion King,' 'Madagascar', the 'Pirates of the Caribbean' series, 'Gladiator' and 'The Dark Knight' Trilogy. He has received many awards, including a star on the Hollywood Walk of Fame.

Beethoven - Fur Elise/ Moonlight Sonata Or 9 symphonies

<https://www.classicfm.com/composers/beethoven/guides/beethovens-symphonies-where-start/>

Lady Gaga

Her full name is Stefani Joanne Angelina Germanotta. She was born on March 28th 1986 in New York, USA. She began to play the piano at the age of four. She has released 5 albums and 26 singles, including 'Just Dance', 'Poker Face' and 'Born this Way'. She is known for her activism for equality and founded the Born This Way Foundation, which focuses on combating bullying.

KEY LINKS/RESOURCES

Online resources to be access through the Charanga website using your staff login details.



MUSIC

YEAR 5 BRASS – Specialist Music Tuition

National Curriculum

Purpose of study

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.

Aims - 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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.

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
- 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.



AUTUMN		SPRING	SUMMER
BRASS - Specialist Music Tuition	Unit Focus: KS2 CHRISTMAS CONCERT BRASS - Specialist Music Tuition	BRASS - Specialist Music Tuition	BRASS - Specialist Music Tuition
Areas of Learning			
<ul style="list-style-type: none"> To carry on from previous years learning. Using the notes B C D E D F G, A B Split pupils into 2 groups. Group1 - find the higher notes easier Group 2 - happier to play the lower notes Develop ensemble skills Learn about del capo and repeats Learn about musical phrasing Beat keeping skills Improve sound Musicianship warm-ups, vocal warm-ups and games Sometimes play music with 2 parts 	<ul style="list-style-type: none"> Refining the tone quality of C D E F G, A Development of reading notes on the stave Development of vocabulary to describe the music Improvisation skills - C jam blues Duke Ellington Play pupils a video of the band performing! Learn to improvise using syncopated rhythms on C & F Musicianship warm-ups, vocal warm-ups and games Developing and refining performance skills More able pupils will be challenged with more advanced parts or more variety of rhythms Devising and performing a small concert for another class 	<ul style="list-style-type: none"> Consolidation of C D and E, and their place on the stave Introduction of notes F and G Call and Response improvisations Revisit piece(s) learned in Term 1 Introduce new piece using appropriate notes Singing, musicianship games and listening Activities Pupils learn low A and B as two new notes Call and response pieces and activities Learning low A and B on the stave and how they link with C D E F G Performing pieces using A B C D and E Introducing quavers Learning a song in a round Performing pieces using C D E F G Introducing harmony parts in some pieces, where appropriate (e.g. Sidescroller using multiple levels to create chords/harmony) Composition activity Class performance(s) of composition(s) Performing as a class ensemble and as a 	<ul style="list-style-type: none"> Consolidation of notes C D E F G A Continue to work on strengthening notes G and F Introduce the new note high A B C Reiterate the importance of breath control/ speed to be able to play higher pitches Practice exercises that 'jump' between notes of the harmonic series Articulation – tonguing and slurring Singing Learn new repertoire that includes: <ul style="list-style-type: none"> more complicated rhythms and movement between different notes dynamic contrast different articulations (e.g., staccato, slur) different structures (e.g., binary (AB), ternary (ABA), round/canon*) Consolidate notation between low B to high B Call and response activities *select song warm-ups to reflect style and form of chosen pieces Listening and learning about stylistic features of music, including jazz and blues Improvisation



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|--|--|--|--|
| | | <ul style="list-style-type: none">• soloist• Develop jazz improvisation skills, namely• internalising syncopated rhythms and using in solos!• Refining performance skills including• counting whilst playing and breath control• Improving playing technique specific to each instrument (e.g. slide/valves)• More able pupils will be challenged with• more advanced parts• Devising and performing another small• concert• Composition in small groups | <ul style="list-style-type: none">• Encourage pupils to perform short solos,• either as part of class warm-ups, or in bigger• pieces• Continue to practice a selection of pieces that reflect what the class has learned so far• Revisit pieces used earlier in the year - use as discussion points to show class progression• on the instruments and the group's collective musical knowledge – e.g.:• “What did you think of our performance?”• “Did the music feel easier or more difficult to play than you remember?”• “How many different things can you identify/describe/explain about this piece of music?”• “Is there anything we could do to make this• sound even better/more professional?”Refining performance skills• More able pupils will be challenged with• more advanced parts• Devising and performing another small• concert for another class• Identification of continuation opportunities for those pupils who want to learn more and/or have shown musical aptitude during the project |
|--|--|--|--|



Key Questions

<ul style="list-style-type: none"> • Have I good posture and appropriate holding positions on brass instruments? • Can I play C D E F G and A notes on brass instruments and improvise a short phrase on one note? • Can I read quavers, crotchets and minim beats? • Have I developed rhythm skills using body percussion including pulse, tempo, dynamics? <p>Have I performed for others in a short concert (and/or video, at the school’s discretion)?</p>	<ul style="list-style-type: none"> • Can I play C D E F G on brass instruments? • Can I to attempt G, A & B in warm-up? • Do I understand the breath control needed to move up the harmonic series and sustain higher notes? • Can I play confidently several pieces using C D and E, including more movement between notes (e.g., not just one note per bar)? • Can I begin to develop dynamic control (e.g., p and f) whilst playing? • Have I become increasingly confident reading musical notation • Have I become familiar with more challenging rhythms? • Can I compose a piece of music, including writing ideas in musical or graphic notation? • Can I play their composition, and to appraise the compositions of others? 	<ul style="list-style-type: none"> • Can I play C D and E (most) – to play C D and E (some) – to play C D E F and G (some)? • Can I play C D E F G A B C (advanced)? • Can I read and understand the notes on the staff with the help of letter names underneath? • Do I understand jazz and blues music and its context, and to perform in this style? • Can I plan and perform in an end of year concert?
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VOCABULARY

Year 5 Vocabulary:

Tonguing/articulation, buzz/vibration, improvisation, breathing. warm-up, beat/pulse, tempo, pitch, crotchet, minim, semibreve, breathe-control, compose, structure, tempo, dynamics, bar, bar line, staff, time signature, quaver, time signature, staccato, slur, octave, syncopation octave, syncopation, ostinato, texture, solos,

Artist/Composer Spotlight

Lera Auchbach

She was born on 21st October 1973, in Chelyabinsk, Russia. She is a Russian-born American classical composer and pianist. Her mother taught the piano and came from a family of musicians. She spoke no English when she moved to America to study at the Manhattan School of Music and Juilliard School of Music, New York. She began to learn the piano and composing music at a young age. She has composed music for a wide range of artists, orchestras, ballet companies and music festivals. These include large symphony orchestras, the Royal Danish Ballet and the Caramoor International Music Festival

Holst - The Planets

<https://www.youtube.com/watch?v=Isic2Z2e2xs>

The Planets, Op. 32, is a seven-movement orchestral suite by the English composer Gustav Holst, written between 1914 and 1916. Each movement of the suite is named after a planet of the solar system and its corresponding astrological character as defined by Holst.

Usher

He was born on 14th October 1978 in Dallas, USA. He is an American singer, songwriter and dancer. He has sold more than 75 million records worldwide. He first started singing in a church choir when he was nine. He released his first album when he was 14. His music is mainly R&B. He co-wrote many of his songs, including ‘Yeah!’ and ‘Burn’.

KEY LINKS/RESOURCES

Online resources to be access through the Charanga website using your staff login details.



MUSIC

YEAR 6

National Curriculum

Purpose of study

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.

Aims - 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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.

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
- 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.



AUTUMN	SPRING	SUMMER
<p>BRASS - Specialist Music Tuition Unit Focus: KS2 CHRISTMAS CONCERT</p>	<p>BRASS - Specialist Music Tuition</p>	<p>BRASS - Specialist Music Tuition</p>
Areas of Learning		
<ul style="list-style-type: none"> • To carry on from previous years learning. • Using the notes B C D E D F G A B • Develop ensemble skills. • Focus on musicality. Dynamics, • Learn about playing in more than 2 parts with no backing tracks. • Learn about musical phrasing • Beat keeping skills • Improve sound • Musicianship warm-ups, vocal warm-ups and games • Learn pieces with more than 2 parts. • La Mourisque (4 parts). • Focus on musicality. Dynamics, articulation, slurs, phrasing. • Refining the tone quality of C D E F G, A • Development of reading notes on the stave • Development of vocabulary to describe the music • Improvisation skills - Tequila • Learn to improvise using syncopated rhythms • Musicianship warm-ups, vocal warm-ups and games • Focus on musicality. Dynamics, articulation, slurs, phrasing. Improvise using the F blues scale, tequila is the tune... • Developing and refining performance skills • More able pupils will be challenged with more advanced parts or more variety of rhythms • Devising and performing a small concert for another class • Focus on musicality. Dynamics, 	<ul style="list-style-type: none"> • Develop the use more chromatic notes Eb Bb F#... • Keep developing ensemble and musicality skills. • Focus on developing a beautiful sound • Focus on developing production • Focus on composition skills • Focus on Improvisation skills • Working towards a class performance of • Hansel & Gretel suite • La Mourisque • China town • Develop the use more chromatic notes Eb Bb F#... • Keep developing ensemble and musicality skills. • Focus on developing a beautiful sound • Focus on developing production • Focus on composition skills • Focus on Improvisation skills • Refining performance skills including counting whilst playing and breath control • Improving playing technique specific to each instrument (e.g. slide/valves) • More able pupils will be challenged with more advanced parts • Devising and performing another small concert • Composition in small groups 	<ul style="list-style-type: none"> • Consolidation of notes C D E F G A B C • Continue to work on strengthening notes G and A • Introduce the new note high D & E • Reiterate the importance of breath control/speed to be able to play higher pitches • Practice exercises that 'jump' between notes of the harmonic series • Articulation – tonguing and slurring Singing • Work on another suite of some sort for the • summer concert where pupils collaborate in groups to compose and perform pieces about a topic they are covering in class. • Revisit composition activities such as • Ostinato, texture, solo, form, dynamics, mood, pitch... • Learn new repertoire that includes: <ul style="list-style-type: none"> • more complicated rhythms and • movement between different notes <ul style="list-style-type: none"> • dynamic contrast • different articulations (e.g., staccato, slur) • different structures (e.g., binary (AB), ternary (ABA), round/canon*) • Arrangements of Haunted house • Consolidate notation between low B to high C • Call and response activities <ul style="list-style-type: none"> *select song warm-ups to reflect style and form of chosen pieces • Develop improvisation on Miles Davis' 'So what'. • Also, on a simple blues using the D blues scale



<p>articulation, slurs, phrasing.</p> <ul style="list-style-type: none"> Develop composition skills in a group setting with particular focus on Ostinato, texture, solos with focus on musicality too. Composition with an ‘arts’ focus in line with a book articulation, slurs, phrasing. 		<ul style="list-style-type: none"> Listening and learning about stylistic features of music, including jazz and blues Improvisation Encourage pupils to perform short solos, either as part of class warm-ups, or in bigger pieces Continue to practice a selection of pieces that reflect what the class has learned so far Revisit pieces used earlier in the year - use as discussion points to show class progression on the instruments and the group’s collective musical knowledge – e.g.: “What did you think of our performance?” “Did the music feel easier or more difficult to play than you remember?” “How many different things can you identify/describe/explain about this piece of music?” “Is there anything we could do to make this sound even better/more professional?” Develop musicianship on the revisited pieces including dynamics and articulation Refining performance skills More able pupils will be challenged with more advanced parts Devising and performing another small concert for another class Identification of continuation opportunities for those pupils who want to learn more and/or have shown musical aptitude during the project
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Key Questions

<ul style="list-style-type: none"> Do I have good posture and appropriate holding positions on brass instruments? Can I use the skills learnt in year 4 and 5 to help develop ensemble skills? Can I play C D E F G and A notes on brass instruments and improvise a short phrase on one note? 	<ul style="list-style-type: none"> Can I able to play C D Eb E F F# G A Bb B C on brass instruments Can I attempt G, A & B in warm-up? Can I understand the breath control needed to move up the harmonic series and sustain higher notes? 	<ul style="list-style-type: none"> Have I a confident control of the brass instrument, aiming for a clear sound across the playing range Can I read notation of the notes learnt, and to have composed their own music Have I use correct posture, hand position and breath control
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Winwick CE Primary School: Key Knowledge and Progression Map

Subject: MUSIC

<ul style="list-style-type: none"> • Can I read quavers, crotchets and minim beats using? • Have I developed rhythm skills using body percussion including pulse, tempo, dynamics? • • Have I developed composition skills in a group setting? 	<ul style="list-style-type: none"> • Can I play confidently several pieces using C D E F & G, including more movement between notes (e.g., not just one note per bar)? • Have I begun to develop dynamic control (e.g., p and f) whilst playing? • Have I become increasingly confident reading musical notation? • Have I become familiar with more challenging rhythms? • Can I compose a piece of music, including writing ideas in musical or graphic notation? • Can I play their composition, and to appraise the compositions of others? 	<ul style="list-style-type: none"> • Am I able to recognise key elements of music and to explain and rationalise them, especially dynamics, tempo, structure, melody? • Have I the opportunity to continue with their chosen brass instrument?
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VOCABULARY

Year 6 Vocabulary:

Tonguing/articulation, buzz/vibration, improvisation, breathing. warm-up, beat/pulse, tempo, pitch, crotchet, minim, semibreve, breathe-control, compose, structure, tempo, dynamics, bar, bar line, stave, time signature, quaver, time signature, staccato, slur, octave, syncopation, ostinato, texture, solos,

Artist/Composer Spotlight

Benjamin Britten - The Young Person's Guide to the Orchestra

<https://www.youtube.com/watch?v=4vbvhU22uAM>

The Young Person's Guide to the

Orchestra is a 1945 musical composition by Benjamin Britten with a subtitle Variations and Fugue on a Theme of Purcell.

Handel - Water Music

<https://www.youtube.com/watch?v=mAyiidg25uE>

The Water Music is a collection of orchestral movements, often published as three suites, composed by George Frideric Handel. It premiered on 17 July 1717, in response to King George I's request for a concert on the river Thames.

Elton John

Sir Elton Hercules John CH Kt CBE is an English singer, songwriter, pianist, and composer. Collaborating with lyricist Bernie Taupin since 1967 on more than 30 albums, John has sold over 300 million records, making him one of the best-selling music artists of all time.

KEY LINKS/RESOURCES

Online resources to be access through the Charanga website using your staff login details.