

Music

Vision – ‘all things are possible’

At Benedict Biscop we want our children to learn that all things are possible. We want our children to aspire and to achieve highly. We want our children to develop as **musicians, developing music knowledge and skills.**

Characteristics of Musicians:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

At Benedict Biscop, we actively encourage cross-curricular learning, to give pupils maximum opportunity to transfer skills and knowledge. Year groups are taught through predominately Historic themes, which inspire and motivate our pupils. Themes in KS2 are arranged in chronological order to further aid pupils understanding of chronology. In every year group, one theme is inspired by the United Nations Rights of a Child, pupils think about ‘What I believe?’ and learn about how events in History have helped to shape our lives today. Where possible, we link learning to our local context so that pupils gain an awareness of where they are from and how this links to their lives today enabling them to become active Global Citizens.

We try to provide our pupils with numerous opportunities to perform. Music is taught cross-creatively where possible, linking particularly with RE, Dance and Computing. Where possible, we use music that pupils have expressed and personal interest in, whilst also encouraging them to widen their musical repertoire.

National Curriculum Aims

- 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

Key Stage 1 content:

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.

Key Stage 2 content:

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

PROGRESSION

To meet our curriculum aims, we have identified core strands of learning [generic learning objectives] which run throughout our curriculum. We have identified what this should look like at the end of key phases within the school [key skills demonstrated].

The curriculum is taught in a spiral design where learning is revisited and embedded – deepening learning and developing Mastery.

Key generic learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
To perform	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<ul style="list-style-type: none"> <u>Sing from memory</u>, accurately following the melody. <u>To begin to play an instrument</u>, making long and short sounds, <u>with care</u>. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch and with confidence. Perform confidently as part of a group. To sing in a harmony part. 	<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument) 	<ul style="list-style-type: none"> Sing or play from memory with confidence to an audience.
To compose	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	<ul style="list-style-type: none"> Create a sequence of long and short sounds and perform them. To create a mixture of sounds in repeated patterns. To choose sounds to create an effect or sequence sounds as accompaniments. 	<ul style="list-style-type: none"> Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> To begin to structure songs they have composed. To begin to combine musical devices. To use ostinato. Use digital technologies effectively to compose pieces of music. 	<ul style="list-style-type: none"> Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. 	<ul style="list-style-type: none"> Create songs with verses and a chorus based on a specific mood/affect. Create rhythmic patterns with an appropriate awareness of timbre and duration.
To transcribe	<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> To follow symbols when performing, which they have transcribed 	<ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. 	<ul style="list-style-type: none"> To begin to use the symbols for a minim, crotchet and semibreve. 	<ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. 	<ul style="list-style-type: none"> Use and understand time signatures. To follow notes transcribed on a musical stave.

			<ul style="list-style-type: none"> Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 		<ul style="list-style-type: none"> Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and ♭ (flat) symbols. Use and understand simple time signatures. 	
To describe music	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> <u>To begin to use appropriate musical terms.</u> <u>To evaluate music.</u> 	<ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> To confidently use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> To confidently use a wide range of musical vocabulary to accurately describe and appraise music including.

YEAR 1

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
Me, My family, My World	To perform	<ul style="list-style-type: none"> • Take part in singing, following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • <u>Sing from memory</u>, accurately following the melody. • <u>To begin to play an instrument</u>, making long and short sounds, <u>with care</u>.
	To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Individually, choose sounds to create an effect. • Combine sounds as part of an ensemble to create an effect. • Create short, melodic patterns. • Create short, rhythmic phrases. • Use drones as accompaniments. <i>Drone - low sustained note.</i> 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds and <u>perform them</u>. • To create a mixture of sounds in <u>repeated patterns</u>. • To choose sounds to create an effect or sequence sounds <u>as accompaniments</u>.
	To transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition. 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • <u>To follow symbols when performing, which they have transcribed</u>
	To describe music	<ul style="list-style-type: none"> • Identify the pulse of a tune. • Recognise changes in timbre, dynamics and pitch. <i>Timbre - tone colour or quality. The characteristic of a sound that differentiates it from other sounds, i.e. a violin is high and shrill, a bass drum is low and muffled.</i> 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • <u>To begin to use appropriate musical terms.</u> • <u>To evaluate music.</u>

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
Light and Dark: Living in Victorian Sunderland	To perform	<ul style="list-style-type: none"> Take part in singing, following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<ul style="list-style-type: none"> <u>Sing from memory</u>, accurately following the melody. <u>To begin to play an instrument</u>, making long and short sounds, <u>with care</u>.
	To compose	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Individually, choose sounds to create an effect. Combine sounds as part of an ensemble to create an effect. Create short, melodic patterns. Create short, rhythmic phrases. Use drones as accompaniments. <i>Drone - low sustained note.</i> 	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	<ul style="list-style-type: none"> Create a sequence of long and short sounds and <u>perform them</u>. To create a mixture of sounds in <u>repeated patterns</u>. To choose sounds to create an effect or sequence sounds <u>as accompaniments</u>.
	To transcribe	<ul style="list-style-type: none"> Use symbols to represent a composition. 	<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> <u>To follow symbols when performing, which they have transcribed</u>
	To describe music	<ul style="list-style-type: none"> Identify the pulse of a tune. Recognise changes in timbre, dynamics and pitch. <i>Timbre - tone colour or quality. The characteristic of a sound that differentiates it from other sounds, i.e. a violin is high and shrill; a bass drum is low and muffled.</i> 	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> <u>To begin to use appropriate musical terms.</u> <u>To evaluate music.</u>

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
The Seaside: Sunderland's History	To perform	<ul style="list-style-type: none"> • Take part in singing, following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • <u>Sing from memory</u>, accurately following the melody. • <u>To begin to play an instrument</u>, making long and short sounds, <u>with care</u>.
	To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Individually, choose sounds to create an effect. • Combine sounds as part of an ensemble to create an effect. • Create short, melodic patterns. • Create short, rhythmic phrases. • Use drones as accompaniments. <i>Drone - low sustained note.</i> • 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds and <u>perform them</u>. • To create a mixture of sounds in <u>repeated patterns</u>. • To choose sounds to create an effect or sequence sounds <u>as accompaniments</u>.
	To transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition. 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • <u>To follow symbols when performing, which they have transcribed</u>
	To describe music	<ul style="list-style-type: none"> • Identify the pulse of a tune. • Recognise changes in timbre, dynamics and pitch. <i>Timbre - tone colour or quality. The characteristic of a sound that differentiates it from other sounds, i.e. a violin is high and shrill, a bass drum is low and muffled.</i> 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • <u>To begin to use appropriate musical terms.</u> • <u>To evaluate music.</u>

YEAR 2

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
Homes in Tudor times and the Great Fire of London	To perform	<ul style="list-style-type: none"> Participate in ensemble singing, following the melody with an awareness of melodic shape. Observe a range of aural and non-aural cues to indicate how and when to perform. Make sounds using instruments and voices with an appropriate level of control and awareness of style. Imitate changes in pitch and identify differences between high and low sounds 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<ul style="list-style-type: none"> <u>Sing from memory</u>, accurately following the melody. <u>To begin to play an instrument</u>, making long and short sounds, <u>with care</u>.
	To compose	<ul style="list-style-type: none"> Clap rhythms and relate them to vocal phrases. Create a mixture of different sounds (long and short; loud and quiet; high and low). Identify the desired effect and choose sounds to fit this purpose. Sequence sounds to create an overall effect either as a soloist or as part of an ensemble. Create melodic patterns of a set number of bars. Create rhythmic phrases of a set number of bars. Use drones to create a harmonised accompaniment. 	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	<ul style="list-style-type: none"> Create a sequence of long and short sounds and <u>perform them</u>. To create a mixture of sounds in <u>repeated patterns</u>. To choose sounds to create an effect or sequence sounds <u>as accompaniments</u>.
	To transcribe	<ul style="list-style-type: none"> Using graphic notation, create a score to assist in composition. 	<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> <u>To follow symbols when performing, which they have transcribed</u>

	To describe music	<ul style="list-style-type: none"> Describe how the pulse of a tune and change its effect. Describe how changes in timbre, dynamics and pitch can affect music. 	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> <u>To begin to use appropriate musical terms.</u> <u>To evaluate music.</u>
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SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
What I Believe: I have the right to a safe place to live.	To perform	<ul style="list-style-type: none"> Participate in ensemble singing, following the melody with an awareness of melodic shape. Observe a range of aural and non-aural cues to indicate how and when to perform. Make sounds using instruments and voices with an appropriate level of control and awareness of style Imitate changes in pitch and identify differences between high and low sounds 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<ul style="list-style-type: none"> <u>Sing from memory</u>, accurately following the melody. <u>To begin to play an instrument</u>, making long and short sounds, <u>with care</u>.
	To compose	<ul style="list-style-type: none"> Clap rhythms and relate them to vocal phrases. Create a mixture of different sounds (long and short; loud and quiet; high and low). Identify the desired effect and choose sounds to fit this purpose. Sequence sounds to create an overall effect either as a soloist or as part of an ensemble. Create melodic patterns of a set number of bars. Create rhythmic phrases of a set number of bars. 	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	<ul style="list-style-type: none"> Create a sequence of long and short sounds and <u>perform them</u>. To create a mixture of sounds in <u>repeated patterns</u>. To choose sounds to create an effect or sequence sounds <u>as accompaniments</u>.

		<ul style="list-style-type: none"> • Use drones to create a harmonised accompaniment. 		
	To transcribe	<ul style="list-style-type: none"> • Using graphic notation, create a score to assist in composition. 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • <u>To follow symbols when performing, which they have transcribed</u>
	To describe music	<ul style="list-style-type: none"> • Describe how the pulse of a tune and change its effect. • Describe how changes in timbre, dynamics and pitch can affect music. 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • <u>To begin to use appropriate musical terms.</u> • <u>To evaluate music.</u>

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
Transport: Planes, trains and automobiles	To perform	<ul style="list-style-type: none"> • Participate in ensemble singing, following the melody with an awareness of melodic shape. • Observe a range of aural and non-aural cues to indicate how and when to perform. • Make sounds using instruments and voices with an appropriate level of control and awareness of style. • Imitate changes in pitch and identify differences between high and low sounds 	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • <u>Sing from memory</u>, accurately following the melody. • <u>To begin to play an instrument</u>, making long and short sounds, <u>with care</u>.
	To compose	<ul style="list-style-type: none"> • Clap rhythms and relate them to vocal phrases. • Create a mixture of different sounds (long and short; loud and quiet; high and low). • Identify the desired effect and choose sounds to fit this purpose. 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds and <u>perform them</u>. • To create a mixture of sounds in <u>repeated patterns</u>. • To choose sounds to create an effect or sequence sounds <u>as accompaniments</u>.

		<ul style="list-style-type: none"> Sequence sounds to create an overall effect either as a soloist or as part of an ensemble. Create melodic patterns of a set number of bars. Create rhythmic phrases of a set number of bars. Use drones to create a harmonised accompaniment. 	<ul style="list-style-type: none"> Create short, rhythmic phrases. 	
	To transcribe	<ul style="list-style-type: none"> Using graphic notation, create a score to assist in composition. 	<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> <u>To follow symbols when performing, which they have transcribed</u>
	To describe music	<ul style="list-style-type: none"> Describe how the pulse of a tune and change its effect. Describe how changes in timbre, dynamics and pitch can affect music. 	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> <u>To begin to use appropriate musical terms.</u> <u>To evaluate music.</u>

YEAR 3

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Over 2000 years ago... Stone, Bronze and Iron Age	To perform	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple instrumental part within a group. Pronounce words within a song clearly. Show control of voice. Sustain a drone or a melodic ostinato to accompany singing. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch and with confidence. Perform <u>confidently</u> as part of a group. <u>To sing in a harmony part.</u>

		<p><i>Ostinato - repeated musical phrase.</i></p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Hold a part within a round. 		
	To compose	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect. • Use a variety of methods to compose. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • <u>To begin to structure songs they have composed.</u> • <u>To begin to combine musical devices.</u> • <u>To use ostinato.</u> • <u>Use digital technologies effectively to compose pieces of music.</u>
	To transcribe	<ul style="list-style-type: none"> • Recognise how musical rhythms can be represented by phrases. • Recognise that music can be notated on a staff and how it corresponds to low and high pitch. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • <u>To begin to use the symbols for a minim, crotchet and semibreve.</u>
	To describe music	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Discriminately evaluate music using musical vocabulary. • Understand sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • To confidently use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Along the river	To perform	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch and with confidence. • Perform confidently as part of a group.

		<ul style="list-style-type: none"> • Maintain a simple instrumental part within a group. • Pronounce words within a song clearly. • Show control of voice. • Sustain a drone or a melodic ostinato to accompany singing. <i>Ostinato - repeated musical phrase.</i> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Hold a part within a round. 	<ul style="list-style-type: none"> • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • <u>To sing in a harmony part.</u>
To compose	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect. • Use a variety of methods to compose. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • <u>To begin to structure songs they have composed.</u> • <u>To begin to combine musical devices.</u> • <u>To use ostinato.</u> • <u>Use digital technologies effectively to compose pieces of music.</u> 	
To transcribe	<ul style="list-style-type: none"> • Recognise how musical rhythms can be represented by phrases. • Recognise that music can be notated on a staff and how it corresponds to low and high pitch. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • <u>To begin to use the symbols for a minim, crotchet and semibreve.</u> 	
To describe music	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Discriminately evaluate music using musical vocabulary. • Understand sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • To confidently use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
<p>What I Believe: The right to choose religion and beliefs [exploring religion around the world]</p>	<p>To perform</p>	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple instrumental part within a group. • Pronounce words within a song clearly. • Show control of voice. • Sustain a drone or a melodic ostinato to accompany singing. <i>Ostinato - repeated musical phrase.</i> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Hold a part within a round. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch and with confidence. • Perform <u>confidently</u> as part of a group. • <u>To sing in a harmony part.</u>
	<p>To compose</p>	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect. • Use a variety of methods to compose. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • <u>To begin to structure songs they have composed.</u> • <u>To begin to combine musical devices.</u> • <u>To use ostinato.</u> • <u>Use digital technologies effectively to compose pieces of music.</u>
	<p>To transcribe</p>	<ul style="list-style-type: none"> • Recognise how musical rhythms can be represented by phrases. • Recognise that music can be notated on a staff and how it corresponds to low and high pitch. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • <u>To begin to use the symbols for a minim, crotchet and semibreve.</u>

	To describe music	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Discriminately evaluate music using musical vocabulary. • Understand sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • To confidently use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
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YEAR 4

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
The Ancient Greeks	To perform	<ul style="list-style-type: none"> • Sing extended pieces from memory accurately. • Maintain instrumental parts within groups; pieces may be composed of several parts. • Add emphasis appropriately to words when singing. • Show an awareness of how controlling the voice can create specific moods. • Confidently perform an accompaniment to singing. • Confidently perform notes on an instrument so they are well projected. • Demonstrate an awareness of others whilst playing and respond appropriately to changes in the performance. • Hold a line within a four part round. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch and with confidence. • Perform confidently as part of a group. • <u>To sing in a harmony part.</u>

	To compose	<ul style="list-style-type: none"> • Compose and perform songs with a strong sense of melody. • Use a range of sounds to combine to create a singular abstract effect. • Create compositions with different repeated parts. • Create an appropriate accompaniment for compositions. • Sequence sounds and sections to create an identified effect. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • <u>To begin to structure songs they have composed.</u> • <u>To begin to combine musical devices.</u> • <u>To use ostinato.</u> • <u>Use digital technologies effectively to compose pieces of music.</u>
	To transcribe	<ul style="list-style-type: none"> • Start to recognise how duration is identified on the staff. • Understand the links between rhythmic vocal phrases and standard notation. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • <u>To begin to use the symbols for a minim, crotchet and semibreve.</u>
	To describe music	<ul style="list-style-type: none"> • Can accurately use complex musical terminology to describe music, for example recognising the difference between pulse and beat. • Identify areas of likes and dislikes using musical vocabulary. • Understand that compositions are the combination of layers of sounds. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • To confidently use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
What did the Roman's do for us?	To perform	<ul style="list-style-type: none"> • Sing extended pieces from memory accurately. • Maintain instrumental parts within groups; pieces may be composed of several parts. • Add emphasis appropriately to words when singing. • Show an awareness of how controlling the voice can create specific moods. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch and with confidence. • Perform confidently as part of a group. • <u>To sing in a harmony part.</u>

		<ul style="list-style-type: none"> • Confidently perform an accompaniment to singing. • Confidently perform notes on an instrument so they are well projected. • Demonstrate an awareness of others whilst playing and respond appropriately to changes in the performance. • Hold a line within a four part round. 		
	To compose	<ul style="list-style-type: none"> • Compose and perform songs with a strong sense of melody. • Use a range of sounds to combine to create a singular abstract effect. • Create compositions with different repeated parts. • Create an appropriate accompaniment for compositions. • Sequence sounds and sections to create an identified effect. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • <u>To begin to structure songs they have composed.</u> • <u>To begin to combine musical devices.</u> • <u>To use ostinato.</u> • <u>Use digital technologies effectively to compose pieces of music.</u>
	To transcribe	<ul style="list-style-type: none"> • Start to recognise how duration is identified on the stave. • Understand the links between rhythmic vocal phrases and standard notation. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • <u>To begin to use the symbols for a minim, crotchet and semibreve.</u>
	To describe music	<ul style="list-style-type: none"> • Can accurately use complex musical terminology to describe music, for example recognising the difference between pulse and beat. • Identify areas of likes and dislikes using musical vocabulary. • Understand that compositions are the combination of layers of sounds. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • To confidently use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
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<p>What I believe: Everyone and everything has the right to be alive.</p> <p>Life in the rainforest.</p>	To perform	<ul style="list-style-type: none"> Sing extended pieces from memory accurately. Maintain instrumental parts within groups; pieces may be composed of several parts. Add emphasis appropriately to words when singing. Show an awareness of how controlling the voice can create specific moods. Confidently perform an accompaniment to singing. Confidently perform notes on an instrument so they are well projected. Demonstrate an awareness of others whilst playing and respond appropriately to changes in the performance. Hold a line within a four part round. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch and with confidence. Perform confidently as part of a group. <u>To sing in a harmony part.</u>
	To compose	<ul style="list-style-type: none"> Compose and perform songs with a strong sense of melody. Use a range of sounds to combine to create a singular abstract effect. Create compositions with different repeated parts. Create an appropriate accompaniment for compositions. Sequence sounds and sections to create an identified effect. 	<ul style="list-style-type: none"> Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> <u>To begin to structure songs they have composed.</u> <u>To begin to combine musical devices.</u> <u>To use ostinato.</u> <u>Use digital technologies effectively to compose pieces of music.</u>
	To transcribe	<ul style="list-style-type: none"> Start to recognise how duration is identified on the stave. Understand the links between rhythmic vocal phrases and standard notation. 	<ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> <u>To begin to use the symbols for a minim, crotchet and semibreve.</u>
	To describe music	<ul style="list-style-type: none"> Can accurately use complex musical terminology to describe music, for example recognising the difference between pulse and beat. Identify areas of likes and dislikes using musical vocabulary. Understand that compositions are the combination of layers of sounds. 	<ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> To confidently use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

YEAR 5

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
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<p>Settlers and Settlements</p> <p>Anglo-Saxon, Vikings and Scots</p>	To perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos and as part of an ensemble. • Sing or play expressively and in tune showing an awareness of others. • Start to sing more challenging counterpoint lines. <i>Counterpoint - a complimentary line that is related through notes used but will have a different rhythm.</i> • Perform with controlled breathing (voice) and skillful playing (instrument). 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument) 	<ul style="list-style-type: none"> • Sing or play from memory with confidence <u>to an audience.</u>
	To compose	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns identifying timbre and duration. • Thoughtfully select elements for a piece in order to gain a defined effect. • Develop use of melodic ostinati. • Convey/ express the relationship between the lyrics and the melody. • Use a variety of methods to refine compositions. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus based on a specific mood/affect. • Create rhythmic patterns with an appropriate awareness of timbre and duration.
	To transcribe	<ul style="list-style-type: none"> • Use the standard musical notation of quaver, crotchet, minim and semibreve to indicate how many beats to play. • Understand how to read the treble clef; and the concept of EGBDF (lines) and FACE (spaces). • Understand and use the # (sharp) and ♭ (flat) symbols. • Recognise and identify differences between 3/4 and 4/4 time. • Pupils studying drums, piano, keyboard or bass will be 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical staff. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • <u>Use and understand time signatures.</u> • <u>To follow notes transcribed on a musical staff.</u>

		aware of the existence of other clefs, for example percussion and bass.		
	To describe music	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> ○ pitch. ○ dynamics (<i>how loud or quiet music is.</i>) ○ tempo. ○ timbre. ○ texture. ○ lyrics and melody. ○ sense of occasion. ○ rounds. ○ harmonies. ○ accompaniments. • cyclic patterns (<i>a short repeated pattern.</i>) <ul style="list-style-type: none"> ○ combination of musical elements. ○ cultural context. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> - pitch - dynamics - tempo - timbre - texture - lyrics and melody - sense of occasion - expressive - solo - rounds - harmonies - accompaniments - drones - cyclic patterns - combination of musical elements - cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> • To confidently use a wide range of musical vocabulary to accurately describe and appraise music including.

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
What happened after 1066? Tudors and Stuarts	To perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos and as part of an ensemble. • Sing or play expressively and in tune showing an awareness of others. • Start to sing more challenging counterpoint lines. <i>Counterpoint - a complimentary line that is related through notes used but will have a different rhythm.</i> • Perform with controlled breathing (voice) and skillful playing (instrument). 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument) 	<ul style="list-style-type: none"> • Sing or play from memory with confidence <u>to an audience.</u>
	To compose	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns identifying timbre and duration. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus <u>based on a specific mood/affect.</u>

		<ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Develop use of melodic ostinati. • Convey/ express the relationship between the lyrics and the melody. • Use a variety of methods to refine compositions. 	<ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. 	<ul style="list-style-type: none"> • Create rhythmic patterns with an appropriate awareness of timbre and duration.
To transcribe	<ul style="list-style-type: none"> • Use the standard musical notation of quaver, crotchet, minim and semibreve to indicate how many beats to play • Understand how to read the treble clef; and the concept of EGBDF (lines) and FACE (spaces). • Understand and use the # (sharp) and ♭ (flat) symbols. • Recognise and identify differences between 3/4 and 4/4 time. • Pupils studying drums, piano, keyboard or bass will be aware of the existence of other clefs, for example percussion and bass. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical staff. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • <u>Use and understand time signatures.</u> • <u>To follow notes transcribed on a musical staff.</u> 	
To describe music	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch. • dynamics (<i>how loud or quiet music is.</i>) • tempo. • timbre. • texture. • lyrics and melody. • sense of occasion. • rounds. • harmonies. • accompaniments. • cyclic patterns (<i>a short repeated pattern.</i>) • combination of musical elements. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> - pitch - dynamics - tempo - timbre - texture - lyrics and melody - sense of occasion - expressive - solo - rounds - harmonies - accompaniments - drones - cyclic patterns - combination of musical elements - cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> • To confidently use a wide range of musical vocabulary to accurately describe and appraise music including. 	

• cultural context.

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
<p>What I believe: No one is allowed to punish you in a cruel or harmful way. Exploring crime and punishment.</p>	To perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos and as part of an ensemble. • Sing or play expressively and in tune showing an awareness of others. • Start to sing more challenging counterpoint lines. <i>Counterpoint - a complimentary line that is related through notes used but will have a different rhythm.</i> • Perform with controlled breathing (voice) and skillful playing (instrument). 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument) 	<ul style="list-style-type: none"> • Sing or play from memory with confidence <u>to an audience.</u>
	To compose	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns identifying timbre and duration. • Thoughtfully select elements for a piece in order to gain a defined effect. • Develop use of melodic ostinati. • Convey/ express the relationship between the lyrics and the melody. • Use a variety of methods to refine compositions. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus <u>based on a specific mood/affect.</u> • Create rhythmic patterns with an <u>appropriate</u> awareness of timbre and duration.
	To transcribe	<ul style="list-style-type: none"> • Use the standard musical notation of quaver, crotchet, minim and semibreve to indicate how many beats to play. • Understand how to read the treble clef; and the concept of 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. 	<ul style="list-style-type: none"> • <u>Use and understand time signatures.</u> • <u>To follow notes transcribed on a musical stave.</u>

		<p>EGBDF (lines) and FACE (spaces).</p> <ul style="list-style-type: none"> • Understand and use the # (sharp) and b (flat) symbols. • Recognise and identify differences between 3/4 and 4/4 time. • Pupils studying drums, piano, keyboard or bass will be aware of the existence of other clefs, for example percussion and bass. 	<ul style="list-style-type: none"> • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. 	
	To describe music	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch. • dynamics (<i>how loud or quiet music is.</i>) • tempo. • timbre. • texture. • lyrics and melody. • sense of occasion. • rounds. • harmonies. • accompaniments. • cyclic patterns (<i>a short repeated pattern.</i>) • combination of musical elements. • cultural context. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> - pitch - dynamics - tempo - timbre - texture - lyrics and melody - sense of occasion - expressive - solo - rounds - harmonies - accompaniments - drones - cyclic patterns - combination of musical elements - cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> • To confidently use a wide range of musical vocabulary to accurately describe and appraise music including.

YEAR 6

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
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Children in WWII in Sunderland	To perform	<ul style="list-style-type: none"> • Sing or play a range of songs demonstrating an awareness of personal choice. • Incorporate elements of improvisation into performances. • Identify expressive elements of songs and incorporate them into performances. • Sing a harmony part confidently and accurately. • Sing or perform counterpoint parts confidently in a piece containing multiple lines. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument) 	<ul style="list-style-type: none"> • Sing or play from memory with confidence <u>to an audience.</u>
	To compose	<ul style="list-style-type: none"> • Create songs with distinct sections and relate them to appropriate styles of music. • Demonstrate awareness of how timbre and duration can be manipulated to change the effect of rhythms. • Combine a variety of musical devices, including melody, rhythm and chords. • Refine use of ostinati, showing an awareness of tonality. <i>Tonality - major (happy) or minor (sad).</i> • Explicitly communicate links between lyrics/ music and theme. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus <u>based on a specific mood/affect.</u> • Create rhythmic patterns with an <u>appropriate</u> awareness of timbre and duration.
	To transcribe	<ul style="list-style-type: none"> • Understand the link between tempo and note duration. I.e. at a slower tempo, notes of one beat will last longer in terms of seconds than at a quicker tempo. • Understand and use ties. • Understand and use the[♮](natural) symbol. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • <u>Use and understand time signatures.</u> • <u>To follow notes transcribed on a musical stave.</u>

		<ul style="list-style-type: none"> • Pupils studying drums, piano, keyboard or bass will use a clef appropriate to their instrument. • Instrumental pupils will recognise different styles of notation for their instrument, i.e., berklee and standard notation; tablature and standard notation. 		
	To describe music	<ul style="list-style-type: none"> • Understand differences between musical styles and can accurately describe them. • Recognise how musical styles can develop over time, for example popular music in the latter half of the Twentieth Century. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> - pitch - dynamics - tempo - timbre - texture - lyrics and melody - sense of occasion - expressive - solo - rounds - harmonies - accompaniments - drones - cyclic patterns - combination of musical elements - cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> • To confidently use a wide range of musical vocabulary to accurately describe and appraise music including.

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Sunderland's Heritage: Coalmining	To perform	<ul style="list-style-type: none"> • Sing or play a range of songs demonstrating an awareness of personal choice. • Incorporate elements of improvisation into performances. • Identify expressive elements of songs and incorporate them into performances. • Sing a harmony part 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument) 	<ul style="list-style-type: none"> • Sing or play from memory with confidence <u>to an audience.</u>

		<p>confidently and accurately.</p> <ul style="list-style-type: none"> • Sing or perform counterpoint parts confidently in a piece containing multiple lines. 		
To compose	<ul style="list-style-type: none"> • Create songs with distinct sections and relate them to appropriate styles of music. • Demonstrate awareness of how timbre and duration can be manipulated to change the effect of rhythms. • Combine a variety of musical devices, including melody, rhythm and chords. • Refine use of ostinati, showing an awareness of tonality. <i>Tonality - major (happy) or minor (sad).</i> • Explicitly communicate links between lyrics/ music and theme. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus <u>based on a specific mood/affect.</u> • Create rhythmic patterns with an <u>appropriate</u> awareness of timbre and duration. 	
To transcribe	<ul style="list-style-type: none"> • Understand the link between tempo and note duration. I.e. at a slower tempo, notes of one beat will last longer in terms of seconds than at a quicker tempo. • Understand and use ties. • Understand and use the \natural (natural) symbol. • Use and understand simple time signatures. • Pupils studying drums, piano, keyboard or bass will use a clef appropriate to their instrument. • Instrumental pupils will recognise different styles of notation for their instrument, 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and \flat (flat) symbols. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • <u>Use and understand time signatures.</u> • <u>To follow notes transcribed on a musical stave.</u> 	

		i.e., berkleee and standard notation; tablature and standard notation.		
	To describe music	<ul style="list-style-type: none"> • Understand differences between musical styles and can accurately describe them. • Recognise how musical styles can develop over time, for example popular music in the latter half of the Twentieth Century. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> - pitch - dynamics - tempo - timbre - texture - lyrics and melody - sense of occasion - expressive - solo - rounds - harmonies - accompaniments - drones - cyclic patterns - combination of musical elements - cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> • To confidently use a wide range of musical vocabulary to accurately describe and appraise music including.

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
<p>What I believe: I have the right to protection from any kind of exploitation.</p> <p>I have the right to give my opinion.</p>	To perform	<ul style="list-style-type: none"> • Sing or play a range of songs demonstrating an awareness of personal choice. • Incorporate elements of improvisation into performances. • Identify expressive elements of songs and incorporate them into performances. • Sing a harmony part confidently and accurately. • Sing or perform counterpoint parts confidently in a piece containing multiple lines. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument) 	<ul style="list-style-type: none"> • Sing or play from memory with confidence <u>to an audience.</u>
	To compose	<ul style="list-style-type: none"> • Create songs with distinct sections and relate them to appropriate styles of music. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus <u>based on a specific mood/affect.</u>

		<ul style="list-style-type: none"> • Demonstrate awareness of how timbre and duration can be manipulated to change the effect of rhythms. • Combine a variety of musical devices, including melody, rhythm and chords. • Refine use of ostinati, showing an awareness of tonality. <i>Tonality - major (happy) or minor (sad).</i> • Explicitly communicate links between lyrics/ music and theme. 	<ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. 	<ul style="list-style-type: none"> • Create rhythmic patterns with an appropriate awareness of timbre and duration.
	<p>To transcribe</p>	<ul style="list-style-type: none"> • Understand the link between tempo and note duration. I.e. at a slower tempo, notes of one beat will last longer in terms of seconds than at a quicker tempo. • Understand and use ties. • Understand and use the ♮ (natural) symbol. • Use and understand simple time signatures. • Pupils studying drums, piano, keyboard or bass will use a clef appropriate to their instrument. • Instrumental pupils will recognise different styles of notation for their instrument, i.e., berklee and standard notation; tablature and standard notation. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • <u>Use and understand time signatures.</u> • <u>To follow notes transcribed on a musical stave.</u>
	<p>To describe music</p>	<ul style="list-style-type: none"> • Understand differences between musical styles and can accurately describe them. • Recognise how musical styles can develop over time, for example popular music in the latter half of the Twentieth Century. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> - pitch - dynamics - tempo - timbre - texture - lyrics and melody - sense of occasion - expressive - solo - rounds 	<ul style="list-style-type: none"> • To confidently use a wide range of musical vocabulary to accurately describe and appraise music including.

		<ul style="list-style-type: none">• Describe how lyrics often reflect the cultural context of music and have social meaning.	<ul style="list-style-type: none">- harmonies- accompaniments- drones- cyclic patterns- combination of musical elements- cultural context. <ul style="list-style-type: none">• Describe how lyrics often reflect the cultural context of music and have social meaning.	
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