

# Our Music Curriculum



## **The Valley Community School**

### **Music Policy**

#### **Introduction**

Music is a foundation subject and is allocated time and resourcing equal to the other foundation subjects. Musical opportunities are for every child.

Each teacher is responsible for teaching this subject using the “Charanga” Music Scheme as the main teaching resource.

Each Unit of Work comprises the following Strands of Musical Learning:

1. Listen and Appraise
2. Musical Activities:
  - Games
  - Singing
  - Playing Instruments
  - Improvisation
  - Composition
3. Perform and Share

Experiences in composing, performing and listening provide occasions for teachers to introduce musical language in context to enhance pupil’s own vocabulary.

Children need to be given space in which to compose, perform and record. Staff may need to be creative with their classroom organisation. ICT should also be used to support the composing process.

‘Massed singing’ activities in school are an important part of a planned educational programme of music. All pupils should be given songs and musical ideas of increasing length and complexity to memorise and internalise as they progress through school.

Listening to music is also an important part of the music programme. This should direct children towards knowing the main musical elements, distinguishing musical instruments as well as responding to changes in character and mood.

Pupils should be familiar with the works of influential composers and introduced to the concept that there would be an impact of their work on later composers.

They should listen to a wide range of music from a multitude of traditions.

Children should be given occasions when they can perform their compositions to an audience e.g. as part of a class assembly, Bolton School Music Festival , end of term concerts Etc. Pupils can use these occasions, as well as those in class, to appraise each other’s performance.

Children should be given the tools to assist them in becoming life long music lovers.

#### **MUSIC Intent:**

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms and to begin to make judgments about the quality of music.

Our key curriculum vehicle is the commercially published scheme "CHARANGA", however this is contextualised to best meet the needs of our pupils. A music specialist works alongside all teachers throughout the year as part of our coaching programme.

Through our music curriculum we strive to:

- encourage all pupils to enjoy music as a listener, composer and performer.
- pursue musical understanding through practical experiences.
- teach the skills necessary for children to learn to play a classroom musical instrument
- encourage singing both in and out of school by participating in activities such as the Bolton Schools' Music Festival etc.
- develop pupils' aural and oral skills.
- enable and encourage pupils to continue their music making into their adult life.
- generate pupils enthusiasm for all musical styles.
- appreciate music as one of the arts and to be aware of cross-curricular links with other subjects.
- give each child the opportunity to participate in musical activities throughout the school life regardless of their ability.
- value and respect the work of others as well as their own.
- develop the inter-related skills of performing, composing and appreciating music.
- To know and understand:
  - how sounds are made and then organised into musical structure
  - how music is made through a variety of instruments
  - how music is composed and written down
  - how music is influenced by the time, place and the purpose for which it was written

### **Sequencing Knowledge**

### **Knowledge classes**

- Tacit knowledge: Knowledge gained through experience
- Procedural: knowledge gained through performance
- Declarative: Factual knowledge –era styles

### **We need to create**

- Automaticity- finding and doing without trying or thinking
- Learn by heart
- Well embedded knowledge

### **Schema : pre-planned well sequenced curriculum**

- Enabling pupils to gradually have more control over the sound they are producing
- Practice sessions to support the consolidation of procedural knowledge
- Consistency in the medium for developing sound control

### **Constructive:**

- Learning the concepts and terminology of musical elements through examples embedded in wider elements, building on prior learning
- Components and composites in composing
- Opportunities to develop the components of composition

## **Expressive**

- Extensive opportunities to develop expressive intentions
- Tasks at a technical level appropriate for pupils to develop expressive intentions

## **Knowledge of music**

- Formal
- Symbolic
- Personal
- Social

## **Organisation for Teaching**

Staff are responsible for their own classroom organisation which should be appropriate to the age group they teach.

Staff will need to be creative with organising lessons to ensure resources are used to their full potential and enthusiasm for the subject is communicated effectively.

KS1 and Early Years staff will ensure that basic skills for music are covered in their lessons.

## **Long and short-term planning**

Long, medium and short-term planning is the responsibility of individual teachers who will adapt the Charanga plans to meet the needs of all pupils in a particular class.

Other resources are available for further support and a music specialist works alongside staff from Year 1-6 in a coaching role 4 times per term as a minimum.

## **Cross-curricular links**

Music can enrich learning in other subjects here are just a few brief examples:

- History, Geography, English, Art and Design, R.E., P.S.H.E - times, places and culture.
- Dance, Drama, English, Art and Design, R.E. and P.S.H.E. - mood and emotion.
- In writing poetry, creating dances - structure.
- Science – sound

I.C.T.

- Software to explore sound and create compositions.
- Software to explore music from different times and cultures.
- The Internet to collect musical information.

Spiritual, moral, social and cultural development through music.

- Spiritual – to reflect and express their thoughts and feelings through music.
- Moral – to respect and value their own work and the work of others.
- Social – sharing with and supporting others, recognising the different roles in a group performance.
- Cultural – recognising how music influences the way people think and feel, relating it to the time and place. Also through reflecting on music from contrasting traditions.

## **Time allocation for the subject**

Music will be taught weekly in all classes for a minimum of 45 minutes in KS 1 and 60 minutes in KS2. This includes a weekly KS sing led by a music specialist.

## **Equal Opportunities and Special Educational Needs**

At The Valley School we adapt the curriculum to make it accessible to all pupils. This involves adapting the curriculum content, methods by which it is taught, teaching sequence or resources. Our highly trained and dedicated staff know that true inclusion does not just happen in core subjects, but throughout the whole curriculum.

### **Music is an entitlement for all pupils.**

Teachers at The Valley provide each child with appropriate learning challenges. They are aware of and respond to the diverse needs of each pupil, so that the experiences they have are rewarding and demonstrate achievement. Reasonable adjustments will be made so that each child can reach their full potential involving all the spectrum of SEN; adaptations to instruments or equipment may need to be made to allow for physical needs; opportunities to extend skills for the more able children. Equal opportunities will be supported by all staff. Music from all cultures will be used throughout the year and all children regardless of gender, ability or disability will be encouraged by staff to take an active part to the best of their abilities

### **How we make suitable adaptations to support the learning of disadvantaged and pupils with special educational needs**

- Schemes of work in the short, mid and long-term, with clearly defined milestones and practical objectives exemplified clearly
- Pre-teaching key concepts and language
- Post-teaching to consolidate
- Supporting accessibility by understanding by focusing on key vocabulary
- Using ICT technology, apps, video and computer based technologies where appropriate
- Waves of intervention that focus on Basic Skills and language proficiency that supports wider curriculum accessibility"

#### **General:**

- Visual prompts
- Scaffolded learning
- Collaborative learning structures
- Focus on meta-cognition
- Always check they have understood
- Ensure directions are clear and concise.
- Chunk instructions into smaller parts
- Use a visual means of displaying instructions (Wigit)
- Avoid giving multiple commands.
- Show visuals, actions or symbols to support key words.
- Coloured paper and overlays
- Reading windows
- Tinted books
- Pencil grips
- Access to sensory resources
- Reactivation of prior learning
- Explaining in more accessible language
- Explicit referencing to skills and knowledge
- Targeted questioning
- With reluctant talkers ask them to comment on what they are learning rather than phrase as a specific question.
- Give warning and extra processing time when asking a question. "When we have read / watched ...I am going to ask you...." or Ask them question then say "Think about it whilst I ask .... Then I will come back to you"

- Give at least 15 second respond time.
- Always model back the grammatically correct version of the sentence or model in a sentence

### **Music specific:**

- Full participation of all pupils building skills and confidence by:
- Less complex rhythms
- Fewer musical notes
- Clap rhythms to words
- Narrower range in singing part
- Less technical singing part when part singin
- Pre-exposure to music and/or instruments for learners
- Ear defenders can enable learners to partake in lessons with more confidence.
- Create opportunities for physical contact with instruments and/or sound sources if learners cannot hear sounds clearly.
- Provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo.
- Use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts.
- Create a graphic score or pictorial representations of a composition to provide a form of non-verbal communication.
- Provide visual word banks to support in identifying different instruments, photographs of the individual learner playing the instruments can help with retention.
- Use pictorial word banks for support with the meanings of musical dimensions.
- Drip-feed key vocabulary throughout the school day, rather than limiting references to specific music lessons.
- Use every opportunity to discuss music listened to during assemblies or in other curriculum areas.
- Break down content into small steps and allow time for guided practice of each step to build up conceptual understanding.

### **Assessment, recording and reporting procedures**

#### **Evidence**

The class teacher must gather evidence of what has been learnt in class in relation to music. Photographs and video should be put into the Music evidence folder on the T drive.

#### **Reporting to Parents**

This is done through Parents' Evenings, and the annual written report.

#### **Assessment**

Staff will need to ensure that during lessons they observe children as they are working with them. This is in order to make assessments that support the next step in learning and so that progress is monitored.. Objectives achieved are recorded on Educater, the schools' tracking system. This is completed at least once per term.

#### **Related policies**

Assessment Policy

Teaching and Learning Policy

Curriculum Policy

## Systemic documents

Key documents held in house and maintained by subject leaders that promote, monitor and support this subject development.

- Position statement
- Action and/or development plan
- External and/or Internal Data Profiles
- Impact statement
- Monitoring plan
- Documents that support exemplification of standards

| Our Assessment Overview linked to detailed adapted Schemes of Work<br>Assessed using triangulated assessment three times a year and against end of year ARE |                                     |                             |                                                                        |                                                                    |                                                                  |                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------|
| Assessment strands                                                                                                                                          | Strand 1                            | Strand 2                    | Strand 3                                                               | Strand 4                                                           | Strand 5                                                         | Strand 6                                                |
| 1-2blocked                                                                                                                                                  | IPC milepost skills                 | User and purpose            | Design and make                                                        | Tools and skills                                                   | Safety                                                           | Big Ideas                                               |
| History 1-2blocked                                                                                                                                          | IPC milepost skills                 | Chronological understanding | Historical depth and knowledge                                         | Historical Enquiry Interpretations of history                      | Big Ideas                                                        |                                                         |
| Geography 1-2 blocked                                                                                                                                       | IPC milepost skills                 | Locational Knowledge        | Place Knowledge                                                        | Human and physical Geography                                       | Fieldwork and geography skills                                   | Big Ideas<br>Linking concepts across multiple sub jects |
| Art 1-2blocks                                                                                                                                               | IPC milepost skills                 | Colour Pattern Tone         | Technique                                                              | Texture and form                                                   | Artists and Art from around the world                            | Big Ideas                                               |
| Music Ongoing Skills focus                                                                                                                                  | Playing, singing and performing     | Composing and improvising   | Listening and appreciating (including place in history KS2)            | Using and understanding musical elements (interrelated dimensions) | Recording (notation, graphic scores etc)                         |                                                         |
| Science 2-3 Per year                                                                                                                                        | IPC milepost skills                 | Working scientifically      | Biology Anatomy Adaptation                                             | Physics and Chemistry                                              | Materials, states rock and soil formation                        | Big ideas                                               |
| PSHE Ongoing                                                                                                                                                | Changes                             | Relationships               | Differences                                                            | Healthy me                                                         | Aspirations {dreams and ls                                       | RSE SEP: 2020                                           |
| GAMES Ongoing Skills focus                                                                                                                                  | Running jumping /Throwing /Catching |                             | Participation and applying skills Competitive games Attack and defence |                                                                    | Health and fitness including mental health and lifestyle choices |                                                         |

|                          |                                   |                                            |                                                                          |
|--------------------------|-----------------------------------|--------------------------------------------|--------------------------------------------------------------------------|
| GYM/<br>Dance<br>Ongoing | Movement, pattern<br>Balance      | Agility<br>Coordination and<br>flexibility | Personal performance /Group performance<br>Health, Fitness and Lifestyle |
| Swam<br>Blocked          | Swimming to NC; stand-alone block |                                            |                                                                          |
| MFL KS2<br>On Oln        | Oracy                             | Literacy                                   | Intercultural understanding                                              |
| RE<br>Ongoing            | Making sense of beliefs           | Understanding the impact                   | Making connections                                                       |
| Computing<br>Ongoing     | Computer science<br>online safety | Information<br>technology online<br>safety | Digital Literacy —including online<br>safety                             |

### **Executive summary on a page:**

Key aspects of our intent embedded in our curriculum:

#### **Core values:**

Acceptance Fairness Trust Enjoyment Respect

#### **Personal skills, attitudes and approaches:**

Developed throughout "Jigsaw" PSI-IE work and the adapted International Primary Curriculum; enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability. Pupils also have deep Social/Moral/Cultural/Spiritual experiences mapped through the curriculum.

#### **British Values that are expressly threaded through the curriculum:**

Democracy/Rule of law/Tolerance/Respect

#### **The key considerations and "Golden Threads" that link our curriculum together**

#### **Our curriculum must:**

- 1 Have a very strong International Dimension and link to broaden our pupils' perspectives, develop a notion of international citizenship, responsibility and principles of Fairtrade.
2. Be cyclical and link to pupils' cognition and metacognition with deeper reinforcement of key concepts, knowledge and skills using Webb's "Depth of Knowledge" approach in structuring activities to support simple to complex learning and understanding.
3. Develop pupils' vocabulary, allowing pupils to access short and long term memory and apply across curriculum creating links and deeper understanding 4. Develop first hand experiences for our pupils to access Have International/SMSC/British values dimensions Be cyclical
4. Build on first hand experiences
5. Have a heavy focus on subject specific vocabulary, learning vocabulary (Blooms WOW) and expected vocabulary (related to spelling)

Because this is how we know our children learn best

Threads in subjects that link to overall intent and help develop the Cultural Capital for pupils at The Valley School. All subjects meet and exceed national curriculum requirements.

#### **Assessment methodology:**

Ongoing assessment via short summative low stakes tests/tasks  
Focussed practical activities and sequenced activities (FPTs)  
Cumulative work individual or group piece, including project based on task centric  
Collaborative work/Performance/Demonstration or group discussion -questioning  
Ongoing assessment formative-including targeted observation

## Charanga Music Scheme

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. The Scheme supports all the requirements of the national curriculum. In line with the curriculum for music, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

### How the Scheme is structured

Each Unit of Work comprises of strands of musical learning which correspond with the national curriculum for music:

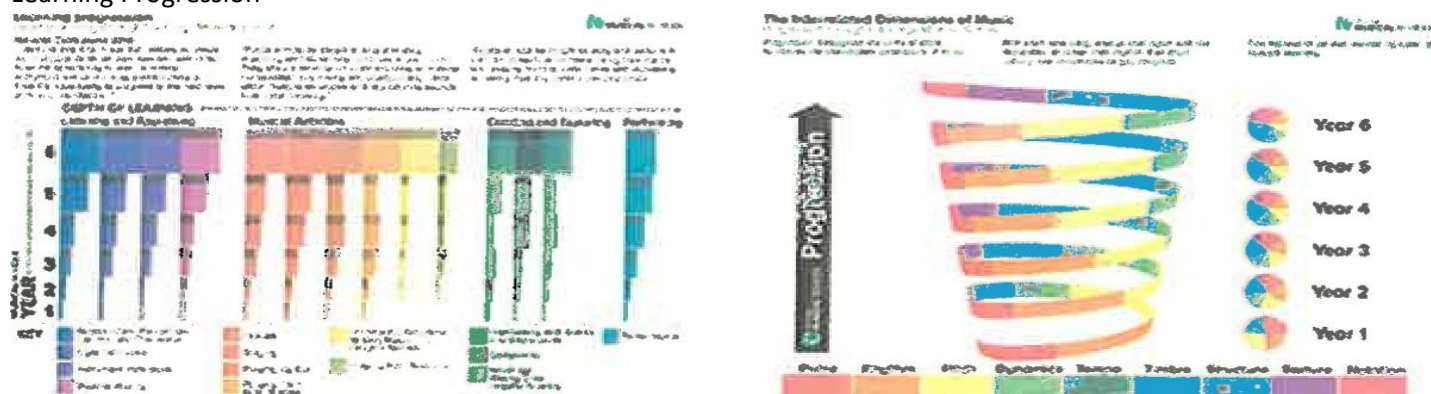
1. Listening and Appraising
2. Musical Activities
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing
  - d. Playing instruments
  - e. Improvisation
  - f. Composition
3. Performing

### Mastery in music lessons

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. This is in line with schools' curriculum 'Golden Threads'. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides staff through each strand of musical learning from Reception to Upper Key Stage 2 in order for teachers to plan and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts- Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards it's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

### Learning Progression



The diagram above depicts the depth of learning that occurs as the children move through the year groups. As they progress, the colour deepens and the learning widens.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

The scheme is contextualised and adapted by teachers to best meet the needs of all pupils. Additional resources are used to supplement the scheme as advised and modelled by a music specialist.

## Musical Progression EYFS – Year 6

| End of EYFS statutory expectations ELG | Communication and Language- Listening and Attention<br>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions<br>- Make comments about what they have heard and ask questions to clarify their understanding<br>Statutory ELG: Self-Regulation<br>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | Physical – Moving and Handling<br>Use a range of small tools, including scissors, paint brushes and cutlery;<br>Demonstrate strength, balance and coordination when playing;<br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | Literacy - Reading                                                                                                                                                                                                                                                   | Expressive Arts and Design<br>Sing a range of well-known nursery rhymes and songs;<br>Perform songs, rhymes, poems and stories with others, and –when appropriate – try to move in time with music. |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Birth to 5 Matters Range 1             | Turns toward a familiar sound then locates range of sounds with accuracy<br>Listens to, distinguishes and responds to intonations and sounds of voices                                                                                                                                                                                                                                                                                                                                                                                                               | Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations                                                                                                                          | Notices and engages with sounds and images in the environment                                                                                                                                                                                                        | Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)                                                       |
| Birth to 5 Matters Range 2             | Moves whole body to sounds they enjoy, such as music or a regular beat                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Enjoys finger and toe rhymes and games.                                                                                                                                                                                                                                | Responds to sounds in the environment such as cars, sirens and birds<br>Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments<br>Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes |                                                                                                                                                                                                     |
| Birth to 5 Matters Range 3             | Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations<br>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations                                                                                                                                                                                                                                                                                                                                                        | Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions<br>. Shows interest, dances and sings to music rhymes and songs, imitating movements of others                                                             | Begins to join in with actions and sounds in familiar song and book sharing experience                                                                                                                                                                               | Creates sound effects and movements, e.g. creates the sound of a car, animals                                                                                                                       |
| Birth to 5 Matters Range 4             | Shows interest in play with sounds, songs and rhymes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Moves in response to music, or rhythms played on instruments such as drums or shakers<br>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools                            | Has some favourite stories, rhymes, songs, poems or jingles<br>•Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes             | Creates rhythmic sounds and movements                                                                                                                                                               |

|                               |                                                                                                                                                                                                                                                                                       |                                                                                                                                           |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Birth to 5 Matters<br>Range 5 | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories<br>Focusing attention – can still listen <b>or</b> do, but can change their own focus of attention<br>Is able to follow directions (if not intently focused)                             | Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors ,hairbrushes, toothbrush, scarves or ribbons | - Recognises rhythm in spoken words, songs, poems and rhymes<br>- Claps or taps the syllables in words during sound play | Uses movement and sounds to express experiences, expertise, ideas and feelings<br>Experiments and creates movement in response to music, stories and ideas<br>Sings to self and makes up simple songs<br>Creates sounds, movements, drawings to accompany stories<br>Explores and learns how sounds and movements can be changed<br>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns<br>Enjoys joining in with moving, dancing and ring games<br>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home<br>Taps out simple repeated rhythms<br>Develops an understanding of how to create and use sounds intentionally                         |
| Birth to 5 Matters<br>Range 6 | May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span                                                                                                                                | Handles tools, objects, construction and malleable materials safely and with increasing control and intention                             |                                                                                                                          | Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes<br>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping<br>Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs</i><br>Begins to build a collection of songs and dances<br>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to<br>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts |
| Reception                     | Know a range of nursery rhymes off by heart.<br>Know the stories of some of these nursery rhymes.<br>Add actions to songs and rhymes.<br>Enjoy moving to music in different ways<br>Perform nursery rhymes by singing and adding actions.<br>Record the performance to talk about it. | Explore and experiment with a range of musical instruments.                                                                               | Know that we can move with the pulse of the music.<br>Find the pulse by copying a leader.                                | Copy basic rhythm patterns of single words, building to short phrases from known songs and rhymes.<br>Explore high and low using voices and sounds.<br>Invent a pattern using one pitched note                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Key Vocabulary                | song, instrument, high, low, quiet, fast, slow, loud, listen, beat, pulse, rhythm                                                                                                                                                                                                     |                                                                                                                                           |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| <b><i>N C End of KS 1 Expectations</i></b> | <b><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b><i>Play tuned and untuned instruments musically</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1                                     | <p>Experiment creating different types of sounds with their voices.</p> <p>Listen to and sing back simple melodies.</p> <p>Learn about voices and sing notes of different pitches (high and low).</p> <p>Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch.</p>                                                                                                                                                                                                                                                                                                                                    | <p>Know the names of some of the instruments they use and begin to recognise their sound aurally.</p> <p>Treat instruments carefully and with respect</p> <p>Play a tuned instrumental part within the song they perform.</p> <p>Learn to play an instrumental part using up to 3 notes.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Begin to follow graphic notations and symbols when playing and performing.</p>                                                                                                                                                                                                                                | <p>Know that music has a steady pulse, like a heartbeat, and begin to move to it.</p> <p>Listen with increasing concentration to a range of music from different times, styles and places.</p> <p>Say whether or not they like it and why.</p> <p>Begin to recognise different styles of music.</p> <p>Begin to respond to changes in tempo</p> <p>Recognise and name two or more instruments they hear.</p>                                                                                                                                                                                                                                               | <p>Copy back short rhythmic phrases based on words with one and two syllables.</p> <p>Create rhythms for others to copy using words and phrases as a starting point.</p> <p>Copy back and create short rhythmic phrases whilst marching to the steady beat.</p> <p>Help to create a simple melody using up to three notes.</p> <p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Explore and begin to understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Begin to recognise how graphic notation can represent created sounds and explore and invent own symbols.</p> <p>Record the performance and say how they feel about it.</p>                                                                                                                                                                                                                                                                                                                                     |
| Key vocabulary                             | pulse, rhythm, pitch, improvise, compose, melody                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Year 2                                     | <p>Know and sing a range of songs from memory including other ways of using the voice e.g. rapping.</p> <p>Describe and demonstrate pitch with increasingly accurate pitch matching.</p> <p>Know some songs have a chorus or response/answer part.</p> <p>Know that songs have a musical style.</p> <p>Know why we need to warm up our voices.</p> <p>Listen to and sing back different vocal warm-ups.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Start and stop singing when following a leader.</p> | <p>Know the names of untuned percussion instruments played in class.</p> <p>Copy a simple rhythm on a percussion instrument.</p> <p>Read and play rhythm patterns represented as stick notation including crotchets, paired quavers and crotchet rests.</p> <p>Begin to recognise the link between shape and pitch in graphic notations.</p> <p>Begin to recognise dot notation and match it to 3 note tunes played on tuned percussion or sung.</p> <p>Learn to play a tuned instrumental part using up to 3 notes from memory or when written down.</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p> | <p>Listen with increasing concentration to a range of music from different times, styles and places.</p> <p>Start to recognise different style indicators and instruments used.</p> <p>When listening to music start to find and internalise the pulse.</p> <p>Begin to recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music.</p> <p>Respond to and identify high and low sounds independently when listening to a piece of music.</p> <p>Start to use correct basic musical language when talking about it.</p> <p>Express their own and respect others thoughts and feelings towards music.</p> | <p>Know that music has a steady pulse and be able to identify and demonstrate rhythm and pitch.</p> <p>Know that improvisation is making up tunes on the spot.</p> <p>Know that it is not written down.</p> <p>Know that the notes of the composition can be written down and changed.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music.</p> <p>Listen to a rhythm and clap back.</p> <p>Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers)</p> <p>Make up their own rhythms for others to copy.</p> <p>Begin to identify the difference between pulse and rhythm.</p> <p>Play and improvise using voices and instruments.</p> <p>Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation.</p> <p>Compose simple melodies using 3 to 5 notes.</p> <p>Use graphic symbols and dot notation keep a record of compositions.</p> |
| Key vocabulary                             | dynamics, tempo, timbre                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| <b>N C End of KS 2 Expectations</b> | <b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Listen with attention to detail and recall sounds with increasing aural memory</b>                                                                                                                                                                                                                                                       | <b>Use and understand staff and other musical notations</b>                                                                                                                                                                                                                                                                                                                      | <b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Develop an understanding of the history of music.</b>                                                      |
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| Year 3                              | <p>Know and be able to talk about instruments used in class (tuned and untuned).</p> <p>Know and talk about choirs, conductors and the importance of warming up your voice.</p> <p>Perform actions and body percussion confidently and in time to a range of action songs</p> <p>Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs.</p> <p>Play simple melodic patterns using up to 5 notes from memory or using notation.</p> <p>Demonstrate a good singing posture.</p> <p>Sing in unison and in simple two-parts and experience singing canons, simple rounds and other partner songs.</p> <p>Sing with awareness of being 'in tune' and show control of dynamics and tempo.</p> <p>Listen to and follow musical instructions from a leader including following written symbols: dynamics, tempo</p> <p>Have an awareness of performing to different audiences.</p> | <p>Be able to talk about improvisation and composition, and know the difference between the two. Improvise (using voices and tuned/untuned instruments), short responses using a given note-range</p> <p>Compose in response to different stimuli sources and record using standard and graphic notation.</p> <p>Begin to structure musical ideas to create music that has a beginning, middle and end.</p> <p>Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> | <p>Listen and copy back using instruments and voices with increasing accuracy.</p> <p>Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests) and with expression</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes e.g. C-E</p> | <p>Know that music can be written down in a variety of ways, including staff.</p> <p>Begin to recognise the symbols for crotchets, quavers and crotchet rests.</p> <p>Read and clap/tap a 4 beat pattern that contains crotchets, quavers and crotchet rests.</p> <p>Introduce the stave, lines and spaces, and clef.</p> <p>Use dot notation to show higher or lower pitch.</p> | <p>Know the style of at least five pieces of music, who sang or composed them and their place in history.</p> <p>Be able to talk about one piece of music in detail: what it is about, any musical dimensions featured, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Begin to recognise how these are used to create moods and effects.</p> <p>Identify the main sections (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard.</p> <p>Take it in turns to discuss how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.</p> <p>When listening to music, begin to recognise the difference between major and minor.</p> | <p>Begin to talk about key composers and their place in history, making links with key historical events.</p> |
| Key Vocabulary                      | Structure, intro/introduction, verse, chorus, texture, pentatonic scale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                               |

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| Year 4         | <p>Know and be able to talk about the instruments they might play or that might be played in a band or orchestra. Play differentiated parts on a tuned instrument – from memory or using notation.</p> <p>Follow a leader and experience leading the playing.</p> <p>Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing.</p> <p>Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing.</p> <p>Sing canons, rounds and other partner songs with increased control.</p> <p>Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols:</p> <p>When singing or playing an instrument, listen to the group with increasing attention.</p> <p>Play and perform simple melodies using a small range of notes, following staff notation.</p> <p>Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing.</p> <p>Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</p> | <p>Be able to talk about improvisation and composition and the difference between the two.</p> <p>Using instruments, listen to and play their own answer to a musical phrase.</p> <p>Become more skilled composing and improvising using up to 5 different notes, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres.</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Talk about how it was created.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Use improvisations within more structured composition work</p> <p>Structure musical ideas to create music that has a beginning, middle and end.</p> <p>Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases.</p> <p>Explore and develop using Music Technology to capture, change and combine sounds.</p> | <p>Listen and copy back using instruments and voices with increasing accuracy.</p> <p>Copy short melodic phrases using a small number of notes, recognising pitch changes by ear.</p> <p>Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims).</p> | <p>Know that music can be written down in a variety of ways, including staff .</p> <p>Recognise the symbols for minims, crotchets, quavers and crotchet rests.</p> <p>Read and clap/tap a 4 beat pattern that contains minims, crotchets, quavers and crotchet rests.</p> <p>Read and perform pitch notation within a defined range</p> | <p>Begin to talk confidently about an increasing number of pieces of music in detail: some of the style indicators, what the music 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 music.</p> <p>Name some of the instruments they heard and know what musical family they belong to.</p> <p>Discuss how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts.</p> <p>Begin to use technical vocabulary when talking about music.</p> | <p>Begin to talk about key composers and their place in history, making links with key historical events.</p> |
| Key Vocabulary | unison, solo, rhythm patterns, notation, lyrics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                               |

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| Year 5         | <p>Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together.</p> <p>Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols</p> <p>Sing and play an increasing range of notes in tune and pay attention to melodic phrasing and the musical context.</p> <p>To have had opportunities to sing and play solo parts.</p> <p>Listen to each other and be aware of how they fit into the group.</p> <p>Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse</p> <p>Play a musical instrument with the correct technique and select and learn an instrumental part from memory or using notation.</p> <p>Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</p> <p>Rehearse and perform their part, listen to and follow musical instructions from a leader and have the opportunity to lead.</p> | <p>Improvise and compose using instruments in the context of a song or music to be performed.</p> <p>Apply knowledge that music has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p> <p>Question and answer using up to 3 different notes</p> <p>Combine short compositions to create a class piece, exploring different structures e.g. ternary (ABA), rondo (ABACAD etc)</p> <p>Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases (AB) using the note set.</p> <p>Listen to and reflect upon the developing composition and make musical decisions to improve it giving reasons using appropriate musical vocabulary.</p> <p>Improvise freely over a drone or simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Choose what to perform and create a programme.</p> <p>Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p> <p>Record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.</p> | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Copy back using instruments and voices with increasing accuracy more complex rhythms and musical phrases.</p> <p>Find the pulse in increasingly complex pieces of music.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> | <p>Know and be able to talk about: different ways of writing music down – e.g. staff notation, symbols Know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>Understand how triads are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs.</p> <p>Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and play short rhythmic phrases that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.</p> <p>Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument.</p> | <p>Know a range of composers from a range of styles and musical periods including well-known improvising musicians.</p> <p>Know the style of a range of pieces of music and name other pieces in those styles.</p> <p>Using an increasing range of technical vocabulary talk about: some of the style indicators, any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the music, name some of the instruments they heard and know which musical family they belong to.</p> <p>Compare two pieces in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Describe, compare and evaluate different pieces of music using appropriate musical vocabulary</p> <p>Discuss their preferences and say why.</p> | <p>Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.</p> <p>Talk about an increasing range of key composers and their place in history, making links with key historical events, cultural and musical influences.</p> |
| Key Vocabulary | note values and names, syncopation, bridge, interlude, harmony,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                  |

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| Year 6         | <p>Confidently sing different parts and styles from memory and sing in unison, solo, lead vocal, backing vocals, cannon, two part or rapping.</p> <p>Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together.</p> <p>Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.</p> <p>Communicate the meaning of the words and clearly articulate them when performing songs.</p> <p>Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols</p> <p>Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse.</p> <p>Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument.</p> <p>Accompany melodies, using block chords or a bass line using tuned percussion or melodic instruments, or using music software.</p> <p>Play a musical instrument with the correct technique within the context of a style.</p> <p>Continue to improvise freely over a simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. Extend improvised melodies beyond 8 beats.</p> <p>Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or melodic instruments.</p> <p>Further explore the difference between major and minor</p> <p>Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.</p> <p>Make improvements to own work, giving reasons using appropriate musical vocabulary.</p> <p>Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</p> <p>When planning a performance, choose what to perform talk about the venue and how to use it to best effect, record the performance and compare it to a previous one.</p> <p>Conform to the etiquette of performance situations as a musician and as an audience member.</p> <p>Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p> | <p>Improvise using instruments in the context of a song or piece of music to be performed. Improvise with a feeling for the style using pentatonic scale. Explain the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation/ staff).</p> | <p>Listen and copy back using instruments and voices with increasing accuracy more complex rhythms and musical phrases.</p> <p>Find the pulse in increasingly complex pieces of music.</p> <p>Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> | <p>Know and be able to talk about: different ways of writing music down – e.g. staff notation, symbols</p> <p>Know the notes C, D, E, F, G, A, B + C on the treble stave.</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate.</p> <p>Read and play confidently from rhythm flashcards and rhythmic scores that contain known rhythms/ notes.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C).</p> <p>Read and play from notation a four-bar phrase.</p> | <p>Be able to confidently talk about: the style indicators of the music, lyrics: what the songs are about, any musical dimensions featured and where they are used and how they work together. (texture, dynamics, tempo, rhythm, pitch, timbre and structure).</p> <p>Recognise and name a growing number of individual instruments within instrumental families.</p> <p>Compare and contrast pieces of music, talking about what stands out musically in each of them and their similarities and differences using appropriate musical vocabulary.</p> <p>Discuss genre, similar pieces of music and possible influences of style and culture. Use technical musical vocabulary confidently.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Compare different pieces of music</p> | <p>Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.</p> <p>Talk about an increasing range of key composers and their place in history, making links with key historical events, cultural and musical influences.</p> |
| Key Vocabulary | dimensions of music, style indicators, ostinato                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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## Skill progression

### Singing

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| <p>Sing a range of nursery rhymes off by heart.</p> | <p>Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch.</p> <p>Listen to and sing back simple melodies.</p> <p>Experiment creating different types of sounds with their voices.</p> <p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Learn about voices and sing notes of different pitches (high and low).</p> | <p>Sing a range of songs from memory including other ways of using the voice e.g. rapping.</p> <p>Listen to and sing back different vocal warm-ups.</p> <p>Start and stop singing when following a leader.</p> <p>Describe and demonstrate pitch with increasingly accurate pitch matching.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Begin to talk about why we need to warm up our voices.</p> <p>Recognise that songs have a musical style.</p> <p>Begin to respond to dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing.</p> | <p>Sing in unison and in simple two-parts and experience singing canons, simple rounds and other partner songs.</p> <p>Listen to and follow musical instructions from a leader including following written symbols: dynamics, tempo</p> <p>Demonstrate a good singing posture.</p> <p>Talk about choirs, conductors and the importance of warming up voices.</p> <p>Sing with awareness of being 'in tune' and show control of dynamics and tempo.</p> | <p>Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing.</p> <p>Sing canons, rounds and other partner songs with increased control.</p> <p>When singing or playing an instrument, listen to the group with increasing attention.</p> <p>Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing.</p> <p>Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</p> <p>Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols:</p> | <p>Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together.</p> <p>Sing and play an increasing range of notes in tune and pay attention to melodic phrasing and the musical context.</p> <p>Have opportunities to sing and play solo parts.</p> <p>Listen to each other and be aware of how they fit into the group.</p> <p>Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse</p> <p>Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols</p> | <p>Confidently sing different parts and styles from memory and sing in unison, solo, lead vocal, backing vocals, canon, two part or rapping.</p> <p>Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together.</p> <p>Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.</p> <p>Communicate the meaning of the words and clearly articulate them when performing songs.</p> <p>Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols</p> |

Listening

| R                                                                                         | 1                                                                                                                                                                                                                                                                                                                                                                                                                 | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>Enjoy moving to music in different ways</p> <p>Find the pulse by copying a leader.</p> | <p>Listen with increasing concentration to a range of music from different times, styles and places.</p> <p>Say whether or not they like it and why.</p> <p>Recognise and name two or more instruments they hear.</p> <p>Begin to recognise different styles of music.</p> <p>Recognise that music has a steady pulse, like a heartbeat, and begin to move to it.</p> <p>Begin to respond to changes in tempo</p> | <p>Listen with concentration to a range of music from different times, styles and places.</p> <p>Start to recognise different style indicators and instruments used.</p> <p>When listening to music start to find and internalise the pulse.</p> <p>Begin to recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music.</p> <p>Respond to and identify high and low sounds independently when listening to a piece of music.</p> <p>Start to use correct basic musical language when talking about it.</p> <p>Express their own and respect others thoughts and feelings towards music.</p> | <p>Be able to talk about one piece of music in detail: what it is about, any musical dimensions featured, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.</p> <p>Begin to recognise how these are used to create moods and effects.</p> <p>Identify the main sections (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard.</p> <p>Take it in turns to discuss how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When listening to music, begin to recognise the difference between major and minor.</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes e.g. C-E</p> | <p>Begin to talk confidently about an increasing number of pieces of music in detail: some of the style indicators, what the music is about, any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the music.</p> <p>Discuss how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts.</p> <p>Begin to use technical vocabulary when talking about music.</p> <p>Name some of the instruments they heard and know what musical family they belong to.</p> <p>Listen and copy back using instruments and voices with increasing accuracy.</p> <p>Copy short melodic phrases using a small number of notes, recognising pitch changes by ear.</p> <p>Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims).</p> | <p>Using an increasing range of technical vocabulary talk about: some of the style indicators, any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the music, name some of the instruments they heard and know which musical family they belong to.</p> <p>Compare two pieces in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Describe, compare and evaluate different pieces of music using appropriate musical vocabulary</p> <p>Discuss their preferences and say why.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Copy back using instruments and voices with increasing accuracy more complex rhythms and musical phrases.</p> <p>Find the pulse in increasingly complex pieces of music.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Be able to confidently talk about: the style indicators of the music, lyrics: what the songs are about, any musical dimensions featured and where they are used and how they work together. (texture, dynamics, tempo, rhythm, pitch, timbre and structure).</p> <p>Recognise and name a growing number of individual instruments within instrumental families.</p> <p>Compare and contrast pieces of music, talking about what stands out musically in each of them and their similarities and differences using appropriate musical vocabulary.</p> <p>Discuss genre, similar pieces of music and possible influences of style and culture. Use technical musical vocabulary confidently.</p> <p>Compare different pieces of music</p> <p>Listen and copy back using instruments and voices with increasing accuracy more complex rhythms and musical phrases</p> <p>Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> |

## Musicianship

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| <p>Explore and experiment with a range of musical instruments.</p> <p>Copy basic rhythm patterns of single words, building to short phrases from known songs and rhymes.</p> <p>Invent a pattern using one pitched note</p> <p>Explore high and low using voices and sounds.</p> | <p>Copy back short rhythmic phrases based on words with one and two syllables.</p> <p>Create rhythms for others to copy using words and phrases as a starting point.</p> <p>Copy back and create short rhythmic phrases whilst marching to the steady beat.</p> <p>Learn to play an instrumental part using up to 3 notes.</p> <p>Help to create a simple melody using up to three notes.</p> <p>Explore and begin to understand the difference between creating a rhythm pattern and a pitch pattern.</p> | <p>Begin to identify the difference between pulse and rhythm.</p> <p>Copy a simple rhythm on a percussion instrument.</p> <p>Listen to a rhythm and clap back.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music.</p> <p>Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers)</p> <p>Make up their own rhythms for others to copy.</p> <p>Learn to play a tuned instrumental part using up to 3 notes from memory or when written down.</p> <p>Play the part in time with the steady pulse.</p> <p>Compose simple melodies using 3 to 5 notes.</p> <p>Play and improvise using voices and instruments</p> <p>Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation.</p> | <p>Perform actions and body percussion confidently and in time to a range of action songs</p> <p>Play simple ostinato parts on percussion instruments to accompany music and songs.</p> <p>Play simple melodic patterns using up to 5 notes from memory or using notation.</p> <p>Improvise (using voices and tuned/untuned instruments), short responses using a given note-range</p> <p>Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests)</p> <p>Begin to structure musical ideas to create music that has a beginning, middle and end.</p> <p>Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets, paired quavers, minims and crotchet rests.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. and with expression</p> | <p>Be able to talk about improvisation and composition and the difference between the two.</p> <p>Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing.</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches.</p> <p>Play differentiated parts on a tuned instrument – from memory or using notation.</p> <p>Using instruments, listen to and play their own answer to a musical phrase.</p> <p>Become more skilled composing and improvising using up to 5 different notes, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Talk about how it was created.</p> <p>Use improvisations within more structured composition work</p> <p>Structure musical ideas to create music that has a beginning, middle and end.</p> | <p>Begin to play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse.</p> <p>Apply knowledge that music has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p> <p>Improvise and compose using instruments in the context of a song or music to be performed.</p> <p>Play a musical instrument with the correct technique and select and learn an instrumental part from memory or using notation.</p> <p>Combine short compositions to create a class piece, exploring different structures e.g. ternary (ABA), rondo (ABACAD etc)</p> <p>Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases (AB) using the note set.</p> <p>appropriate musical vocabulary.</p> <p>Improvise freely over a drone or simple groove, responding to the beat, developing a sense of shape and character, using</p> | <p>Play a musical instrument with the correct technique within the context of a style.</p> <p>Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse.</p> <p>Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument.</p> <p>Accompany melodies, using block chords or a bass line using tuned percussion or melodic instruments, or using music software.</p> <p>Continue to improvise freely over a simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Extend improvised melodies beyond 8 beats.</p> <p>Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or melodic instruments.</p> <p>Improvise with a feeling for the style using pentatonic scale. Explain the structure of the melody.</p> <p>Further explore the difference between major and minor by using a</p> |

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|  |  |  |  | <p>Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases.</p> <p>Explore and develop using Music Technology to capture, change and combine sounds.</p> | <p>tuned percussion and melodic instruments.</p> <p>Improvise using pentatonic scale.</p> <p>Record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.</p> <p>Listen to and reflect upon the developing composition and make musical decisions to improve it giving reasons using</p> <p>Begin to make improvements to own work, giving reasons using appropriate musical vocabulary.</p> | <p>5 note set starting on C (major) and D (minor) and compose a ternary piece (ABA); where other instruments are available e.g. keyboards, explore major and minor in different keys.</p> <p>Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology</p> <p>Make improvements to own work, giving reasons using appropriate musical vocabulary.</p> <p>Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</p> <p>Improvise using instruments in the context of a song or piece of music to be performed.</p> |
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Performing

| R                                                                                                             | 1                                                                                                                             | 2                                                            | 3                                                              | 4                                                                                                                                                                            | 5                                                                                                                                                                                                                                                                                                  | 6                                                                                                                                                                                                                                                                                   |
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| <p>Perform nursery rhymes by singing and adding actions.</p> <p>Record the performance and talk about it.</p> | <p>Listen to and follow musical instructions from a leader.</p> <p>Record the performance and say how they feel about it.</p> | <p>Begin to suggest how a performance might be improved.</p> | <p>Have an awareness of performing to different audiences.</p> | <p>Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</p> <p>Experience leading the playing.</p> | <p>Choose what to perform and create a programme.</p> <p>Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p> <p>Rehearse and perform their part, listen to and follow musical instructions from a leader and have the opportunity to lead.</p> | <p>When planning a performance, choose what to perform talk about the venue and how to use it to best effect.</p> <p>Record the performance and compare it to a previous one</p> <p>Conform to the etiquette of performance situations as a musician and as an audience member.</p> |

Reading notation

| R | 1                                                                                                                                                                                                 | 2                                                                                                                                                                                                                                                                                                                                                                                                 | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4                                                                                                                                                                                                                                                                                                                                                                                                                                  | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 6                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|   | <p>Begin to recognise how graphic notation can represent created sounds and explore and invent own symbols.</p> <p>Begin to follow graphic notations and symbols when playing and performing.</p> | <p>Begin to recognise the link between shape and pitch in graphic notations.</p> <p>Begin to recognise dot notation and match it to 3 note tunes played on tuned percussion or sung.</p> <p>Read and play rhythm patterns represented as stick notation including crotchets, paired quavers and crotchet rests.</p> <p>Use graphic symbols and dot notation to keep a record of compositions.</p> | <p>Begin to recognise the symbols for crotchets, quavers and crotchet rests.</p> <p>Read and clap/tap a 4 beat pattern that contains crotchets, quavers and crotchet rests.</p> <p>Use dot notation to show higher or lower pitch.</p> <p>Introduce the stave, lines and spaces, and clef.</p> <p>Record a composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Record compositions in any way appropriate that recognises the connection between sound and symbol (e.g.graphic/pictorial notation).</p> | <p>Recognise the symbols for minims, crotchets, quavers and crotchet rests.</p> <p>Read and clap/tap a 4 beat pattern that contains minims, crotchets, quavers and crotchet rests.</p> <p>Play and perform simple melodies using a small range of notes, following staff notation.</p> <p>Record compositions in any way appropriate that recognises the connection between sound and symbol (e.g.graphic/pictorial notation).</p> | <p>Understand how triads are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs.</p> <p>Read and play short rhythmic phrases that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.</p> <p>Play melodies on tuned percussion or melodic instruments, following staff notation.</p> <p>Record compositions in any way appropriate that recognises the connection between sound and symbol (e.g.graphic/pictorial notation or on a stave).</p> | <p>Read and play confidently from rhythm flashcards and rhythmic scores that contain known rhythms/ notes.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C).</p> <p>Read and play from notation a four-bar phrase.</p> <p>Record compositions in any way appropriate that recognises the connection between sound and symbol (e.g.graphic/pictorial notation or on a stave).</p> |

History of music

| R                                                                   | 1                                                                                                 | 2                                                                                                                                        | 3                                                                                                                | 4                                                                                                      | 5                                                                                                                                                                                                                                                         | 6                                                                                                                                                                                                                                                                     |
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| Listen to a range of music from different times, styles and places. | Listen with increasing concentration to a range of music from different times, styles and places. | Listen with concentration to a range of music from different times, styles and places.<br>Start to recognise different style indicators. | Begin to talk about key composers and their place in history.<br>Begin to make links with key historical events. | Begin to talk about key composers and their place in history, making links with key historical events. | Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.<br>Talk about a range of key composers and their place in history, making links with key historical events, cultural and musical influences. | Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.<br>Talk about an increasing range of key composers and their place in history, making links with key historical events, cultural and musical influences. |

## Key knowledge

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| Listening                                                                                                         |                                                                                                                                                             |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>To know :</p> <p>A range of nursery rhymes off by heart.</p> <p>The stories of some of the nursery rhymes.</p> | <p>To know:</p> <p>A range songs off by heart. What the songs are about.</p> <p>Recognise the sound and names of some of the instruments they use.</p>      | <p>To know:</p> <p>Some songs have a chorus or a response/answer part.</p> <p>Songs and music have a style and start to recognise some of those style indicators.</p> | <p>To know:</p> <p>A range of songs from memory and who sang and wrote them.</p> <p>The style of the songs.</p> <p>One song or piece of music and be able to talk about:</p> <p>Any musical dimensions featured, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they hear.</p> <p>Key composers and their place in history.</p> | <p>To know:</p> <p>One song or piece of music and be able to talk about:</p> <p>Some of the style indicators</p> <p>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections (introduction, verse, chorus etc).</p> <p>Some of the instruments they hear and know what musical family they belong to.</p> <p>Key composers and their place in history, making links with key historical events.</p> | <p>To know:</p> <p>A range of songs and music.</p> <p>The composers, when they were written and, if possible, why?</p> <p>The style of the songs or music and to name other examples from the genre.</p> <p>Two or three other pieces and be able to talk about:</p> <p>Some of the style indicators</p> <p>Any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard.</p> <p>The historical context</p> | <p>To know :</p> <p>To choose three or four songs or pieces of music and be able to talk about:</p> <p>The style indicators</p> <p>Any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <p>Identify the structure of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments used</p> <p>The historical context of the songs. What else was going on at this time, musically and historically.</p> <p>About an increasing range of key composers and their place in history, making links with key historical events, cultural and musical influences.</p> |
| Musicianship                                                                                                      |                                                                                                                                                             |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Interrelated dimensions                                                                                           |                                                                                                                                                             |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>To know:</p> <p>We can move with the pulse of the music.</p>                                                   | <p>To know:</p> <p>Music has a steady pulse, like a heartbeat.</p> <p>We can create rhythms from words, our names, favourite food, colours and animals.</p> | <p>To know:</p> <p>Rhythms are different from the steady pulse.</p> <p>Pitch is high and low sounds.</p>                                                              | <p>To know:</p> <p>Know the difference between pulse and rhythm.</p> <p>Pulse: Finding the pulse – the heartbeat of the music</p> <p>Rhythm: the long and short patterns over the pulse</p> <p>How pulse, rhythm and pitch work together to create a song.</p>                                                                                                                                                                                                 | <p>To know and be able to talk about:</p> <p>How pulse, rhythm tempo, dynamics and pitch work together</p>                                                                                                                                                                                                                                                                                                                                                                                     | <p>Know and be able to talk about:</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p> <p>How triads are formed</p>                                                                                                                                                                                                                                                                                                                                                                              | <p>Know and be able to talk about:</p> <p>How pulse, rhythm, pitch, tempo, dynamics, texture, timbre and structure work together to create a song or music</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| Playing (including notation)                                     |                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                    |
| To know:<br><br>The name of some common classroom instruments.   | To know:<br>The names of the instruments they are playing.<br>That graphic symbols can be used to record compositions.<br>.           | To know:<br>Know the names of untuned and tuned percussion instruments played in class.<br>The names of the notes in their instrumental part from memory or when written down.<br>How to use graphic symbols to record compositions.<br>How to use stick and dots to show length of notes played. | To know and be able to talk about:<br>Some instruments that may be used in a band or orchestra.<br>Begin to recognise the symbols for crotchets, quavers and crotchet rests.                                                        | To know and be able to talk about:<br>Instruments that might be played in a band or orchestra and the families they belong to.<br>Recognise the symbols for minims, crotchets, quavers and crotchet rests.                                      | To know and be able to talk about:<br>A wider range of instruments that might be played in a band or orchestra and the families they belong to.<br>Staff notation<br>The notes C, D, E, F, G, A, B + C on the treble stave<br>The differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers. | To know and be able to talk about:<br>Staff notation<br>Treble clef<br>Simple time signatures<br>The differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate. |
| Improvising                                                      |                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                    |
|                                                                  | To know:<br>Improvisation is about making up your own tunes on the spot.that have never been heard before.<br>It is not written down. | To know:<br>Everyone can improvise.                                                                                                                                                                                                                                                               | To know and be able to talk about improvisation:<br>To know that if you improvise using the notes you are given, you cannot make a mistake                                                                                          | To know and be able to talk about improvisation:<br>Improvisations can take place within more structured composition work                                                                                                                       | To know and begin be able to talk about improvisation in music they have heard.                                                                                                                                                                                                                                                  | To know and begin be able to talk about improvisation in music they have heard.<br>To know improvisation can follow a style                                                                                                                        |
| Composing                                                        |                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                    |
|                                                                  | To Know:<br>Composing is writing music down.                                                                                          | To know:<br>Composing is like writing a story with music.<br>Everyone can compose.                                                                                                                                                                                                                | To know and be able to talk about:<br>A composition: music that is created and kept in some way.<br>A composition can be played or performed again.<br>Different ways of recording compositions (letter names, symbols, audio etc.) | To know and be able to confidently talk about:<br>A composition: music that is created and kept in some way.<br>A composition can be played or performed again.<br>Different ways of recording compositions (letter names, symbols, audio etc.) | To know and be able to talk about:<br>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure<br>Notation: recognise the connection between sound and symbol                                                                                                       | To know and be able to confidently talk about:<br>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure<br>Notation: recognise the connection between sound and symbol             |
| Singing                                                          |                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                    |
| To know:<br>A range nursery rhymes and simple songs from memory. | To know:<br>A range of rhymes and songs from memory.                                                                                  | To know:<br>Some songs have a chorus or a response/ answer part.                                                                                                                                                                                                                                  | To know and be able to talk about:<br>Singing in a group can be called a choir.                                                                                                                                                     | To know and be able to talk about:<br>Songs can convey feelings<br>Texture: How a solo singer                                                                                                                                                   | To know:<br>A song and be able to talk about its main features                                                                                                                                                                                                                                                                   | To know:<br>A wide range of songs and their parts from memory.                                                                                                                                                                                     |

|                                                         |                                                                                              |                                                                                              |                                                                                                                                                                                                                           |                                                                                                                                                                                                         |                                                                                                                                                                                                     |                                                                                                                                                                                                                              |
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|                                                         |                                                                                              | <p>Songs have a musical style.</p> <p>You must warm up your voice before singing</p>         | <p>A conductor is person who the choir follow</p> <p>You must listen to each other when singing as part of an choir</p> <p>Why you must warm up your voice before singing</p>                                             | <p>makes a thinner texture than a large group</p> <p>Some ways of warming up your voice before singing.</p>                                                                                             | <p>What the song is about and the meaning of the lyrics</p> <p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>How to explain the importance of warming up your voice</p> | <p>The style of the songs so you can represent the feeling and context to the audience</p> <p>A song and be able to talk about Its main features in detail</p> <p>How to explain the importance of warming up your voice</p> |
| Performing                                              |                                                                                              |                                                                                              |                                                                                                                                                                                                                           |                                                                                                                                                                                                         |                                                                                                                                                                                                     |                                                                                                                                                                                                                              |
| <p>To know:</p> <p>A performance i s sharing music.</p> | <p>To know:</p> <p>A performance is sharing music with other people, called an audience.</p> | <p>To know:</p> <p>A performance is sharing music with other people, called an audience.</p> | <p>To know and be able to talk about:</p> <p>When singing or rapping the words must be articulated clearly.</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> | <p>To know and be able to talk about:</p> <p>A performance is planned and different for each occasion</p> <p>A performance involves communicating feelings, thoughts and ideas about the song/music</p> | <p>To know and be able to talk about:</p> <p>A performance must be rehearsed to be of high quality.</p> <p>The musical direction of a conductor must be closely followed.</p>                       | <p>To know and be able to talk about:</p> <p>The etiquette of performance situations as a musician and as an audience member.</p> <p>The venue can have an effect upon a performance.</p>                                    |

|     | Long Term Listening plan                                                                                                                                                                                                 |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                           |
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|     | Autumn 1                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                        | Spring 1                                                                                                                                                                                                                                                                                                                | Spring 2                                                                                                                                                                                                                                                                                 | Summer 1                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                  |
| Rec | Celebration by Kool And The Gang<br>Happy by Pharell Williams<br>Sing by The Carpenters<br>Sing A Rainbow by Peggie Lee<br>Happy Birthday by Stevie Wonder<br>Our House by Madness                                       | Roll Alabama by Bellowhead<br>Boogie Wonderland by Earth Wind And Fire<br>Don't Go Breaking My Heart by Elton John and Kiki Dee<br>Ganesh I s Fresh by MC Yogi<br>Frosty The Snowman sung by Ella Fitzgerald<br>Spiderman sung by Michael Bublé | We Are Family by Sister Sledge<br>Thula Baba by Hlabalela Ensemble<br>My Mum Is Amazing ( feat. Zain Bhikha) by Zimtech Productions<br>Conga by Miami Sound Machine<br>Horn Concerto No 4: Third Movement; Rondo by Mozart                                                                                              | Lovely Day by Bill Withers<br>Beyond The Sea sung by Robbie Williams<br>Mars from The Planets Suite by Gustav Holst<br>Frog's Legs And Dragon's Teeth by Bellowhead<br>Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral<br>Singing In The Rain performed by Gene Kelly | Big Bear Funk by Joanna Mangona<br>I Feel Good by James Brown<br>Don't You Worry ' Bout a Thing sung by Incognito<br>My Promise by Earth Wind And Fire<br>Superstition by Stevie Wonder<br>Pick Up The Pieces by                                                   | William Tell Overture by Rossini<br>Dance Of The Sugar Plum Fairy by Tchaikovsky<br>Flight Of The Bumblebee by Rimsky-Korsakov<br>Jupiter, The Bringer Of Jollity by Gustav Holst<br>Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams<br>E.T. Flying Theme                                                                                                                                  |
| 1   | Me, Myself And I by De La Soul<br>Fresh Prince Of Bel-Air by Will Smith<br>Rapper's Delight by The Sugarhill Gang<br>U Can't Touch This by MC Hammer<br>A Song Before Sunrise by The Lamb by John Tavener – Contemporary | The Planets, Mars by Gustav Holst (Classical)<br>Tubular Bells by Mike Oldfield (Pop)<br>The Banana Rap by Jane Sebba (Hip Hop)<br>Happy by Pharrell Williams (Pop)<br>When I'm 64 by The Beatles (Pop)                                         | It's Like That by Run DMC<br>How Blue Can You Get by B.B. King (Blues)<br>Let The Bright Seraphim by Handel (Baroque)<br>Livin' La Vida Loca by Ricky Martin (Latin/Pop)<br>Jai Ho by J.R. Rahman (Bhangra/Bollywood)<br>Lord Of The Dance by Ronan Hardiman (Irish)<br>Diggin' On James Brown by Tower Of Power (Funk) | Livin' La Vida Loca by Ricky Martin (Latin/Pop)<br>Imperial War March by John Williams (Film)<br>It Had Better Be Tonight by Michael Bublé (Latin/Big Band)<br>Why Don't You by Gramophonedzie (Big Band/Dance)<br>Oya Como Va by Santana (Latin/Jazz)                                   | Supercalifragilisticexpialidocious from Mary Poppins<br>Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack<br>Daydream Believer by The Monkees<br>Rainbow Connection from The Muppet Movie<br>A Whole New World from Aladdin                     | Frederick Delius – 20 <sup>th</sup> Century<br>The Firebird by Igor Stravinsky – 20 <sup>th</sup> Century<br>The Bird by Sergei Prokofiev – 20 <sup>th</sup> Century<br>Grand March from Aida by Giuseppe Verdi – Classical<br>Bolero by Maurice Ravel – 20 <sup>th</sup> Century                                                                                                                         |
| 2   | The Click Song sung by Miriam Makeba<br>The Lion Sleeps Tonight sung by Soweto Gospel Choir<br>Bring Him Back by Hugh Masekela<br>You Can Call Me Al by Paul Simon<br>Hlokoloza by Arthur Mafokate                       | Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song)<br>Suspicious Minds by Elvis Presley (Pop)<br>Sir Duke by Stevie Wonder (Funk)<br>Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)                                      | We Will Rock You by Queen<br>Smoke On The Water by Deep Purple<br>Rockin' All Over The World by Status Quo<br>Johnny B.Goode by Chuck Berry<br>I Saw Her Standing There by The Beatles                                                                                                                                  | Kingston Town by UB40<br>Shine by ASWAD<br>IGY by Donald Fagen<br>Feel Like Jumping by Marcia Griffiths<br>I Can See Clearly Now by Jimmy Cliff                                                                                                                                          | Count On Me by Bruno Mars<br>We Go Together (from the Grease soundtrack)<br>You Give A Little Love (from Bugsy Malone)<br>That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John<br>You've Got A Friend In Me by Randy Newman | Peer Gynt Suite: Anitras<br>Dance by Edvard Grieg – Romantic<br>Brandenburg Concerto No1 by Johann Sebastian Bach – Baroque<br>From The Diary Of A Fly by Béla Bartók – 20 <sup>th</sup> Century<br>Fantasia On Greensleeves by Ralph Vaughn Williams – 20 <sup>th</sup> century<br>Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic<br>The Robots (Die Roboter) by Kraftwerk – Contemporary |
| 3   | Colonel Bogey March by Kenneth Alford (Film)                                                                                                                                                                             | Montagues and Capulets from Romeo and Juliet by Sergei Prokoviev                                                                                                                                                                                | Jamming by Bob Marley<br>Small People by Ziggy                                                                                                                                                                                                                                                                          | Birdsong – Chinese Folk Music<br>Vaishnava Java – A                                                                                                                                                                                                                                      | Good Times by Nile Rodgers<br>Ain't Nobody by Chaka                                                                                                                                                                                                                | L'Homme Arme by Robert Morton – Early Music                                                                                                                                                                                                                                                                                                                                                               |

|   |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                              |
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|   | Consider Yourself from the musical 'Oliver!' (Musicals)<br>Ain't No Mountain High Enough by Marvin Gaye (Motown)<br>You're The First, The Last, My Everything by Barry White (Soul)     | The Firebird Finale by Igor Stravinsky<br>Minute Waltz by Frederic Chopin<br>Troika Sleigh Ride from Lieutenant Kije by Sergi Prokofiev                                                                                                                                  | Marley 54-56 Was My Number by Toots and The Maytals<br>Ram Goat Liver by Pluto Shervington<br>Our Day Will Come by Amy Winehouse                                                                                                                                        | Hindu Song<br>A Turkish Traditional Tune<br>Aitutaki Drum Dance from Polynesia<br>Zebaidir Song from Sudan                                                                                                                                                                 | Khan<br>We Are Family by Sister Sledge<br>Ain't No Stopping Us Now by McFadden and Whitehead<br>Car Wash by Rose Royce                                                                                                                     | Les Tricoteuses (The Knitters) – Baroque<br>The Clock: II Andante by Franz Joseph Haydn – Classical<br>Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic<br>Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century<br>Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary                      |
| 4 | Dancing Queen by ABBA<br>The Winner Takes It All by ABBA<br>Waterloo by ABBA<br>Super Trouper by ABBA<br>Thank You For The Music by ABBA                                                | Symphony No 5 Ludwig Van Beethoven<br>The Entertainer Scott Joplin<br>In The Hall of The Mountain King Edvard Grieg<br>Adiemus from Songs of Sanctuary by Karl Jenkins<br>Hungarian Dance No 4 by Johannes Brahms<br>Waltz from The Sleeping Beauty by Pyotr Tchaikovsky | Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)<br>Radetzky Marsch by Strauss (Classical)<br>Can't Stop The Feeling! by Justin Timberlake (Pop)<br>Libertango by Astor Piazzolla (Tango)<br>Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas | He Still Loves Me by Walter Williams and Beyoncé (Gospel)<br>Shackles (Praise You) by Mary Mary (Gospel)<br>Amazing Grace by Elvis Presley (Gospel)<br>Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical)<br>Lean On Me by The ACM Gospel Choir (Gospel) | Yellow Submarine by The Beatles<br>Hey Jude by The Beatles<br>Can't Buy Me Love by The Beatles<br>Yesterday by The Beatles<br>Let It Be by The Beatles                                                                                     | La Quinta Estampie Real anon 13th century (Early Music)<br>The Arrival Of The Queen Of Sheba by Handel (Baroque)<br>Moonlight Sonata by Beethoven (Romantic)<br>Bridal Chorus (Wedding March) by Wagner (Romantic)<br>Rhapsody In Blue by Gershwin (20th Century)<br>Einstein On The Beach by Philip Glass (Contemporary)                                    |
| 5 | We Will Rock You by Queen<br>Smoke On The Water by Deep Purple<br>Rockin' All Over The World by Status Quo<br>Johnny B. Goode by Chuck Berry<br>I Saw Her Standing There by The Beatles | Desafinado by Stan Getz (Swing)<br>Cotton Tail by Ben Webster<br>5 Note Swing by Ian Gray<br>Perdido by Woody Herman                                                                                                                                                     | Make You Feel My Love by Bob Dylan<br>So Amazing by Luther Vandross<br>Hello by Lionel Ritchie<br>The Way You Look Tonight by Tony Bennett                                                                                                                              | Me Myself and I by De La Soul<br>Ready or Not by Fugees<br>Rapper's Delight by The Sugarhill Gang<br>U Can't Touch This by M C Hammer                                                                                                                                      | I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops<br>I Heard it Through the Grapevine by Marvin Gaye<br>Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell<br>You Are the Sunshine of My Life by Stevie Wonder | Music from Compline – Traditional – Early Music<br>Dido and Aeneas: Overture by Henry Purcell – Baroque<br>Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical<br>Minute Waltz in D-flat by Chopin – Romantic<br>Central Park in the Dark by Charles Edward Ives – 20th Century<br>Clapping Music by Steve Reich – Contemporary |
| 6 | Top Of The World sung by The Carpenters<br>Don't Worry, Be Happy sung by Bobby McFerrin<br>Walking On Sunshine sung by Katrina And                                                      | Take The 'A' Train by Duke Ellington<br>Speaking My Peace by H. Parlan<br>Back 'O'Town Blues by Earl Hines<br>One 'O' Clock Jump by                                                                                                                                      | Benjamin Britten's Friday Afternoons: A New Year Carol<br>I Mun Be Married by Benjamin Britten<br>I mun be married on Sunday – Bangra versionon<br>Fishing Song by Benjamin Britten                                                                                     | The Loco-Motion sung by Little Eva<br>One Fine Day sung by The Chiffons<br>Up On The Roof sung by The Drifters<br>Will You Still Love Me                                                                                                                                   | Something Helpful by Anna Meredith<br>O by Shiva Feshareki<br>V-A-C Moscow by Shiva Feshareki<br>Heroes & Villains by Eska                                                                                                                 | L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) – Traditional Early Music<br>Armide Overture by Jean-Baptiste Lully – Baroque<br>The Marriage of Figaro: Overture by Mozart – Classical                                                                                                                                                   |

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|  | The Waves<br>When You're Smiling<br>sung by Frank Sinatra<br>Love Will Save The Day<br>sung by Brendan Reilly | Count Basie | Fishing Song - South African version. | Tomorrow<br>(You Make Me Feel Like)<br>A Natural Woman sung<br>by Carole King | Shades Of Blue by<br>Eska<br>And! by Afrodeutsche<br>The Middle Middle by<br>Afrodeutsche | Erlkönig, D.328 Op. 1<br>Wer reitet so spät by Franz<br>Schubert –Romantic<br>Sonata for Horn in F by Paul<br>Hindemith – 20 <sup>th</sup> century<br>Homelands by Nitin Sawhney –<br>Contemporary |
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## **Musical Vocabulary: Years R–6**

### **Reception**

#### **New key vocabulary:**

**General:** song, instrument, high, low, quiet, fast, slow, loud, listen,

**Unit specific:** Beat, pulse, rhythm

#### **Year 1**

**New key vocabulary:** pulse, rhythm, pitch, improvise, compose, melody, pitch

**Genres:** Rap, Blues, Baroque, Latin, Irish Folk, Funk

**Instruments:** bass guitar, drums, decks, singers, keyboard, percussion, trumpets, saxophones

**Other:** groove, audience, imagination, perform

#### **Year 2**

**New key vocabulary:** dynamics, tempo, timbre

**Genres:** Reggae

**Instruments:** electric guitar, glockenspiel.

**Other:** question and answer

**Revised vocabulary:** pulse, rhythm, pitch, improvise, compose, audience, melody, rap, saxophone, trumpet, keyboard, drums, bass, perform/performance, audience

#### **Year 3**

**New key vocabulary:** Structure, intro/introduction, verse, chorus, texture, pentatonic scale

**Genres:** Disco.

**Other:** backing vocals, riff

**Instruments:** guitar, synthesizer, organ, bass

**Revised vocabulary:** improvise, compose, pulse, rhythm, pitch, tempo, dynamics, timbre, hook, melody, keyboard, drums, Reggae, electric guitar

#### **Year 4**

**New key vocabulary:** unison, solo, rhythm patterns, notation, lyrics

**Genres:** Pop

**Instruments:** percussion, acoustic guitar, digital/electronic sounds, piano, synthesizers, organ

**Other:** musical style, rapping, choreography, turntables, by ear, birdsong, civil rights, racism, equality.

**Revised vocabulary:** improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, compose, improvise, hook, riff, melody, pentatonic scale, riff, hook, improvise, backing vocal, keyboard, electric guitar, bass, drums

#### **Year 5**

**New key vocabulary:** note values and names, syncopation, bridge, interlude, harmony

**Genres:** Bossa Nova, Rock, Swing, Old-school Hip Hop, Soul, Neo Soul, Big band

**Instruments:**

**Other:** amplifier, appraising, cover, deck, backing loops, scratching, tag ending, backbeat

**Revised vocabulary:** chorus, , Rap, Funk, , structure, , pulse, rhythm, solo, ballad, verse, compose, strings, piano, guitar, bass, drums, melody, , riff, synthesizer, unison, melody, pitch, tempo, dynamics, texture, , groove, riff, bass line, brass section, , melody, timbre.

#### **Year 6**

**New key vocabulary:** dimensions of music, style indicators, ostinato,

**Genres:** Motown, Urban, Jazz, Gospel

**Other:** gender equality

**Revised vocabulary:** melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, timbre, dynamics, timbre, texture, structure, , producer, groove, hook, riff, solo, Blues, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, civil rights, harmony

## **Glossary**

**A Capella :** Without accompaniment from instruments, i.e. voices only.

**Appraising :** Listening carefully and considering aspects of the music.

**Arrangements:** How voices and instruments are used in a song; where they occur within the song.

**Back beat:** Beats 2 and 4 in a drum-line or if we are clapping along with the music.

**Backing:** The accompaniment to a song.

**Balance :** The level of volume at which players or singers play. If the balance is good then everyone can be heard.

**Ballad :** A gentle love song.

**Band :** Playing/singing/performing together.

**Bossa Nova :** A Brazilian dance music that has syncopated guitar rhythms.

**Blues :** A style of music characterised by its harmonic structure and the notes used to create the melodies.

**Bridge:** Contrasting section which leads back to main material.

**Call and response :** A musical structure where a solo person sings or plays a musical idea and the rest of the performers sing or play a different musical idea.

**Chord :** More than one note played at the same time.

**Chorus :** A repeated section in a song which gives the main message.

**Classical music :** This often means all Western art music from the Medieval era to the present. More specifically, it is music composed between c.1720 and 1840, e.g. the era of Mozart, Joseph Haydn, and the young Beethoven.

**Coda :** Short section which brings the song or piece to an end.

**Cover** : A version of a song performed by someone other than the original artist. It might sound a bit or very different from the original.

**Composing** : Creating and developing musical ideas and 'fixing' them.

**Crossover** : Can be a mixture of different styles which introduces new music to different audiences.

**Decks** : Equipment used by DJs, MCs, and Rappers to mix sounds from different records and to make effects e.g. scratching that was first used in the late 1970s.

**Disco** : (short for discotheque) is dance music from the 1970s, characterized by hypnotic rhythm, repetitive lyrics and electronically produced sounds.

**Drum loops** : A sequence of sounds/music that is recorded, may be sampled, and is reproduced digitally or electronically.

**Dynamics** : A musical dimension indicating how loudly or quietly the music is being played.

**Ending** : Short section which brings the song or piece to an end.

**Ensemble** : A French word used to describe playing, singing or performing together.

**Folk tunes/melodies** : Music sung or played by people, usually not recorded or performed. Often the music is passed down through families and friends.

**Funk** : music with strong bass lines and a heavy syncopated beat.

**Gospel** : Music that is christian usually sung with rich harmony and often with a call and response structure.

**Groove** : The rhythmic part of the music that makes you want to move and dance.

**Grime** : Electronic dance music that emerged in London in the early 2000s. It developed out of a British electronic music style called UK Garage, and draws influences from Jungle, Dancehall, and Hip Hop. It has been described as the "most significant musical development within the UK for decades ."

**Harmony** : Different notes sung or played at the same time to produce chords.

**Hip-Hop** : Music that developed in the 1970s but remains very popular today. It includes rapping.

**Hook** : A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

**Improvise** : To make up a tune and play it on the spot. There is an assumption that it can never be recreated.

**Interlude** : A passage of music played between the main theme.

**Introduction** : Music heard at the beginning of a song or piece of music

**Keyboard** : An electric instrument played like the piano. It has a range of pre-recorded sounds.

**Lyrics** : The words of a song.

**Melody** : Another name for tune.

**Melodic** : The music has a melody or tune.

**Motown** : A 1960s label created from Soul music characterised by a rhythm section playing, laying down the groove with a funky bassline and a tambourine sounding over the top. Often brass sections play punchy riff-based rhythms and sometimes violins playing long high notes.

**Notation** : Ways to visually represent music.

**Offbeat** : The beat that is not the strong beat. If a piece of music has 4 beats in a bar i.e. 1, 2, 3, 4, beats 2 and 4 would be the 'off' beats.

**Organ** : Organ usually refers to church organs but is also used to describe a type of electric keyboard that is large and with 2 or 3 keyboards and foot pedals.

**Original** : The first ever version of a song.

**Ostinato** : A short repeated rhythmic or melodic pattern.

**Outro** : Short section which brings the song or piece to an end.

**Pentatonic scale** : A fixed five-note pattern e.g: the five black keys on a piano.

**Performing** : Singing and playing instruments for others to hear.

**Phrase** : A musical sentence.

**Pitch** : A musical dimension that describes the range of high and low sounds.

**Pop music** : A shortened form of 'Popular music'. Pop music constantly changes as we change and the world changes.

**Pre-chorus** : A short section in a song, before the chorus.

**Producer** : A record producer or music producer oversees and manages the sound recording and production of a band or performer's music.

**Pulse/beat** : The heartbeat or steady beat of a song/piece of music.

**Rapping** : A vocal technique in which the performer speaks rhythmically against a steady beat.

**Recurring theme** : A tune that repeats again and again in a piece of music.

**Rhythm** : A musical dimension that describes the combination of long and short sounds to make patterns.

**Reggae** : Developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar.

**Riff** : A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

**Roots Reggae** : Music that deals with social and racial issues and references elements of Rastafari.

**Sampling** : Record a sample of music, a small section, and re-use it in another piece of music or song. Used frequently in hip-hop and other Pop music.

**Solo** : An Italian word to describe playing, singing or performing of one person or on our own.

**Structure/form/shape** :How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.

**Rock music** : Came from Rock'n'roll of America in the 1950s and 1960s. It is characterised by loud guitars and drums due to the heavy amplification, strong bass line and driving rhythms.

**Style** : The type of music e.g. Blues or Rock.

**Style indicators** : Identifiers that show us the genre of the music.

**Swing** : A type of rhythm often associated with Jazz. Notes in the rhythm pattern are made longer and shorter to create a syncopated effect.

**Syncopation** : Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.

**Synthesizer** : An electric instrument that looks like a keyboard and has pre-recorded and created sounds.

**Tag** : (Usually) a short ending, tagged on to the main part of the song.

**Tempo** : A musical dimension that describes how fast or slowly the music is played.

**Texture** : A musical dimension that describes the layers of sound in music.

**Timbre** : A musical dimension that describes the quality and character of the sound of the instruments used.

**Turntables** : (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats.

**Unison** : Everyone plays or sings the same music at the same time.

**Urban contemporary** : Modern music that uses elements of Soul, Hip Hop, Funk, Jazz and RnB.

**Verse** : A section in a song which has the same tune but different words.

## **Style Indicators**

### **Rock**

- Heavily-amplified guitar
- Bass guitar
- Drums
- Keyboard sounds
- Often male vocals (in the 1970s and 1980s) with backing vocals from other band members
- Frequent solo guitar
- Sometimes distortion of the sound
- A heavy backbeat

### **Hip Hop**

- MCing or rapping
- DJing/scratching
- sampling
- sometimes beatboxing
- drum and percussion backing loops
- some sampling of Funk tracks
- extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques
- use of decks
- breakdancing

## **South African There have been many different styles of music within South Africa:**

### **Afropop:**

- Generally uses electric guitars that weave in and out of each other
- Some traditional instruments such as the penny whistle, keyboards, bass and drums
- Strong Dance or Swing beat

### **South African Jazz:**

Uses a keyboard/piano, bass and drums with perhaps a saxophone and/or a trumpet. Lots of improvisation is included.

### **South African Freedom Songs:**

Freedom Songs were songs that were often sung during Nelson Mandela's imprisonment and often during social gatherings.

- The words are about freeing Nelson Mandela and how unfair it was that he was in prison for trying to free the people of South Africa
- Strong Dance beat
- Use of electric guitars, keyboards, bass and drums. Can be sung unaccompanied ie a cappella

### **South African Choral music:**

Traditional South African music generally uses voices only or voices and drums. It is sung in a language such as Zulu or Xhosa (there are 12 official languages).

Singing will consist of call and response, call by one singer and response by lots.

### **Kwaito:**

A strong dance Hip Hop beat, influenced by Hip Hop, Kwaito is the most up-to-date style of South African music.

- South African languages used
- Rapping
- Electronic beats
- Sax and trumpet horn section
- Use of electric guitars
- Lots of energy
- A strong and driving groove

### **Traditional South African music:**

- The Click Song, for example, is sung in a South African language Xhosa, using lots of clicking sounds
- There are some drums and guitars accompanying the vocals, but many traditional songs are unaccompanied

## **Blues**

Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz. The Blues was created by African-American communities at the end of the 19th century who had suffered through slavery. Spirituals and work songs were sung to make their ordeal more bearable. These sad songs were the beginnings of the Blues.

- The Blues form can also be heard in Jazz and Rock 'n' Roll and is characterised by the use of a structure called the 12 Bar Blues. This is a set pattern of chords that repeats every 12 bars and is easily recognisable by listening
- The Blues uses a sad and melancholic melody that evokes feelings of being downtrodden or 'blue'
- A rhythm section, voice, guitar and harmonica are often featured in these songs
- Improvisation features in the Blues. Improvisation comes from the heart and expresses how you are feeling
- The lyrics in a Blues song usually follow a pattern: the first and second lines are the same; the third line is different but rhymes with the first two

## **Bhangra**

Bhangra is a popular style of Indian music. It combines traditional Punjabi and Indian music with Western Pop music. It developed in Britain in the 1980s from immigrants who had moved from Pakistan and India to the UK. Today Bhangra exists in different styles across the world and it also fuses its sounds with Hip Hop and R&B.

- Many instruments are used to make the Bhangra sound: different types of drum including tabla and dhol, stringed instruments and keyboards. Drums are the most important instrument, making Bhangra's style beat-based
- Lyrics can be sung in Punjabi, Hindi, Urdu or English
- The lyrics can cover social issues or be about love, but they are always rooted in a rich culture

- The word 'Bhangra' is used to describe a high-energy style of Dance music, developed by young people and performed at weddings, parties and clubs
- Bhangra music makes you want to dance!

### **Funk**

In the 1960s, an exciting performer called James Brown combined Gospel, Soul and Jazz into a new form of music called Funk.

- The focus is on a strong rhythmic groove rather than melody
- The strong beat is on 1 ie the first beat of the bar
- Electric bass, drums and sometimes an organ drive the groove
- A powerful horn section that plays riffs
- Electric guitar riffs
- The music is generally riff-based
- Lots of space in the music as it is driven by rhythmic riffs and fewer changes in melody and chord structure
- Sometimes there are no vocals
- The focus is on the rhythmic groove

### **Folk**

Folk music can originate from any country in any part of the world. Folk music uses old tunes or songs that have been passed down through generations over time: they are not written down but passed down orally. Often we do not know who the composer is. Irish Traditional or Folk music, like any other Folk music, is used and kept vibrant when groups of people move to live in other countries.

- Traditional music that is sung or played, accompanied or unaccompanied
- If vocal, it often tells us a story. That story can be about a real life situation or a historical event
- People often sing songs to portray how they feel about what is going on around them; drinking songs, freedom songs, wedding songs, funeral songs – any type of celebration
- Songs are sung in a local accent/language/dialect
- Portable instruments are used: flutes, penny whistles, fiddles, pipes, mandolins, banjos, guitars, accordions and drums
- Folk music can be instrumental (without voices)

### **Latin**

Latin American music mixes influences from Spanish, African, Native Latin American and also Western sources.

- Percussion instruments including congas, claves, bongos and maracas are used
- Every style of Latin music is based around a five-beat rhythm called clave
- It is Dance music with a Dance beat
- Some of the popular Latin dance styles are Salsa, Samba, Bossa Nova, Mambo and Merengue
- Latin music is up-tempo and energetic
- Instrumentally there is usually a rhythm section (piano, bass guitar and drums). There is sometimes an electric guitar and often a horn section (sax, trumpet and trombone)

### **Pop ballad**

A gentle love song that is full of emotion.

- Slow and gentle backing
- Uses instruments like strings and piano and acoustic guitar
- The bass and drums are subtle
- The words of the ballad are about lost love or celebrating love!
- The mood of the words and music match each other
- Sometimes a Pop ballad can have a Rock backing and it then becomes a power ballad. This is because of its more powerful backing using electric guitars and heavier drum patterns

### **Motown**

The Motown label was created by Berry Gordy in 1960 and employed exclusively black musicians, artists and producers in its Detroit studios. Gordy wanted to produce music that could cross over from the R&B charts to the Pop charts. He employed a famous house band called The Funk Brothers. Motown songs did not use the Blues idiom, they adopted a more Pop approach. Usually all at the same tempo of 120bpm. The songs have rhythmically inventive basslines and drums would stress the down beat or beat 1. There is often a tambourine in the mix. Some important artists that started at Motown were: Smokey Robinson, Diana Ross, Marvin Gaye, The Jackson 5, Otis Redding, Stevie Wonder and James Brown.

### **Gospel**

Gospel music is religious/Christian music where people sing about God in many different styles eg Folk, Urban, Modern Worship, Blues and Country. Gospel music has a history that can be traced back to the 18th century. In the midst of difficult lives, slaves used songs to inspire inner strength and courage. They borrowed from Protestant hymns, reworked them, and then made up new melodies and harmonies. These songs became known as Negro spirituals, the first authentic American Sacred music. Gospel music is the original form of American Folk music. Blues and R&B are rooted in it.

- Often religious words or words/lyrics that make us think about friendship or helping each other.
- Lyrics with meaning if the song is not religious
- Strong vocals often with harmony lines
- Choirs singing in a call and response style
- Use of instruments is dependent on the style of the Gospel music. Could use piano, bass, drums and Hammond organ. There could be use of an electric guitar. Other instruments could be used such as strings.
- Use of syncopated rhythms and an often faster tempo unlike traditional hymns that would be more stately
- The chorus will always be uplifting, it will be emotional
- Some songs are not written as Gospel songs but are covered as one, the words/lyrics lending themselves to the Gospel style
- The lyrics can have a non-religious meaning (secular)

- Has musical crossover appeal to non-religious listeners

#### **Urban Contemporary Gospel music:**

- This style uses elements of Pop and Funk
- Can be elements of Hip Hop, Pop, Funk and Jazz and rapping
- Uses drums, electric guitar, bass and keyboards
- The lyrics can have a non-religious meaning (secular)
- Has musical crossover appeal to non-religious listeners
- Syncopated rhythms with a fast tempo unlike a traditional hymn that would be more stately
- The choir is singing in a call and response style
- The voices are weaving in and out of each other, often still a call and response style

#### **Southern Gospel-style music:**

- Usually male leading vocals
- Sometimes called "quartet music" for four people, originally four men used to sing in four parts. Now the singers are joined by instrumentalists
- Origins are in the South Eastern states of America. It grew out of rural traditions from the "white" community and is therefore sometimes called "white" Gospel
- Use of piano, guitar to accompany
- In more modern times, the use of one lead vocalist with backing vocals

#### **Religious Choral Symphony:**

- The use of a symphony orchestra
- The use of a choir with the orchestra
- The choir are singing religious words, in German, based on a hymn

#### **Reggae**

- The bass guitar and drums are brought to the foreground of the music
- Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix)
- Slowish tempo with a laid-back feel
- Bass guitar plays melodic lines and is prominent in the song
- The drums and bass set up a particular groove avoiding the first beat of the bar
- Bass guitar plays short line of melody or short phrases
- Then guitar mostly plays chords on the offbeat, beats 2 and 4
- Keyboard and organ also play on the offbeat but add extra melodies too
- Sometimes there is a horn section that would be made up of sax, trumpet and trombone
- Often female backing vocals
- The lyrics often talk about Rastafarian beliefs
- The lyrics often have a political message

#### **R&B**

R&B is music that combines elements of Rhythm and Blues, Pop, Soul, Funk and Hip Hop.

- A polished production style, which never sounds gritty
- Use of computer-originated sounds eg drum machines
- Smooth vocal arrangements
- Use of Hip Hop and Dance beats without the earthy street-vibe creating a smoother finish
- 

Frequent use of melisma in vocals, eg Stevie Wonder, Mariah Carey, Whitney Houston, Michael Jackson, Beyonce Knowles-Carter. This style of singing originated in the Gospel tradition

#### **Jazz (big band Swing)**

Swing-style big bands were the most fashionable form of American Popular music from 1935–1946, a period known as the Swing Era. Jazz music had always been a form of entertainment more for listening to than dancing. After the depression of the 1920s, people wanted to dance, so small Jazz bands took on more instrumentalists and became known as big bands or Swing bands. Big bands were able to perform in large ballroom spaces to huge audiences and Swing dancing became an extremely popular pastime. Bands of the Swing Era produced a much fuller sound than that produced by earlier Dixieland Jazz bands simply because they consisted of many more musicians.

Some of the most famous big band leaders were Count Basie, Duke Ellington and Benny Goodman. Within these big bands were many individual instrumentalists who became well known. Lester Young and Coleman Hawkins were two extremely talented saxophone players who became famous for their clever improvisations. At this time, singers started to become more important and Ella Fitzgerald was one who had a distinctive and beautiful voice. She was one of the first to improvise using her voice: in Jazz this is called scat singing.

Many of the songs written and played during the Swing Era were selections from The Great American Songbook – a list of the best, most important and most influential American Popular songs of the 20th century. The music of the Swing Era is often regarded as having a huge influence on Pop music.

The name 'swing' came from the phrase 'swing feel' where the off-beats (ie 1 2 3 4 - beats 2 and 4) are emphasised. If one musician tells another that they really 'swing' when they play Jazz, it means their playing has a strong rhythmic groove or drive.

Big band Swing has remained popular with musicians like Michael Bublé and Robbie Williams. Today, Swing style can be heard in small and large ensembles.

#### **Jazz Swing music:**

- A big Jazz band
- Sixteen or eighteen different instrumentalists including saxophones, trumpets, trombones, piano, bass, drums

- A swingy, jazzy feel
- A singer
- A strong rhythm section – piano, bass and drums – that drives the band and embed the groove
- Soloists who improvise
- Syncopated melody lines
- Walking bassline

#### **Jazz Swing music today:**

- A big or a small Jazz band (a small Jazz band will consist of far fewer brass or woodwind players)
- A swingy, jazzy feel
- A singer (often but not always)
- A strong rhythm section – piano, bass and drums – that drives the band and embed the groove
- Improvisation
- Syncopated melody lines
- Walking bassline

#### **Early Music and Renaissance**

The first fully-acknowledged era in Classical music was the Renaissance period, beginning circa 1400. There was all sorts of music before that, much of it laying the foundations for the composers who were to come. This all sits under the umbrella of what we refer to today as the Early period.

Almost everything composed during this period was for the human voice: partly because of the influence of the church, and also because a great many musical instruments had yet to be invented

Instruments that were put to good use during the Early period included the recorder, the trumpet and the bagpipe. An instrument called the shawm was also rather popular; it was a sort of primitive oboe. Towards the start of the Renaissance, early versions of keyboard instruments like the harpsichord began to appear

Developments in printing during this period hugely helped the spread of musical instruments. For the first time, manufacturers were able to disseminate descriptions of their instruments, meaning it became much easier for others to make their own versions

Prominent composers during this time included Guido d'Arezzo (born c991), Hildegard of Bingen (born c1098) and Guillaume de Machaut (born c1300)

The Renaissance followed on from the Middle Ages and was for musicians an era of discovery, innovation and exploration - the name means 'rebirth' and it covers music from 1400 to 1600. In the Middle Ages music was dominated by the Church. Most composition was for sacred use and based on the plain chant that had been part of worship since the earliest years of Christianity.

Although most music remained religious during the Renaissance, the relaxation of the Church's political control over society meant that composers were allowed greater freedom to be influenced by art, classical mythology and even astronomy and mathematics

The invention of the printing press meant that music could be published and distributed for the first time

The Latin Mass is perhaps the most important type of music from the Renaissance, particularly that of Josquin des Prez

Most music written during this period is intended to be sung, either as large choral pieces in church, or as songs or madrigals. Non-vocal music flourished too, as technology enabled musical instruments to be more expressive and agile. Pieces could now be written specifically for instruments such as the sackbut and lute

In the early Renaissance, most composers came from Northern France or the Low Countries, where the support provided by the courts was particularly strong. Later on, focus went beyond the Alps

Italian composers started appearing. At the Basilica of St Mark's, Venice, Andrea and Giovanni Gabrieli produced magnificent pieces for huge choirs and groups of instruments. In Rome, Allegri and Palestrina were the last great Renaissance composers, writing huge, flowing choral works that are still loved today

#### **Baroque**

The Baroque period refers to an era that started around 1600 and ended around 1750, and included composers like Bach, Vivaldi and Handel, who pioneered new styles like the concerto and the sonata.

The Baroque period saw an explosion of new musical styles with the introduction of the concerto, the sonata and the opera.

- The orchestra was born
- Opera became popular
- The rise of the concerto gave soloists the chance to show off in a big way
- From the period's beginnings in the early 1600s to when the Classical period-style began to take over in the mid 1700s, the sound of Baroque music remained distinct - ordered, ornate and increasingly emotive as the period went on
- The main progression that came as the Renaissance period turned into Baroque is the emergence of more modern harmony. By harmony, we mean the combination of more than one note at the same time, and Baroque composers like Bach, Handel and Vivaldi just made it that bit more accessible
- Monteverdi's Vespers is an example of what kind of harmony suddenly became popular. Bach is regarded as one of the greatest geniuses in the history of music. He demonstrated a standard approach to harmony that dominated music until the late 19th century
- Though many instrumental developments were made in the Baroque period, the main one was the harpsichord. You can hear its distinctive plucked sound all over pieces from the period. Good examples are in the music of J.S. Bach
- Religious music was a huge part of the Baroque period, but it took composers like Handel and Bach to make them into emotional, human experiences. These works include Bach's St Matthew Passion, Handel's Messiah and Zadok The Priest
- There are so many landmark pieces in the Baroque repertoire and Vivaldi's The Four Seasons is one. Not only is it a beautiful and evocative piece of music, but it's also a perfect representation of the increasing poetic power Baroque music was aiming for.

#### **Classical**

The Classical period refers to an era that started around 1750 and includes composers like Haydn, Mozart and Beethoven. Also active in this period were Rossini and Paganini.

'Classical music' is music that's distinct from Pop, Jazz, or Folk music. The Classical era in the history of music specifically refers to the period when composers such as Haydn, Mozart and Beethoven were active, championing the symphony, composing comic operas, and developing piano sonata.

- This new musical style coincided with the Age of Enlightenment, a time of radical change in social values focused on human rights and freedom of religion. Its architectural style was reminiscent of ancient Rome and Greece - hence the term 'Classical'
- Orchestras went through great changes: harpsichord or organ were no longer their musical foundation and wind and brass instruments such as the horn, trumpet, clarinet, flute and oboe joined the strings to create a new, distinctive sound
- The orchestral set-up led to the era's most important type of music, the symphony. It developed rapidly at the beginning of the era, moving from a standard, strict three-movement format with a quick opening, a slow middle movement and a quick one to finish, to become an expansive four-movement vehicle for orchestral expression
- Along with the orchestra came the string quartet, consisting of two violins, a viola and a cello. The works are themselves called 'string quartets' and follow a standard, four-movement format reminiscent of the symphony
- The piano was also introduced during this period. The most important solo pieces of the Classical era were sonatas, written for any solo instrument but most notably composed for the piano
- The Classical era was dominated by its two greatest composers, Haydn and Mozart, who worked in Vienna. Haydn composed fantastic choral, operatic, orchestral and instrumental music - but the symphonies were his greatest achievement
- In the last years of the 18th century came Beethoven, who started writing music in the style inherited from Mozart and Haydn. He eventually outgrew it, and split the Classical style apart at the seams, marking the dawn of the Romantic era in music

## **Romantic**

The Romantic period started around 1830 and ended around 1900, as compositions became increasingly expressive and inventive.

Expansive symphonies, virtuosic piano music, dramatic operas, and passionate songs took inspiration from art and literature. Famous Romantic composers include Tchaikovsky, Brahms, Mahler and Verdi.

The Romantic era is known for its intense energy and passion. The rigid forms of Classical music gave way to greater expression, and music grew closer to art, literature and theatre.

- Beethoven pioneered Romanticism and expanded previously strict formulae for symphonies and sonatas, and introduced a whole new approach to music, giving his works references to other aspects of life - for example, his 'Pastoral' Symphony No 6 describes countryside scenes
  - As well as symphonies, the tone poem and descriptive overture were popular as pieces of stand-alone orchestral music that evoked anything from a painting or poem to a feeling of nationalistic fervour
  - The Romantic era gave birth to the virtuoso. Liszt was one of the greatest of his time, and wrote demanding piano music to show off his own brilliance. Chopin is also among the outstanding composer-performers from this time
  - In the world of opera, cue the entrance of Verdi in the middle of the Romantic era. He turned Italian opera on its head by introducing new subject material, often with social, political or nationalistic themes, and combined these with a direct approach to composing
  - Germany's Richard Wagner also played a key role in developing opera
  - Wagner's ideas dominated most music, from the large-scale symphonies of Bruckner and Mahler to the tone poems and operas of Richard Strauss, even reaching Italy, where Verdi and Puccini started to produce operas according to many of Wagner's rules
- As music grew more expressive, the standard orchestra wasn't rich enough for many Romantic composers. Woodwind instruments like the contrabassoon, bass clarinet and piccolo made guest appearances in the orchestra to add some much needed colour, and the percussion section exploded in size with the addition of xylophones, drums, celestes, harps, bells and triangles. Ideas and compositions became more and more outlandish and inventive until the musical rules had to be rewritten, and the scene was set for the biggest change in music for centuries.

## **20th Century and Contemporary music**

The history and politics of the 20th century provided inspiration for the diverse range of musical styles developed between 1900 and 1999, pioneered by composers ranging from Elgar and Britten, to Stravinsky, Gershwin and John Williams. Advancing technology enabled the recording of Classical music and Jazz, which in turn led to the rise of globe-straddling artists like Pavarotti and Callas. Contemporary Classical music belongs to the period that started in the mid-1960s with the retreat of Modernism.

- Music was greatly influenced by the enormous political events which shook Europe in the middle of the 20th century. Shostakovich, in particular, was persecuted by the Soviet regime when his music was thought to be too 'modern' or élitist, meaning he was forced to write in two styles - symphonies for the authorities, and smaller works such as string quartets which were true to his own voice. The Holocaust, Hiroshima and World War II convinced many post-war composers that they needed to put the past behind them and find ever more progressive methods: see Pierre Boulez's Structures, Schoenberg's experiment with tonality and John Cage
- American composers like George Gershwin and Duke Ellington began to draw on their own native music - Jazz. Stravinsky and Ravel responded with music that also embraced Jazz styles. Folk music was also a great source of inspiration for composers like Vaughan Williams, Bartók and Messiaen
- Modernism in music was about being radical and different. For the first time, musicians and audiences realised that music didn't have to be confined to tradition, but by 1960 this idea had run out of steam. The next generation of 'serious' composers relaxed and had a wider palette of musical colours to work with - influences from other cultures, Popular music, Ancient music and the experiments of Modernism
- Steve Reich, Philip Glass, Michael Nyman and John Adams championed Minimalism, breaking musical boundaries and winning them huge popularity. Their music reflects advances in music and technology - sometimes including elements of Jazz and Rock
- A group of composers who met while studying in Manchester have become the main exponents of 'post-modern' music in Britain. While music written by Peter Maxwell Davies, Harrison Birtwistle and Alexander Goehr isn't everybody's cup of tea, it can be profoundly powerful and stimulating
- Film music and video game music increased in popularity towards the end of the century, with the soundtracks to ET, Star Wars, Harry Potter and Lord of the Rings making their mark on Classical music. John Williams is a very famous composer, responsible for the soundtracks to the century's blockbuster smash films: ET, Star Wars and Superman. His score to Jurassic Park gives us an idea as to what makes him so successful
- Two choral stars of the 20th Century include John Rutter and Karl Jenkins, whose music is hugely popular with modern choirs. Listen to Jenkins' Adiemus: Songs of Sanctuary from 1995, or Rutter's Gaelic Blessing for two strikingly different examples of late 20th Century Choral music. Eric Whitacre, an American Choral composer is famous for his rich harmonies

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| Improving Questioning in Music | <div> <div>ECM</div> <div>Education<br/>Getting a job done</div> </div> <b>The Knowledge Dimension</b>                                                                                                       |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                        |
|                                | <b>Factual</b>                                                                                                                                                                                               | <b>Conceptual</b>                                                                                                                                                                                                                                             | <b>Procedural</b>                                                                                                                                                                                                                   | <b>Metacognitive</b>                                                                                                                                                                                                                                                                   |
| <b>Remember</b>                | What is this instrument called?<br>What song did we sing?<br>Which sound file do you need?<br>Which note is that?                                                                                            | How do we warm up our voices?<br>How do we hold this instrument?<br>What part are you singing within the class performance?<br>What is a flat or sharp note?                                                                                                  | Can you identify the chorus and verses?<br>Which technique will you use to play this instrument?<br>Can you sing the melody?<br>What comes next in the music?                                                                       | What are the key points to practice?<br>How will you remember this next time?<br>What have you learned about in other music lessons and activities that could help you now?<br>What musical skills and knowledge do you already have?                                                  |
| <b>Understand</b>              | What is this instrument used for?<br>What does that notation mean?<br>What part does that instrument play?<br>What is tempo?                                                                                 | Why do we warm up our voices?<br>Why is it played in that way?<br>Why are the pauses important?<br>Can you classify these instruments?                                                                                                                        | How do you know when to start and when to stop playing?<br>Why does the music increase in volume at this point?<br>What are the basic techniques for playing?<br>How did this style of music develop?                               | Why do you enjoy that music in particular?<br>Can you explain what you have learned in your own words?<br>What might help you to develop your playing technique?<br>Which aspect of singing do you want to improve?                                                                    |
| Improving Questioning in Music | <b>The Knowledge Dimension</b>                                                                                                                                                                               |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                        |
|                                | <b>Factual</b>                                                                                                                                                                                               | <b>Conceptual</b>                                                                                                                                                                                                                                             | <b>Procedural</b>                                                                                                                                                                                                                   | <b>Metacognitive</b>                                                                                                                                                                                                                                                                   |
| <b>Apply</b>                   | How is the instrument used in different styles of music?<br>What do you already know about composers?<br>How does this sound similar to...?<br>Why would this particular instrument be a good choice?        | How have you used a particular musical skill?<br>Can you offer advice based on what you have learned so far about this song?<br>What will help your group work collaboratively on this musical task?<br>Why do those sounds / instruments work well together? | Why did you choose this sound within your composition?<br>Can you teach another child how to play / sing that part?<br>What can you tell me about this style of music?<br>How is the musician achieving that sound?                 | What questions would you ask a professional musician?<br>What musical skills and knowledge did you choose to use?<br>What techniques did you improve?<br>Which aspects of music could you develop further?                                                                             |
| <b>Analyse</b>                 | What is different about this musical style?<br>Which instruments / voices could you hear?<br>Can you order the string instruments by size?<br>What caused it to go out of tune?                              | Can you think of another song where this style could be appropriate?<br>What are the differences between the violin and cello?<br>What are some of the difficulties in using this instrument?<br>When can you hear the lowest / highest notes?                | Where did you make the mistake?<br>How might breaking the song down into smaller steps help?<br>Can you explain how to use the instrument?<br>What did you choose to rehearse?                                                      | What do you already know about this aspect of music that might be useful?<br>Which can you play particularly well?<br>What should you focus on in practice?<br>What are your musical strengths and what are the areas to develop further?                                              |
| Improving Questioning in Music | <b>The Knowledge Dimension</b>                                                                                                                                                                               |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                        |
|                                | <b>Factual</b>                                                                                                                                                                                               | <b>Conceptual</b>                                                                                                                                                                                                                                             | <b>Procedural</b>                                                                                                                                                                                                                   | <b>Metacognitive</b>                                                                                                                                                                                                                                                                   |
| <b>Evaluate</b>                | Which song do you prefer singing and why?<br>Which instrument did you play particularly well?<br>What did you hear that you liked best?<br>Which technique enable you to control the sound most effectively? | Why do these songs make you feel happy / sad?<br>Which musical techniques work best?<br>How do you know you played the song well?<br>What changes would you recommend to improve the performance?                                                             | Which aspect of the musical performance / song are you best at?<br>Why this is the most complicated part of the song?<br>Do you achieve the mood you wanted in the music?<br>How did that musician / band have a lasting influence? | If you were learning about this aspect of music again, what would you do differently and why?<br>What helps you learn in music and why?<br>Which techniques do you think are most useful and why?<br>Which are the most useful musical skills and knowledge you have acquired and why? |

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| <b>Create</b> | <p>Can you create your own notation to record your composition?</p> <p>Can you tell the story of a famous musician?</p> <p>How would you define that style of music?</p> <p>Why should people come and see your group perform their composition?</p> | <p>Who will you choose to work with collaboratively on this composition, based on their skills and knowledge?</p> <p>How can you better contribute to the group?</p> <p>What would happen if you used different instruments?</p> <p>How many ways could you develop that opening piece?</p> | <p>Can you explain to another child how to play the instrument?</p> <p>Can you explain how you have improved your performance over time?</p> <p>How could you incorporate other styles into the composition?</p> <p>Can you give creative feedback on that music, like a helpful judge on a talent show?</p> | <p>What do you want to learn in this unit of work and why is it useful?</p> <p>Can you select work that demonstrates your learning?</p> <p>What links can you make between music and science, history, English and maths?</p> <p>How will you develop your musical skills and knowledge next?</p> |
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| <b>Date:</b><br><b>Class:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Pupil discussion: Reception</b><br><b>Name:</b><br><b>Name of Interviewer :</b>                                                                                                                                                                                            |                           |                                                                                                                                                                                                             |                           |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |                           |                                                                                                                                                                                                             |
| <b>Specific Area of Review : Music</b><br><b>NC end of KS expectations:</b><br><b>Pupils can</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                               |                           |                                                                                                                                                                                                             |                           |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |                           |                                                                                                                                                                                                             |
| <table border="1"> <tr> <td><b>EYFS Statutory ELG</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>Communication and Language- Listening and Attention</b><br/>           Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions<br/>           - Make comments about what they have heard and ask questions to clarify their understanding<br/> <b>Statutory ELG: Self-Regulation</b><br/>           -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.         </td> <td> <b>Physical – Moving and Handling</b><br/>           Use a range of small tools, including scissors, paint brushes and cutlery;<br/>           Demonstrate strength, balance and coordination when playing;<br/>           Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.         </td> <td> <b>Literacy - Reading</b> </td> <td> <b>Expressive Arts and Design</b><br/>           Sing a range of well-known nursery rhymes and songs;<br/>           Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.         </td> </tr> </table> |                                                                                                                                                                                                                                                                               |                           |                                                                                                                                                                                                             | <b>EYFS Statutory ELG</b> |  |  |  | <b>Communication and Language- Listening and Attention</b><br>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions<br>- Make comments about what they have heard and ask questions to clarify their understanding<br><b>Statutory ELG: Self-Regulation</b><br>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | <b>Physical – Moving and Handling</b><br>Use a range of small tools, including scissors, paint brushes and cutlery;<br>Demonstrate strength, balance and coordination when playing;<br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | <b>Literacy - Reading</b> | <b>Expressive Arts and Design</b><br>Sing a range of well-known nursery rhymes and songs;<br>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |
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| <b>Stakeholder Views:</b><br>Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary?<br><b>Reception</b><br><b>New key vocabulary:</b><br><b>General:</b> song, instrument, high, low, quiet, fast, slow, loud, listen,<br><b>Unit specific:</b> Beat, pulse, rhythm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                               |                           |                                                                                                                                                                                                             |                           |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |                           |                                                                                                                                                                                                             |
| <b>Can they:</b><br>Sing a range of nursery rhymes off by heart.<br><br>Talk about the stories of some of these nursery rhymes.<br><br>Copy basic rhythm patterns of single words, building to short phrases from known songs and rhymes.<br><br>Know that we can move with the pulse of the music.<br><br>Find the pulse by copying a leader.<br><br>Invent a pattern using one pitched note<br><br><b>Have they had the opportunity to:</b><br>Add actions to songs and rhymes.<br><br>Move to music in different ways<br><br>Record the performance to talk about it.<br><br>Explore and experiment with a range of musical instruments.<br><br>Explore high and low using voices and sounds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                               |                           |                                                                                                                                                                                                             |                           |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |                           |                                                                                                                                                                                                             |
| <b>Do they enjoy music?</b><br><br><b>Which aspects do you most enjoy?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                               |                           |                                                                                                                                                                                                             |                           |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |                           |                                                                                                                                                                                                             |

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| <b>Date:</b><br><b>Class:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Pupil discussion: Year 1</b><br><b>Name:</b><br><b>Name of Interviewer :</b> |
| <b>Specific Area of Review : Music</b><br><b>NC end of KS expectations:</b><br><b>Pupils can</b><br>•use their voices expressively and creatively by singing songs and speaking chants and rhymes MU1<br>•play tuned and untuned instruments musically MU2<br>•listen with concentration and understanding to a range of high-quality live and recorded music MU3<br>•experiment with, create, select and combine sounds using the inter-related dimensions of music. MU4                                           |                                                                                 |
| <b>Stakeholder Views:</b><br>Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary?<br><b>Year 1</b><br><b>New key vocabulary:</b> pulse, rhythm, pitch, improvise, compose, melody, pitch<br><b>Genres:</b> Rap, Blues, Baroque, Latin, Irish Folk, Funk<br><b>Instruments:</b> bass guitar, drums, decks, singers, keyboard, percussion, trumpets, saxophones<br><b>Other</b> groove, audience, imagination, perform                                                              |                                                                                 |
| <b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes MU1</b><br><br>Know that they can create rhythms from words.<br><br>Listen to and sing back simple melodies.<br><br>Learn about voices and sing notes of different pitches (high and low).<br><br>Confidently sing or rap songs from memory in unison.<br><br>Know that they can make different types of sounds with their voices.                                                                                  |                                                                                 |
| <b>Play tuned and un-tuned instruments musically MU2</b><br><br>Know the names of some of the instruments they use and begin to recognise their sound aurally.<br><br>Treat instruments carefully and with respect<br><br>Play a tuned instrumental part within the song they perform.<br><br>Learn to play an instrumental part using up to 3 notes.<br><br>Listen to and follow musical instructions from a leader.<br><br>Begin to follow graphic notations and symbols when playing and performing.             |                                                                                 |
| <b>Listen with concentration and understanding to a range of high-quality live and recorded music MU3:</b><br>Know that music has a steady pulse, like a heartbeat, and begin to move to it.<br><br>Listen with increasing concentration to a range of music from different times, styles and places.<br><br>Say whether or not they like it and why.<br><br>Begin to recognise different styles of music.<br><br>Begin to respond to changes in tempo<br><br>Recognise and name two or more instruments they hear. |                                                                                 |

**Experiment with, create, select and combine sounds using the inter-related dimensions of music. MU4**

Copy back short rhythmic phrases based on words with one and two syllables.

Create rhythms for others to copy using words and phrases as a starting point.

Copy back and create short rhythmic phrases whilst marching to the steady beat.

Help to create a simple melody using up to three notes.

Improvise simple vocal chants, using question and answer phrases.

Explore and begin to understand the difference between creating a rhythm pattern and a pitch pattern.

Begin to recognise how graphic notation can represent created sounds and explore and invent own symbols.

Record the performance and say how they feel about it.

Do they enjoy music?

Which aspects do you most enjoy?

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| <b>Date:</b><br><b>Class:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Pupil discussion: Year 2</b><br><b>Name:</b><br><b>Name of Interviewer :</b> |
| <b>Specific Area of Review : Music</b><br><b>NC end of KS expectations:</b><br><b>Pupils can</b> <ul style="list-style-type: none"> <li>•use their voices expressively and creatively by singing songs and speaking chants and rhymes MU1</li> <li>•play tuned and untuned instruments musically MU2</li> <li>•listen with concentration and understanding to a range of high-quality live and recorded music MU3</li> <li>•experiment with, create, select and combine sounds using the inter-related dimensions of music. MU4</li> </ul>                                                                                                                                                                                                                                 |                                                                                 |
| <b>Stakeholder Views:</b><br>Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary?<br><b>Year 2</b><br><b>New key vocabulary:</b> dynamics, tempo<br><b>Genres:</b> Reggae<br><b>Instruments:</b> electric guitar, glockenspiel.<br><b>Other:</b> question and answer<br><b>Revised vocabulary:</b> pulse, rhythm, pitch, improvise, compose, audience, melody, rap, saxophone, trumpet, keyboard, drums, bass, perform/performance, audience                                                                                                                                                                                                                                                                                             |                                                                                 |
| <b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes MU1</b><br>Know and sing a range of songs from memory including other ways of using the voice e.g. rapping.<br><br>Describe and demonstrate pitch with increasingly accurate pitch matching.<br><br>Know some songs have a chorus or response/answer part.<br><br>Know that songs have a musical style.<br><br>Know why we need to warm up our voices.<br><br>Listen to and sing back different vocal warm-ups.<br><br>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing and playing.<br><br>Sing short phrases independently within a singing game or short song.<br><br>Start and stop singing when following a leader. |                                                                                 |
| <b>Play tuned and un-tuned instruments musically MU2</b><br><br>Know the names of untuned percussion instruments played in class.<br><br>Copy a simple rhythm on a percussion instrument.<br><br>Read and play rhythm patterns represented as stick notation including crotchets, paired quavers and crotchet rests.<br><br>Begin to recognise the link between shape and pitch in graphic notations.<br><br>Begin to recognise dot notation and match it to 3 note tunes played on tuned percussion or sung.<br><br>Learn to play a tuned instrumental part using up to 3 notes from memory or when written down.<br><br>Play the part in time with the steady pulse.<br><br>Listen to and follow musical instructions from a leader.                                     |                                                                                 |
| <b>Listen with concentration and understanding to a range of high-quality live and recorded music MU3:</b><br><br>Listen with increasing concentration to a range of music from different times, styles and places.<br><br>Start to recognise different style indicators and instruments used.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                 |

When listening to music start to find and internalise the pulse.

Begin to recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music.

Respond to and identify high and low sounds independently when listening to a piece of music.

Start to use correct basic musical language when talking about it.

Express their own and respect others thoughts and feelings towards music.

**Experiment with, create, select and combine sounds using the inter-related dimensions of music. MU4**

Know that music has a steady pulse and be able to identify and demonstrate rhythm and pitch. Know that improvisation is making up tunes on the spot.

Know that it is not written down.

Know that the notes of the composition can be written down and changed.

Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats in familiar music.

Listen to a rhythm and clap back.

Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers)

Make up their own rhythms for others to copy.

Begin to identify the difference between pulse and rhythm.

Play and improvise using voices and instruments.

Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation.

Compose simple melodies using 3 to 5 notes.

Use graphic symbols and dot notation keep a record of compositions.

Do they enjoy music?

Which aspects do you most enjoy?

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| <b>Date:</b><br><b>Class:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Pupil discussion: Year 3</b><br><b>Monitoring Pupil Voice Form :</b><br><b>Name:</b><br><b>Name of Interviewer :</b> |
| <b>Specific Area of Review : Music</b><br><b>NC end of KS expectations:</b><br><b>Pupils can</b> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression MU5</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music MU6</li> <li>• listen with attention to detail and recall sounds with increasing aural memory MU7</li> <li>• use and understand staff and other musical notations MU8</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians MU9</li> <li>• develop an understanding of the history of music. MU10</li> </ul>                                                                                                                                                                                                                                                         |                                                                                                                         |
| <b>Stakeholder Views:</b><br><b>Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary?</b><br><b>Year 3</b><br><b>New key vocabulary:</b> Structure, intro/introduction, verse, chorus, texture, pentatonic scale<br><b>Genres:</b> Disco.<br><b>Other:</b> backing vocals, riff<br><b>Instruments</b> guitar, synthesizer, organ, bass<br><b>Revised vocabulary:</b> improvise, compose, pulse, rhythm, pitch, tempo, dynamics, hook, melody, keyboard, drums, Reggae, electric guitar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                         |
| <b><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression MU5</i></b><br>Know and be able to talk about instruments used in class (tuned and untuned).<br><br>Know and talk about choirs, conductors and the importance of warming up your voice.<br><br>Perform actions and body percussion confidently and in time to a range of action songs<br><br>Play simple ostinato parts (repeating rhythms) on percussion instruments to accompany music and songs.<br><br>Play simple melodic patterns using up to 5 notes from memory or using notation.<br><br>Demonstrate a good singing posture.<br><br>Sing in unison and in simple two-parts and experience singing canons, simple rounds and other partner songs.<br><br>Sing with awareness of being 'in tune' and show control of dynamics and tempo.<br><br>Listen to and follow musical instructions from a leader including following written symbols: dynamics, tempo<br><br>Have an awareness of performing to different audiences. |                                                                                                                         |
| <b><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music MU6</i></b><br><br>Be able to talk about improvisation and composition, and know the difference between the two. Improvise (using voices and tuned/untuned instruments), short responses using a given note-range<br><br>Compose in response to different stimuli sources and record using standard and graphic notation.<br><br>Begin to structure musical ideas to create music that has a beginning, middle and end.<br><br>Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets (walk), paired quavers (jogging), minims (stride) and crotchet rests.<br><br>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.<br><br>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).                                                                                            |                                                                                                                         |

***Listen with attention to detail and recall sounds with increasing aural memory MU7***

Listen and copy back using instruments and voices with increasing accuracy.

Identify patterns of one and two sounds per beat plus rests (i.e. crotchets/paired quavers/rests)

and with expression

Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes e.g. C-E

***Use and understand staff and other musical notations MU8***

Know that music can be written down in a variety of ways, including staff.

Begin to recognise the symbols for crotchets, quavers and crotchet rests.

Read and clap/tap a 4 beat pattern that contains crotchets, quavers and crotchet rests.

Introduce the stave, lines and spaces, and clef.

Use dot notation to show higher or lower pitch.

***Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians MU9***

Know the style of at least five pieces of music, who sang or composed them and their place in history.

Be able to talk about one piece of music in detail: what it is about, any musical dimensions featured, and where they are used (texture, dynamics, tempo, rhythm and pitch)

Begin to recognise how these are used to create moods and effects.

Identify the main sections (introduction, verse, chorus etc.)

Name some of the instruments they heard.

Take it in turns to discuss how it makes them feel.

Listen carefully and respectfully to other people's thoughts about the music.

Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.

When listening to music, begin to recognise the difference between major and minor.

***Develop an understanding of the history of music. MU10***

Begin to talk about key composers and their place in history, making links with key historical events

Do they enjoy music?

Which aspects do you most enjoy?

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| <b>Date:</b><br><b>Class:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Pupil discussion: Year 4</b><br><b>Monitoring Pupil Voice Form :</b><br><b>Name:</b><br><b>Name of Interviewer :</b> |
| <b>Specific Area of Review : Music</b><br><b>NC end of KS expectations:</b><br><b>Pupils can</b> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression MU5</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music MU6</li> <li>listen with attention to detail and recall sounds with increasing aural memory MU7</li> <li>use and understand staff and other musical notations MU8</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians MU9</li> <li>develop an understanding of the history of music. MU10</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                         |
| <b>Stakeholder Views:</b><br><b>Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary?</b><br><b>Year 4</b><br><b>New key vocabulary:</b> unison, solo, rhythm patterns, notation, lyrics<br><b>Genres:</b> Pop<br><b>Instruments:</b> percussion, acoustic guitar, digital/electronic sounds, piano, synthesizers, organ<br><b>Other:</b> musical style, rapping, choreography, turntables, by ear, birdsong, civil rights, racism, equality.<br><b>Revised vocabulary:</b> improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, pentatonic scale, riff, hook, improvise, backing vocal, keyboard, electric guitar, bass, drums                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                         |
| <b><i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression MU5</i></b><br>Know and be able to talk about the instruments they might play or that might be played in a band or orchestra.<br><br>Play differentiated parts on a tuned instrument – from memory or using notation.<br><br>Follow a leader and experience leading the playing.<br><br>Maintain an ostinato part (repeating rhythm), keeping to the pulse, with 2 or more layers of rhythms; follow rhythmic scores to support playing.<br><br>Continue to sing a broad range of unison songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing.<br><br>Sing canons, rounds and other partner songs with increased control.<br><br>Show control of dynamics, tempo and articulation when singing and playing, following physical signals and written symbols:<br><br>When singing or playing an instrument, listen to the group with increasing attention.<br><br>Play and perform simple melodies using a small range of notes, following staff notation.<br><br>Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing.<br><br>Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. |                                                                                                                         |
| <b><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music MU6</i></b><br><br>Be able to talk about improvisation and composition and the difference between the two.<br><br>Using instruments, listen to and play their own answer to a musical phrase.<br><br>Become more skilled composing and improvising using up to 5 different notes, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres.<br><br>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches.<br><br>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.<br><br>Talk about how it was created.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                         |

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| <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g.graphic/pictorial notation).</p> <p>Use improvisations within more structured composition work</p> <p>Structure musical ideas to create music that has a beginning, middle and end.</p> <p>Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases.</p> <p>Explore and develop using Music Technology to capture, change and combine sounds.</p>                                                                                                                                                                                                                           |
| <p><b><i>Listen with attention to detail and recall sounds with increasing aural memory MU7</i></b></p> <p>Listen and copy back using instruments and voices with increasing accuracy.</p> <p>Copy short melodic phrases using a small number of notes, recognising pitch changes by ear.</p> <p>Confidently identify patterns of one and two sounds per beat plus rests and two beat sounds (i.e. crotchets/paired quavers/rests/minims).</p>                                                                                                                                                                                                                                                                                                                        |
| <p><b><i>Use and understand staff and other musical notations MU8</i></b></p> <p>Know that music can be written down in a variety of ways, including staff .</p> <p>Recognise the symbols for minims, crotchets, quavers and crotchet rests.</p> <p>Read and clap/tap a 4 beat pattern that contains minims, crotchets, quavers and crotchet rests.</p> <p>Read and perform pitch notation within a defined range</p>                                                                                                                                                                                                                                                                                                                                                 |
| <p><b><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians MU9</i></b></p> <p>Begin to talk confidently about an increasing number of pieces of music in detail: some of the style indicators, what the music 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 music.</p> <p>Name some of the instruments they heard and know what musical family they belong to.</p> <p>Discuss how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts.</p> <p>Begin to use technical vocabulary when talking about music.</p> |
| <p><b><i>Develop an understanding of the history of music. MU10</i></b></p> <p>Begin to talk about key composers and their place in history, making links with key historical events.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>Date:</b><br><b>Class:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Pupil discussion: Year 5</b><br><b>Name:</b><br><b>Name of Interviewer :</b> |
| <b>Specific Area of Review : Music</b><br><b>NC end of KS expectations:</b><br><b>Pupils can</b> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression MU5</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music MU6</li> <li>listen with attention to detail and recall sounds with increasing aural memory MU7</li> <li>use and understand staff and other musical notations MU8</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians MU9</li> <li>develop an understanding of the history of music. MU10</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                 |
| <b>Stakeholder Views:</b><br><b>Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary?</b><br><b>Year 5</b><br><b>New key vocabulary:</b> note values and names, syncopation, bridge, interlude, harmony,<br><b>Genres:</b> Bossa Nova, Rock, Swing, Old-school Hip Hop, Soul, Neo Soul, Big band<br><b>Instruments:</b><br><b>Other:</b> amplifier, appraising, cover, deck, backing loops, scratching, tag ending, backbeat<br><b>Revised vocabulary:</b> chorus, , Rap, Funk, , structure, , pulse, rhythm, solo, ballad, verse, compose, strings, piano, guitar, bass, drums, melody, , riff, synthesizer, unison, melody, pitch, tempo, dynamics, timbre, texture, , groove, riff, bass line, brass section, , melody.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                 |
| <b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression MU5</b><br>Sing three-part rounds, partner songs, and songs with different structures and begin to show an awareness of how the parts fit together.<br><br>Confidently and appropriately make use of dynamics, tempo and articulation when performing, following physical signals and written symbols<br><br>Sing and play an increasing range of notes in tune and pay attention to melodic phrasing and the musical context.<br><br>To have had opportunities to sing and play solo parts.<br><br>Listen to each other and be aware of how they fit into the group.<br><br>Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse<br><br>Play a musical instrument with the correct technique and select and learn an instrumental part from memory or using notation.<br><br>Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.<br><br>Rehearse and perform their part, listen to and follow musical instructions from a leader and have the opportunity to lead. |                                                                                 |
| <b>Improvise and compose music for a range of purposes using the inter-related dimensions of music MU6</b><br><br>Improvise and compose using instruments in the context of a song or music to be performed.<br><br>Apply knowledge that music has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.<br><br>Question and answer using up to 3 different notes<br><br>Combine short compositions to create a class piece, exploring different structures e.g. ternary (ABA), rondo (ABACAD etc)<br><br>Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases (AB) using the note set.<br><br>Listen to and reflect upon the developing composition and make musical decisions to improve it giving reasons using appropriate musical vocabulary.<br><br>Improvise freely over a drone or simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments.<br><br>Choose what to perform and create a programme.                                                                                                                                                                 |                                                                                 |

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| <p>Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p> <p>Record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Listen with attention to detail and recall sounds with increasing aural memory MU7</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Copy back using instruments and voices with increasing accuracy more complex rhythms and musical phrases.</p> <p>Find the pulse in increasingly complex pieces of music.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Use and understand staff and other musical notations MU8</b></p> <p>Know and be able to talk about: different ways of writing music down – e.g. staff notation, symbols Know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>Understand how triads are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs.</p> <p>Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and play short rhythmic phrases that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.</p> <p>Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument.</p>                                                                                                                          |
| <p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians MU9</b></p> <p>Know a range of composers from a range of styles and musical periods including well-known improvising musicians.</p> <p>Know the style of a range of pieces of music and name other pieces in those styles.</p> <p>Using an increasing range of technical vocabulary talk about: some of the style indicators, any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the music, name some of the instruments they heard and know which musical family they belong to.</p> <p>Compare two pieces in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Describe, compare and evaluate different pieces of music using appropriate musical vocabulary</p> <p>Discuss their preferences and say why.</p> |
| <p><b>Develop an understanding of the history of music. MU10</b></p> <p>Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.</p> <p>Talk about an increasing range of key composers and their place in history, making links with key historical events, cultural and musical influences.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Do they enjoy music?</p> <p>Which aspects do you most enjoy?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <b>Date:</b><br><b>Class:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Pupil discussion: Year 6</b><br><b>Name:</b><br><b>Name of Interviewer :</b> |
| <p><b>Specific Area of Review : Music</b><br/> <b>NC end of KS expectations:</b><br/> <b>Pupils can</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression MU5</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music MU6</li> <li>• listen with attention to detail and recall sounds with increasing aural memory MU7</li> <li>• use and understand staff and other musical notations MU8</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians MU9</li> <li>• develop an understanding of the history of music. MU10</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                 |
| <p><b>Stakeholder Views:</b><br/> <b>Can the pupil accurately use/explain/contextualise at least 90% of the key vocabulary?</b><br/> <b>Year 6</b><br/> <b>New key vocabulary:</b> dimensions of music, style indicators<br/> <b>Genres:</b> Motown, Urban, Jazz, Gospel<br/> <b>Other:</b> gender equality<br/> <b>Revised vocabulary:</b> melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, , producer, groove, hook, riff, solo, Blues, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, civil rights, harmony</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                 |
| <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression MU5</p> <p>Confidently sing different parts and styles from memory and sing in unison, solo, lead vocal, backing vocals, cannon, two part or rapping.</p> <p>Sing three and four part rounds and simple harmony lines, showing an awareness of how the parts fit together.</p> <p>Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.</p> <p>Communicate the meaning of the words and clearly articulate them when performing songs.</p> <p>Refine use of dynamics, tempo and articulation when performing, following physical signals and written symbols</p> <p>Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse.</p> <p>Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument.</p> <p>Accompany melodies, using block chords or a bass line using tuned percussion or melodic instruments, or using music software.</p> <p>Play a musical instrument with the correct technique within the context of a style.</p> <p>Continue to improvise freely over a simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. Extend improvised melodies beyond 8 beats.</p> <p>Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or melodic instruments.</p> <p>Further explore the difference between major and minor</p> <p>Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.</p> <p>Make improvements to own work, giving reasons using appropriate musical vocabulary.</p> <p>Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</p> <p>When planning a performance, choose what to perform talk about the venue and how to use it to best effect, record the performance and compare it to a previous one.</p> |                                                                                 |

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| <p>Conform to the etiquette of performance situations as a musician and as an audience member.</p> <p>Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music MU6</b></p> <p>Improvise using instruments in the context of a song or piece of music to be performed.</p> <p>Improvise with a feeling for the style using pentatonic scale.</p> <p>Explain the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation/ staff).</p>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Listen with attention to detail and recall sounds with increasing aural memory MU7</b></p> <p>Listen and copy back using instruments and voices with increasing accuracy more complex rhythms and musical phrases.</p> <p>Find the pulse in increasingly complex pieces of music.</p> <p>Further develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Use and understand staff and other musical notations MU8</b></p> <p>Know and be able to talk about: different ways of writing music down – e.g. staff notation, symbols</p> <p>Know the notes C, D, E, F, G, A, B + C on the treble stave.</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate.</p> <p>Read and play confidently from rhythm flashcards and rhythmic scores that contain known rhythms/ notes.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C).</p> <p>Read and play from notation a four-bar phrase.</p>                                                                                                                                                                                                                                                                                                    |
| <p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians MU9</b></p> <p>Be able to confidently talk about: the style indicators of the music, lyrics: what the songs are about, any musical dimensions featured and where they are used and how they work together. (texture, dynamics, tempo, rhythm, pitch, timbre and structure).</p> <p>Recognise and name a growing number of individual instruments within instrumental families.</p> <p>Compare and contrast pieces of music, talking about what stands out musically in each of them and their similarities and differences using appropriate musical vocabulary.</p> <p>Discuss genre, similar pieces of music and possible influences of style and culture. Use technical musical vocabulary confidently.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Compare different pieces of music</p> |
| <p><b>Develop an understanding of the history of music. MU10</b></p> <p>Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline.</p> <p>Talk about an increasing range of key composers and their place in history, making links with key historical events, cultural and musical influences.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

Do they enjoy music?

Which aspects do you most enjoy?

## Appendix

### Teaching Modules into practice

From observation and results over time we know that the majority of pupils at The Valley like structure, this creates a degree of ubiquitous understanding for "peer coaching" and "supported development" in methods that work. Many of our teaching methods employ a range of teaching modules. However, we do not stifle creativity and consider teaching to be a creative craft not a process of ticking boxes.

**Here are our components that we look for in high quality lesson delivery:**

- High degrees of vocabulary reinforcement
- High degree of first hand experiences and enquiry
- High degree of structured and scaffolded conversation
- Structured recall of prior learning

Our 10 Theories of Action are embedded and evident

**Guides to teaching models:**

- Comprehend the concept of Models of Teaching
- Understand the various essential elements of Models of Teaching
- Acquire information about various families of Models of Teaching
- See how this applies in a real life context

A model of teaching can be defined as the depiction of teaching and learning environment, including the behaviour of teachers and students, while the lesson is presented through that model.

Models of teaching enable the students to engage in robust, cognitive and social task and teach the student how to use them productively.

Models of teaching are the specific instructional plans which are designed according to the concerned learning theories. It provides a comprehensive blue print for curriculum to design instructional materials, planning lessons, teacher pupil roles, supporting aids and so forth. Joyce & Weil (2014) defines A model of teaching is a description of a learning environment, including our behavior as teachers when that model is used, outcome of instruction may be the student's increased capabilities to learn more easily and effectively in the future. Hence the main aim of models of teaching is to create powerful learners.

### CHARACTERISTICS OF A GOOD AND BETTER TEACHING MODEL

The following are the chief characteristics of a good teaching model

- Each model has built up based on particular learning theory
- Creation of congenial learning environment in the classroom
- Effective interaction between the teacher and students
- Planned use of appropriate strategies
- Teaching process are systematically, sequentially and logically arranged
- Clear and specified roles for teachers and students
- Large scope for supporting material
- Ensure active participation of entire students in the class
- It raises the students' level of aspiration, motivation and interest in learning • Every model foster and strengthen the cognitive structure of the student

### ELEMENTS OF MODELS OF TEACHING

Element of a model of teaching represent its structure, process and teaching aids of the instruction. A model of teaching consists of syntax, social system, principle of reaction and support system. The detailed descriptions are as follows.

#### Syntax

It is the steps or phases of the model being presented before the class. It illustrates the logical and sequential order of the teacher student activities of the instruction procedure. It describes the complete programme of action of the model.

#### Social system

Social system of a model explains its nature of learning environment. It describes the role and relationship of the teacher and students through the phases as well as designing the lesson. As each and every model is unique, the role of teacher and students in every model may vary according to the respective learning theory of the model is built. It also varies in phases to phases.

#### Principle of Reaction

This is the extension of social system. It deals with the rules of reaction to the students responses in the classroom interaction. The reaction of the teacher must be in accordance with the theory of which model has been built. The teacher reaction is desired when the students' responses/ behavior are untouched with expected level responses and for giving reinforcement. It depends the family of the model is presented.

#### Effect of models of Teaching

Models of teaching have a very positive effect on students' behavior. Bruce Joyce classified the effect as Instructional effect and Nurturant Effect. Instructional effects are the direct effect of an instruction on students' cognitive, affective and psychomotor domain. Nurturant effects are the indirect effect other than the teacher intends to achieve through the model. It is the additional achievement gained by the students through the unique nature classroom interaction. Examples are the development of problem solving ability, analytical thinking, critical thinking, social skill, tolerance etc.

### FAMILIES OF MODELS OF TEACHING

Joyce & Weil (2014) categorized the models of teaching in to four families. The classification has been made in accordance with the theoretical basis and fundamental aim of the teaching model. The four families explained below in detail.

#### THE INFORMATION PROCESSING FAMILY

Models in the information processing family focus on the cognitive activity of child. It includes scientific inquiry for collecting original information, organizing and properly storing of the information. Some models provide the learners with information and concept, some emphasis concept

formation and hypothesis testing and still other generate creative thinking. Joyce & Weil (2014) listed eight models in Information Processing Model.

**Inquiring and investigating: (problem solving and enquiry focused)**

| Models                                                   | Developers (Redevelopers)                                                  |
|----------------------------------------------------------|----------------------------------------------------------------------------|
| 1. Inductive Thinking Model<br>(Classification Oriented) | Hilda Taba<br>(Bruce Joyce)                                                |
| 2. Concept Attainment Model                              | Jerome Bruner (Fred Lighthall), (Tennyson and Cocchiarella), (Bruce Joyce) |
| 3. The Picture-word inductive Model                      | Emily Calhoun                                                              |
| 4. Scientific Inquiry Model                              | Joseph Schwab                                                              |
| 5. Inquiry Training Model                                | Richard Suchman (Howard Jones)                                             |
| 6. Mnemonics Model<br>(Memory assists)                   | Michael Pressley<br>(Joel Levin., Richard Anderson)                        |
| 7. Synectics Model                                       | William Gordon                                                             |
| 8. Advance Organizer Model                               | David Ausubel (Lawton and Wanska)                                          |

**THE SOCIAL FAMILY (Discursive activities)** The focus of the social model family is to build synergy (collective energy) in the classroom for addressing ongoing problems of personal, social, national as well as international importance. Social models help the students to develop Self-directed problem solving ability, sense of belongingness towards the society and make them responsible citizens of the country.

| Models                     | Developers (Redevelopers)    |
|----------------------------|------------------------------|
| 1. Partners in Learning    | David Johnson, Roger Johnson |
| 2. Structured Inquiry      | Robert Salvin (Aronson)      |
| 3. Group Investigation     | John Dewy, Herbert Thelen    |
| 4. Role Playing            | Fannie Shafte                |
| 5. Jurisprudential Inquiry | Donald Oliver, James Shaver  |

**THE PERSONAL FAMILY: (Reflection PSHE/RE/RSE/International understanding)**

The personal models begin from the perspective of the selfhood of the individual. Individual consciousness and development of unique personality is the chief focus of this family. The models in personal family attempt to make them understand their self and thereby students can shape their future. The cluster of personal models pays great attention to the individual perspective and seeks to encourage productive interdependence, increasing people's self-awareness and sense of responsibility for their own destinies.

| Models                   | Developers     |
|--------------------------|----------------|
| 1. Nondirective teaching | Carl Rogers    |
| 2. Enhancing Self Esteem | Abraham Maslow |

**THE BEHAVIOURAL SYSTEM FAMILY: structured lessons with predetermined activities, objectives and outcomes that can be readily predicted.**

**Maths, Literacy and default position**

Modification of behavior is the main focus of this family. The stance taken is that human beings are self-correcting communication systems that modify behavior in response to the information about how successfully tasks are

navigated. The role of predetermined objectives, observable behavior, clearly defined task and methods, feedback and reinforcement are the foundations of models in behavior family.

## Models of Teaching:

### Example models of teaching sequences

At The Valley School we know our pupils respond to direct instruction (typical 4-5 part lesson) it is default point that teachers can return to and it is tried and tested, but this is only one model of teaching and may not always be suitable. If we adapt our teaching sequences, incorporate different models into our structural model or make the model more best suit the subject “Instructional Teaching and Enquiry Focused learning are enhanced

|                                                                       |                                                                                                  |                                               |                                                                         |                                                     |                                                       |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
| Recall and harvest –this can include home study and personal research | Big Picture and ideas<br><br>Generate questions                                                  | Presentation and discovery of new information |                                                                         | Gathering what we know now -can do apply understand | Present<br><br>Learning<br><br>Formally link learning |
| “Informational processing”                                            | “Enquiry focused system” or “Behavioural system- direct instructional teaching<br><br>Repertoire |                                               | “Behavioural system-” direct instructional teaching<br><br>Repertoire → |                                                     | “Social family”                                       |
|                                                                       | Initial enquiry stage alongside factual learning, including vocabulary learning (fieldwork)      |                                               | Research, application and study skills (including fieldwork)            |                                                     |                                                       |
| Webb’s Depth of knowledge 1-2 →                                       |                                                                                                  |                                               | Webb’s Depth of knowledge 3-4                                           |                                                     |                                                       |

Use of \*\*Joyce & Weil (2014) definitions alongside (Hopkins modules), underpinned by Webb’s “Depth of knowledge”

| <b>Appendix 2: Adaptations to support pupils below expectations or with fragility</b>                                                                                                                                                                                                                                    |                                                                                                                |                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systemic</b>                                                                                                                                                                                                                                                                                                          | <b>When</b>                                                                                                    | <b>By Whom</b>                                                                                                                                                 |
| We use a range of tried and tested and often research informed intervention strategies<br>Interventions are either “prescriptive” and developed in house or “programmed” off the shelf and sequential                                                                                                                    | Often these take place outside of the normal class time but at times to ensure that no one subject is affected | Where possible our philosophy is to use teachers for intervention, where this is not possible highly trained and quality assured teaching assistants are used. |
| Same day Intervention, at the point of error, is always our preferred way of addressing misconceptions                                                                                                                                                                                                                   | In class during or immediately after the lesson                                                                | Teachers and trained adults                                                                                                                                    |
| Pre teach and post teach<br>Prior to a sequence of lessons we will often pre-assess pupils and begin earlier supportive work, especially around language acquisition. This is usually the ‘key’ and ‘linked’ vocabulary from the geography vocabulary wall as well as other relevant vocabulary from that week’s lesson. | Pre-teach before sequence starts<br>Post teach within sequence or in following weeks                           | Teachers and trained adults                                                                                                                                    |
| Systemic tracking of small step improvement and question level analysis with a strong focus on milestone assessment, strong link of data to feedback                                                                                                                                                                     | Post teach and within each half termly assessment block                                                        | Teachers and SLT                                                                                                                                               |
| Home project based guidance-we will often encourage research at home with pupils prior to a new unit of work                                                                                                                                                                                                             | Weekends and holiday periods                                                                                   | Parents                                                                                                                                                        |
| Paired pupils of mixed ability and groups with a variety of pupils                                                                                                                                                                                                                                                       | Intra-lesson                                                                                                   | Pupils as peer support                                                                                                                                         |
| Knowledge organisers and prompts –to support metacognition and long term memory                                                                                                                                                                                                                                          | Before and during taught sequences                                                                             | Pupil led                                                                                                                                                      |
| Concrete and hands on learning                                                                                                                                                                                                                                                                                           | Intra–lesson                                                                                                   | Teachers and trained adults                                                                                                                                    |
| Visible prompts to reinforce learning.                                                                                                                                                                                                                                                                                   | Intra–lesson                                                                                                   | Teachers and trained adults                                                                                                                                    |
| Sequenced default “mastery” focussed lessons that allow time to synthesise information                                                                                                                                                                                                                                   | Intra-lesson                                                                                                   | Teachers and trained adults                                                                                                                                    |
| Metacognitive practices use of Rosenshine’s principles –staff coaching and mentoring                                                                                                                                                                                                                                     | Intra-lesson                                                                                                   | Teachers and trained adults                                                                                                                                    |
| Blue files of school support pupils and individualised small step learning plans                                                                                                                                                                                                                                         | Intra-lesson and pre sequence reference                                                                        | Teachers and trained adults                                                                                                                                    |
| Parental engagement and additional support —additional assertive mentoring 6 weekly                                                                                                                                                                                                                                      | Intra-lesson and pre sequence reference                                                                        | Teachers and Parents                                                                                                                                           |