

Potters Gate Primary & St Andrew's Infant Schools
Curriculum Subject Progression – Music

Music	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p><u>Knowledge</u></p> <p>What will children know at the end of this unit of work?</p>	<p>Days of the week song, number songs, months song, lunchtime prayer song, Doh disco. Identifying sounds in our environment that are familiar to use. What sounds do musical instruments make. Planet songs, music with space. Classical planet music.</p>	<p>Days of the week song, number songs, months song, lunchtime prayer song, Doh disco. Harvest Festival Songs Listening to traditional Indian Music for Diwali Christmas songs for nativity – learning song lyrics for performance.</p>	<p>Days of the week song, number songs, months song, lunchtime prayer song, Doh disco. Movement to music – moving different ways to different types of music. (PE lessons – dance) Understanding the different ways that music can make us feel.</p>	<p>Days of the week song, number songs, months song, lunchtime prayer song, Doh disco. Sounds that we hear in our environment which are important – sirens, fire alarms, house alarms, shouting etc... Patterns – music can be created using patterns – tap, tap, clap etc.</p>	<p>Days of the week song, number songs, months song, lunchtime prayer song, Doh disco. Minibeasts - flight of the bumblebees. Sounds that minibeasts make. Use musical instruments to create music that links to the bugs.</p>	<p>Days of the week song, number songs, months song, lunchtime prayer song, Doh disco. Songs from traditional tales. Rhymes.</p>
	<p><u>Skills</u></p> <p>As an expert in this subject children will be able to ...</p>	<p>Be able to link sounds to objects, animals, insects etc... Without seeing the instrument know what it is by listening to the noise – drum, chime, xylophone etc. Composition-mark making whilst listening to music.</p>	<p>To learn songs and to know when to sing in time with the music. Have confidence when performing in front of others.</p>	<p>Be able to link music to movements and feelings. Understand the different types of music.</p>	<p>Children can identify sounds and tell you, their importance. Children can create and follow a pattern made with instruments, body etc... Drawing colours of xylophone notes to notate a musical patter that can be played.</p>	<p>To be able to create music that is appropriate to the minibeast. E.g. bouncy sounds for a grasshopper.</p>	<p>Recognise songs from traditional tales – know which songs are from happy points, sad points etc...</p>
	<p>Creativity & Cultural Development</p>	<p>Create our own musical instruments using junk modelling.</p>	<p>Listening and performing to music from around the world Creating own costumes, props and backdrops for the nativity.</p>	<p>Performing dances, they have made to the class.</p>	<p>Create music through following a pattern.</p>	<p>Understand that music can be made by listening to things in our natural world.</p>	<p>Role play – traditional tales. Using musical instruments to help re-tell story.</p>
	<p>Spiritual Development</p>	<p>Creation Story. How the Earth was made.</p>	<p>Christian belief in the Christmas story and Jesus. Music linked to Diwali - Hinduism</p>				

	Community & Courageous Advocacy	Identify familiar sounds which we can hear within our community.	Can perform songs to families and members of the community during the festive period.	Building confidence.	Look at things within our community that can create sounds and what they signify. Using natural objects from our local environment to create sounds and patterns.	What bugs can we hear in our community. How can we create these noises by using the appropriate instruments?	
	Health & Wellbeing	Know what sounds we hear and link to danger and which are safe sounds that we hear.	Sense of belonging and being a part of the performance by singing songs.	Understanding that body movements can be linked to feelings and emotions.	Knowing how to keep safe and link sounds to danger and safety.		To look at how songs make us feel, how does the character feel. Well- being of self and others.
	Aspiration	Know that you can create sounds through different mediums – the environment and not just instruments.	To take part in performing arts	To become a dancer.	To become a composer.	Playing different musical instruments.	Theatre - acting out traditional tales. Musician – adding music to our performances.
	<u>Vocabulary</u> What key vocabulary will children know that is new?	high, low, loud, quiet, orchestra, names of instruments, conductor, listen, pace, volume	Their own lines and song lyrics for the performance.	Timing, rhythm, pace	Sirens, safety, noises.		
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Trust – safe and unsafe sounds within our environment and what they mean.	All of the school values are shown through this time.	Trust – to be able to trust others within the class while creating dances. Resilience – not to give up when trying something new	Trust – what sounds to trust and not to trust within our environment.		Resilience – not giving up. Friendship – Working as a team to tell stories.
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs		Mutual respect and looking at faiths and beliefs through the Christmas story.	Mutual respect.			Mutual respect – performing in a group.

Music	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2 (2020)	Summer 1	Summer 2
Year 1	<u>Knowledge</u> What will children know at the end of this unit of work?	Charanga Unit 1 Hey You! Harvest singing	Charanga Unit 2 Rhythm in the way we walk/Banana rap Christmas songs	Charanga Unit 3 In the groove Learning songs (Jack and the Beanstalk Literacy link)	Charanga Unit 4 Round and Round Singing call and response songs	Charanga Unit 5 Your Imagination	Charanga Unit 6 Reflect, Rewind and Replay

					Playing musical responses on tunes percussion instruments		
<p><u>Skills</u> As an expert in this subject children will be able to ...</p> <p>Skills listed are from national curriculum.</p> <p>Percussion instruments to be taught by classroom staff.</p>		<p>Use voices expressively. Use voice in different ways such as speaking, singing and chanting.</p> <p>Play tuned and untuned instruments To create and choose sounds. To perform simple, rhythmical patterns, beginning to show an awareness of pulse.</p> <p>Rehearse and perform with others. To think about others when performing.</p>	<p>Use different parts of the body to make sounds. Follow a rhythm and keep to a tempo. Know what a beat is.</p> <p>Learn a song by heart. Following a melody and keeping tempo.</p> <p>Recognising the difference between a verse and a chorus. Control volume.</p> <p>Rehearsing and performance</p> <p>Create musical patterns.</p> <p>To know about and experiment with sounds</p> <p>Explore, chose and organise sounds and musical ideas.</p> <p>To recognise and explore how sounds can be organised.</p> <p>To identify and organise sounds using simple</p>	<p>Breathing, posture, high/low pitches song structure (chorus/verse) pitch, musical expression, call and response, aural memory, rehearsing and performing.</p> <p>Explore and express ideas and feelings about music using movement, dance and expressive musical language.</p> <p>To talk about how music makes you feel or want to move.</p> <p>To make improvements to my own work.</p> <p>To think about and make simple suggestions about what could make their work better.</p>	<p>Accurate listening and responding in a song.</p> <p>Spotting intervals and rests.</p> <p>How to vary pitch.</p> <p>Correct grip on mallets for xylophones.</p> <p>Using alternate mallets for different notes. How to strike the instrument correctly</p> <p>To listen to with concentration and recall sounds within increasing aural memory.</p> <p>To begin to identify simple repeated patterns and follow basic musical instructions.</p> <p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</p> <p>To begin to understand that musical elements can be used to create</p>	<p>To understand that sounds can be made in different ways and described using given and invented signs and symbols</p> <p>To begin to represent sounds with simple shapes and marks.</p> <p>To know how music is used for particular purposes.</p> <p>To listen to short pieces of music and talk about when and why they might hear it. E.g lullaby or Wedding March.</p>	

			criteria e.g. soft, loud, high, low.		different moods and effects.		
	Creativity & Cultural Development		Children are exploring different genres of music	Using musical expression as a way to explore creativity	Developing musical expression and listening to a variety of different songs		
	Spiritual Development		Songs linked to the Christmas story.				
	Community & Courageous Advocacy						
	Health & Wellbeing		Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	
	Aspiration						
	<u>Vocabulary</u> What key vocabulary will children know that is new?		Beat, tempo, rhythm, melody, verse, chorus, volume	Melody, verse, chorus, call and response, volume, tempo, long and short notes,	Pitch, tempo, rest, interval, stepping notes, structure.		
	<u>School Values</u> Friendship, Resilience. Justice, Trust						
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs		Christmas songs taught in context of Christian values and tolerance of others faiths and beliefs.				

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Year 2	<u>Knowledge</u> What will children know at the end of this unit of work?	Charanga Unit 1 Hands, Feet, Heart To sing, play, compose and improvise to Tony Chestnut and Cauliflowers Fluffy	Charanga Unit 2 Ho Ho Ho To sing, play, compose and improvise: Creepy Castle Kye Kye Kule Christmas songs	Charanga Unit 3 I wanna play in a band To sing, play, compose and improvise: The friendly Robot Grandma Rap	Charanga Unit 4 Zootime To sing, play, compose and improvise: Here comes Sally Eh memarie Easter songs	Charanga Unit 5 Friendship Song To sing, play, compose and improvise: Jump Jim Joe Mini beasts	Charanga Unit 6 Reflect, Rewind and Replay Recorders To sing, play, compose and improvise: Tanczomy labada The rock pool rock
	<u>Skills</u> As an expert in this subject children will be able to ...	recognise echoing phrases by ear	Play paired echo pieces based on the rhythm of the song	Perform rhythmically as a group	Sing a playground style song in the appropriate style.	Sing dotted rhythms and awkward	Sing a rock style song managing short phrases and rests.

Skills listed are from national curriculum.

Recorders to be taught by class teachers – Charanga, recorder world.
Percussion instruments to be used.

Communicate meaning and use diction Maintain body percussion patterns Recognise structure of verse and chorus	Perform actions while singing an echo Lead an echo song confidently Recall familiar Christmas carols	Incorporating accurate choreography. Compose accompanying music using percussion and unconventional sound makers. Sing a syncopated melody.	Invent and copy modes of travelling to fill a musical phrase. Improvise on the pentatonic scale. Sing a nonsense song and make up new lyrics. Maintain a clapped pulse. Create dance steps.	Intervals accurately. Manage dance steps with a partner whilst singing Understand and identify a musical phrase. Sing articulated words clearly set to a stepping stone melody. Play an accompaniment on tuned percussion and using sound effects Choreograph and perform. Play chords.	Perform a spoken second part Play an introduction on tuned percussion and invent a dance. Sing confidently in another language Play a game with call-and-response Invent new lines and accompany using tuned percussion.
Use voices expressively. Use voices expressively and creatively. To sing with the sense of shape of the melody.	Create musical patterns. Repeat short rhythmic and melodic pattern. Explore, chose and organise sounds and musical ideas.	Explore and express ideas and feelings about music using movement, dance and expressive musical language.	To listen to with concentration and recall sounds within increasing aural memory. To identify and recognise repeated patterns and follow a wider range of musical instruments.	To understand that sounds can be made in different ways and described using given and invented signs and symbols. To confidently represent sounds and a range of symbols, shapes and marks.	
Play tuned and untuned instruments. To create and choose sounds for a specific effect. To perform rhythmical patterns	To begin to explore and choose and order sounds using inter-related dimensions of music (Pulse, Pitch, Rhythm, Dynamics, Tempo, Timbre, Texture and Structure)	To respond to different moods in music and explain thinking about changes in sound. To make improvements to my own work.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures. To understand how musical elements create different moods and effects.	To know how music is used for particular purposes.	
Rehearse and perform with others. To think about others when performing.		To identify what improvements could be made to own work and make these changes including altering use of voice, playing of and choice of instruments.			

						To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. its quiet and smooth so would be good for a lullaby.	
Creativity & Cultural Development	music genre and language.	African echo song, different dialects	Exploring music making.	Use of different languages.			Use of different languages.
Spiritual Development	Harvest festival	Christmas worship		Easter worship			
Community & Courageous Advocacy	Singing as part of Church worship.	African echo song, different dialects Singing as part of church Worship		Singing as part of church worship. Estonian music.			Polish circle game song.
Health & Wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing
Aspiration	To perform confidently and use instruments.	To create a sequence of sounds to suggest a mood or atmosphere.		To use the pentatonic scale to create own music.			
Vocabulary What key vocabulary will children know that is new?	Pitch, interval. structure, echo, tempo, beat, dynamics, crescendo, octave, intervals, scale, verse, chorus, phrase, off beats, jazzy, blues	pulse, rhythm, echoes, internalising, minor, key, interval, phrase, section.	Syncopated rhythm, rests, staccato, melody, texture, accompaniment,	pentatonic scale, CDEGA melody, pulse, beat, improvise, internalise, Estonia, nonsense song.	melody, interval, dotted rhythm, minor key, chords, chorograph	pulse, accompaniment, Off-beat, rests, 'blues' notes, interval, melody, phrase, 12 bar blues, scat syllables.Polish language.	
School Values Friendship, Resilience. Justice, Trust	Resilience	Trust, friendship and resilience	Resilience and trust	Trust, friendship and resilience	Trust, friendship and resilience	Trust, friendship and resilience	Trust, friendship and resilience
British Values democracy, the rule of law, individual liberty, and mutual		Mutual respect and tolerance		Mutual respect and tolerance			Mutual respect and tolerance

respect and tolerance of those with different faiths and beliefs						
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Music	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 3	<u>Knowledge</u> What will children know at the end of this unit of work?	Charanga Unit 1 Let you spirit fly	Charanga unit 2 Recorders	Charanga Unit 3 Three Little Birds	Charanga Unit 4 The Dragon Song	Charanga Unit 5 Bringing us Together	Charanga Unit 6 Reflect, rewind and Replay	
	<u>Skills</u> As an expert in this subject children will be able to ... Skills listed are from national curriculum. Recorders to be taught by class teachers – Twinkl stage 1/2	Sing songs in unison and two parts, becoming aware of pitch. To play tuned and un-tuned instruments with control and accuracy. To perform simple rhythmic and musical parts beginning to vary the pitch with a small range of notes.. To practise, rehearse and present performances with an awareness of audience. To think about others while performing.	Improvise, developing rhythmic and melodic material when performing To create simple rhythmical patterns that use a small range of notes. Explore, choose, combine and organise musical ideas with musical structures. To begin to join simple layers of sound e.g a background rhythm and a solo melody.	Analyse and compare sounds. To explore and comment on the ways sounds can be used expressively. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language. To reflect on and improve own and others work in relation to its intended effect. To comment on the effectiveness of own work, identifying and making improvements.	To listen with attention to detail and to internalise and recall sounds. To listen with attention and begin to recall sounds To know how the combined musical elements can be organised within musical structures and used to communicate different moods and effects. To begin to understand how different musical elements are combined and used to create an effect.	To know that music is produced in different ways and described through relevant established and invented notations. To begin to recognise simple notations to represent music, including pitch and volume To understand how time and place can influence the way music is created. To listen to and begin to respond to music drawn from different traditions and great composers and musicians.		
	Creativity & Cultural Development							
	Spiritual Development							
	Community & Courageous Advocacy							
	Health & Wellbeing							
	Aspiration							
	<u>Vocabulary</u> What key vocabulary will children know that is new?	: Structure, introduction, verse, chorus, improvise, compose, pulse,	: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics,	: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ,	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics,	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale,		

		rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody	texture structure, melody	backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody	texture structure, compose, improvise, hook, melody	pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody	
	<u>School Values</u> Friendship, Resilience. Justice, Trust						
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs						

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Year 4	<u>Knowledge</u> What will children know at the end of this unit of work?	<p>Charanga Unit 1 & 2 Mamma Mia, Glockenpiel 2/African drumming</p> <p>Sing songs in unison and two parts. To sing in unison maintaining the correct pitch and using increasing expression</p> <p>To play tuned and un-tuned instruments with control and accuracy. To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To practise, rehearse and present performances with an awareness of audience.</p> <p>To think about others while performing.</p>		<p>Charanga Unit 3 STOP!</p> <p>Improvise, developing rhythmic and melodic material when performing. To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>Explore, choose, combine and organise musical ideas with musical structures. To join layers of sound thinking about musical dynamics of each layer and understanding of the effect.</p>	<p>Charanga Unit 4 Lean on me</p> <p>Analyse and compare sounds. To recognise and explore ways sounds can be combined and used expressively and comment on this effect.</p> <p>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language. To reflect on and improve own and others work in relation to its intended effect.</p>	<p>Charanga Unit 5 Blackbird</p> <p>To listen with attention to detail and to internalise and recall sounds. To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To know how the combined musical elements can be organised within musical structures and used to communicate different moods and effects. To understand how different musical elements are combined and used expressively.</p>	<p>Charanga Unit 6 Reflect, Rewind and play</p> <p>TBC</p> <p>To know that music is produced in different ways and described through relevant established and invented notations. To understand and begin to use established and invented musical notations to represent music.</p> <p>To understand how time and place can influence the way music is created.</p>

				To comment on the effectiveness of work identifying and making improvements based on its intended outcome.		To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians
<u>Skills</u> As an expert in this subject children will be able to ... Skills listed are from national curriculum. African Drums to be taught by Surrey Arts 1 term each year.					- identify layers of instruments in music - combine body percussion to create layering - define texture - define melody	
Creativity & Cultural Development						
Spiritual Development						
Community & Courageous Advocacy						
Health & Wellbeing						
Aspiration	Musicians and learning to play an instrument	Musicians and learning to play an instrument			Musicians and learning to play an instrument	
<u>Vocabulary</u> What key vocabulary will children know that is new?	Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison		: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo		
<u>School Values</u> Friendship, Resilience. Justice, Trust	Fellowship: working together to create sound	Fellowship: working together to create sound			Fellowship: working together to create sound	

	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Respect of each others opinions when discussing music	Respect of each others opinions when discussing music			Respect of each others opinions when discussing music	
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Music	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<u>Knowledge</u> What will children know at the end of this unit of work?	Charanga Unit 1 Livin' on a prayer	Charanga Unit 2 Classroom jazz 1 / Brass To create a sound clip using sounds from nature.	Charanga Unit 3 Make you feel my love	Charanga Unit 4 The fresh prince of Bel Air	Charanga Unit 5 Dancing in the street	Charanga Unit 6 Reflect, Replay and Rewind
	<u>Skills</u> As an expert in this subject children will be able to ... Skills listed are from national curriculum. Brass to be taught by Surrey Arts for one term each class.	Sing songs in unison and two parts. To sing in unison with clear diction, controlled pitch and sense of phrase. To play tuned and un-tuned instruments with control and accuracy. To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To practise, rehearse and present performances with an awareness of audience. To maintain my own part and be aware how the different parts fit together.	Improve, developing rhythmic and melodic material when performing. Explore, choose, combine and organise musical ideas with musical structures. To create increasingly complicated rhythmic and melodic phrases with given structures.	Analyse and compare sounds. To describe, compare and evaluate different types of music beginning to use musical words. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language. To reflect on and improve own and others work in relation to its intended effect. To comment on the success of own work and others work, suggesting improvements based on intended outcomes.	To listen with attention to detail and to internalise and recall sounds. To listen to and recall a range of sounds and patterns confidently. To know how the combined musical elements can be organised within musical structures and used to communicate different moods and effects. To begin to identify the relationship between the sounds and how music can reflect different meanings.	To know that music is produced in different ways and described through relevant established and invented notations. To recognise and use a range of musical notations including staff notation. To understand how time and place can influence the way music is created. To listen to a range of high quality live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	

	Creativity & Cultural Development						
	Spiritual Development						
	Community & Courageous Advocacy						
	Health & Wellbeing						
	Aspiration						
	Vocabulary What key vocabulary will children know that is new?						
	School Values Friendship, Resilience, Justice, Trust						
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs						

Music	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>Knowledge What will children know at the end of this unit of work?</p> <p>Guitar to be taught by Surrey Arts for one term each class.</p>	<p>Charanga Unit 1 Happy The History of Music</p>	<p>Charanga Unit 2 Classroom Jazz 1 or 2</p>	<p>Charanga Unit 3 Benjamin Britten- New Year Carol Body Percussion to make a rainforest soundscape Use a range of percussion instruments to create a group performance</p>	<p>Charanga Unit 4 Music and Identity</p>	<p>Charanga Unit 5 You've got a friend in me Production songs</p>	<p>Charanga Unit 6 Reflect, Rewind and Replay Production songs</p>
	<p>Skills As an expert in this subject children will be able to ...</p> <p>Skills listed are from national curriculum.</p>	<p>identify different composers Identify how music has changed over time Give opinions on different periods of music</p> <p>Sing songs in unison and two parts.</p>	<p>Improvise, developing rhythmic and melodic material when performing.</p> <p>Explore, choose, combine and organise musical ideas with musical structures.</p>	<p>Explain how volume affects a performance Work as a team to create a class performance Experiment with different body parts to create different sounds Experiment with percussion instruments</p>	<p>To listen with attention to detail and to internalise and recall sounds.</p> <p>To listen to, internalise and recall sounds and patterns of sound with accuracy and confidence.</p>	<p>To know that music is produced in different ways and described through relevant established and invented notations.</p> <p>To use and apply arrange of musical notations including staff notation to plan,</p>	

		<p>To sing in solo, unison and in parts with clear diction, controlled pitch and with a sense of phrase</p> <p>To play tuned and untuned instruments with control and accuracy.</p> <p>To play and perform with accuracy, fluency, control and expression.</p> <p>To practise, rehearse and present performances with an awareness of audience.</p> <p>To think about the audience when performing and how to create a specific effect..</p>	<p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</p>	<p>to create their desired soundscape</p> <p>Analyse and compare sounds.</p> <p>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.</p> <p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music</p> <p>To reflect on and improve own and others work in relation to its intended effect.</p> <p>To evaluate the success of own and others work suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>	<p>To know how the combined musical elements can be organised within musical structures and used to communicate different moods and effects.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meaning.</p>	<p>revise and refine musical material.</p> <p>To understand how time and place can influence the way music is created.</p> <p>To develop and understanding of the history of music from different cultures, traditions, composers and musicians, evaluating how venue, occasion and purpose effects the way that music is created and performed.</p>	
Creativity & Cultural Development	Link to history and culture			Link to geography			
Spiritual Development							
Community & Courageous Advocacy							
Health & Wellbeing							
Aspiration							
Vocabulary What key vocabulary will children know that is new?	Composer Era			Soundscape Body percussions Rhythm			

				Tempo			
	<u>School Values</u> Friendship, Resilience, Justice, Trust						
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs						