

Assembly Music	
Aut 1	Delia Derbyshire – Doctor Who Theme (original theme by Ron Grainer)
Aut 2	Errollyn Wallen - Mighty River
Spr 1	Lili Boulanger – D'un matin de printemps
Spr 2	Margaret Bonds - March and Dawn from Montgomery Variations
Sum 1	Halle Orchestra Composers
Sum 2	Sally Beamish - Haven from Seavaigers

**"Music is one of the most powerful things the world has to offer. No matter what race or religion or nationality or sexual orientation or gender that you are, it has the power to unite us."**

**"We believe that music can make a difference to all children's lives, helping them to grow and develop their own identity, as a source of joy, self-worth, achievement and personal fulfilment, and as a tool for social cohesion." Inspire Music 2021**

**Instrumental Tuition**  
Woodwind, Guitar, Drumming, Keyboard, Piano  
**Instrumental Ensembles**  
Recorder Club (Y4 upwards)  
Guitar/Ukulele Club (Y5 upwards)  
**Singing Opportunities**  
Daily singing in Collective Worship  
Choir (KS2)  
Performance every year group  
Attend a musical performance  
Participation in local musical events  
Young Voices

**Key Concepts:**  
**Year 1**  
Pitch – higher and lower sounds  
Quiet and loud sounds – dynamics  
Pulse/beat  
Repeating ostinato  
Pictures and symbols to represent sound - dot notation  
**Year 2**  
Pitch and pitch changes (getting higher, lower, stays the same)  
Dot notation  
Beats in groups of 2 and 3  
Changes in speed of beat - tempo  
Changes in dynamics  
Stick notation  
Timbre  
**Year 3**  
Rhythm, Metre and Tempo: Downbeat, pulse, beat  
Beats in a bar (1-2, 1-2 or 1-2-3, 1-2-3)  
Pitch and Melody: High, low, rise, fall  
Structure and Form: Call & response; question phrase, answer phrase, echo, ostinato  
Harmony: Drone  
Texture: Unison, layered, solo  
Dynamics: forte and piano  
Instruments: Key instruments in foundation listening  
Notation: • Rhythm Crotchets (walk) paired quavers (running), minims (stride)

• Pitch Stave, lines and spaces, clef.  
Differences between higher and lower sounds represented by dot notation being on, above or below a line – range of a 3rd, do-re-mi  
• Other allegro, adagio, forte, piano  
**Year 4**  
Rhythm, Metre and Tempo: accelerando, rallentando, bar, metre  
Pitch and Melody: Pentatonic scale, major & minor tonality, pitch do-do  
Structure: Rounds and partner songs, repetition, contrast  
Harmony: Static, moving  
Texture: Duet, melody & accomp.  
Dynamics: crescendo, decrescendo; legato, staccato  
Instruments: Key instruments in listening plus playing techniques  
Notation:  
• Rhythm as year 3 plus rests  
• Pitch notation, range of a 5th  
• Signs for accelerando, rallentando, crescendo and decrescendo  
**Year 5/6**  
Rhythm, Metre and Tempo: Simple/compound time, syncopation  
Pitch and Melody: Full diatonic scale in different keys  
Structure: Ternary form, verse and chorus form, multiple sections  
Harmony: Triads, chord progressions  
Texture: Music in 3 and 4 parts  
Dynamics: Wider range of dynamics - fortissimo, pianissimo, mezzo forte and mezzo piano  
Instruments: playing techniques and effects, eg pizzicato and tremolo  
Music tech: sample, loop, sequence  
Notation: • Rhythm as year 4 plus semibreves, minims, crotchets, quavers

• Time signatures 2/4, 3/4, 4/4  
• Pitch: octave, sharp, flat, natural  
**Year 6**  
As year 5 plus understanding of notation symbols ensemble playing

Singing	Listening	Composing & Improvising	Reading Notation	Performing
<ol style="list-style-type: none"> <li>Sing songs from a variety of different countries and traditions, as part of a choir, with a sense of ensemble and performance</li> <li>Sing 3 and 4 part rounds or partner songs, holding own part, even when randomly placed within the group</li> <li>Use listening skills and vocal independence to sing a separate harmony part with confidence</li> <li>Perform a range of songs as in school assemblies and to a wider audience.</li> <li>Demonstrate increasing control in relation to principles of good singing</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate understanding of the stories, origins, traditions, history, social context and key musical features of the music they are listening to, singing and playing.</li> <li>Show increasing awareness of some of the wide range of musical cultures and traditions seen across Nottingham</li> <li>Describe key features of music that is important to their own family or community</li> <li>Identify key pieces of music listened to over their time in school and use musical vocabulary accurately to identify their musical tradition and key musical features</li> </ol>	<ol style="list-style-type: none"> <li>Improvise in small groups to create music</li> <li>Compose, notate and perform melodies with rhythmic variety and interest</li> <li>Create a rhythmic or chordal accompaniment to enhance composed melodies.</li> <li>Use music technology/apps to create and record a</li> <li>Review the first draft of a piece, using musical language to suggest refinements</li> </ol>	<ol style="list-style-type: none"> <li>Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>Read, play and aurally identify rhythmic phrases using these note lengths</li> <li>Understand the concepts of a bar, barline and the differences between 2/4-, 3/4- and 4/4-time signatures.</li> <li>Understand how rhythm and pitch are both represented on a 5-line stave.</li> <li>Read &amp; perform pitch notation within an octave</li> <li>Understand concept of sharp/flat/natural notes</li> </ol>	<ol style="list-style-type: none"> <li>Perform with confidence and increasing accuracy, fluency, control and expression and communicate the essence of the music to an audience.</li> <li>With guidance, adjust performing styles, techniques and expression as appropriate to music from different genres, cultures, and traditions.</li> <li>Play melodies by following staff notation, and worked out by ear, using notes within an octave</li> <li>Play accompaniments to melodies using chords, a bass line, or other accompaniment patterns.</li> <li>Engage musically with others in ensemble playing</li> </ol>

**Singing – End of year performance**

**Composing in the style of Anna Meredith – 21st Century Composer**

**Coffee and Carols Performance**

**Rock and Roll**

Singing	Listening	Composing & Improvising	Reading Notation	Performing
<ol style="list-style-type: none"> <li>Sing a broad range of songs from an extended repertoire:</li> <li>Sing 3 part rounds, partner songs, songs with a verse/chorus.</li> <li>Hold their own part confidently when others are performing different parts</li> <li>Perform a range of songs</li> <li>Demonstrate increasing control in relation to principles of good singing</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate understanding of the stories, origins, traditions, history, social context and key musical features of the music they are listening to, singing and playing.</li> <li>Identify the time, place and tradition in pieces similar to those already heard</li> <li>Show awareness of some of the wide range of musical cultures</li> <li>Use focused listening and aural memory to identify details in music</li> </ol>	<ol style="list-style-type: none"> <li>Improvise: a) over a drone, b) over a simple groove or chord pattern</li> <li>Compose melodies made from pairs of phrases</li> <li>Compose an imaginative piece as a group</li> <li>Compose music inspired by a composing technique in a piece the class has listened to during the year</li> <li>Suggest ways to refine pieces</li> <li>Capture and record creative ideas</li> </ol>	<ol style="list-style-type: none"> <li>Understand differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>Read, play and aurally identify rhythmic phrases using these note lengths</li> <li>Understand the concepts of a bar, barline and the differences between 2/4-, 3/4- and 4/4-time signatures.</li> <li>Understand how rhythm and pitch are represented on a 5-line stave.</li> <li>Read &amp; perform pitch notation in an octave</li> <li>Understand sharp, flat and natural notes</li> </ol>	<ol style="list-style-type: none"> <li>Perform with increasing accuracy, fluency, control and expression</li> <li>Play by ear on tuned instruments,</li> <li>Play melodies following staff notation within the range of an octave</li> <li>Understand how triads are formed, and play them</li> <li>Perform simple, chordal accompaniments to familiar songs</li> <li>Identify how to improve performing</li> <li>Perform in an ensemble of mixed acoustic instruments</li> </ol>

**Playing a scale on the Recorder – Rock Music/Halle Orchestra Performance**

**Music Notation and improvisation using recorders – R&B**

**Coffee and Carols Performance**

**Learning the Recorder**

Singing	Listening	Composing & Improvising	Reading Notation	Performing
<ol style="list-style-type: none"> <li>Sing a widening range of unison songs</li> <li>Copy back phrases of a song with accuracy of rhythm and pitch.</li> <li>Sing with awareness of: a) Melody shape; b) phrases; c) the character and style of the song</li> <li>Sing forte and piano</li> <li>Perform actions accurately to a range of action songs</li> <li>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo changes.</li> <li>Perform in school</li> <li>Demonstrate a growing understanding of principles of good singing</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate musical understanding of stories, origins, traditions, history &amp; context</li> <li>Show, through movement or gestures, that they can hear the pulse/beat</li> <li>Recognise when the texture of a piece of music is solo, unison or layered.</li> <li>Identify when the dynamics of a piece of music are forte or piano</li> <li>Identify pitch changes</li> <li>Identify key instruments across different styles of music listened.</li> <li>Move to music changing between walks/running/stride to identify the difference between quavers, crotchets and minims.</li> <li>Listen attentively to music from a range of cultures and traditions</li> <li>Memorise musical ideas</li> </ol>	<ol style="list-style-type: none"> <li>Invent short "on-the-spot" responses</li> <li>Structure musical ideas to create music that has a beginning, middle and end.</li> <li>Explore the timbre that one instrument can make,</li> <li>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes</li> <li>Compose: a) song accompaniments using crotchets, minims and paired quavers; b) a song or chant over a repeated rhythm pattern</li> </ol>	<ol style="list-style-type: none"> <li>Understand the concepts of staff, lines and spaces, and clef</li> <li>Use dot notation and a 1-line stave to show higher or lower pitch</li> <li>Understand the differences between crotchets, minims and paired quavers</li> <li>Apply word chants to rhythms</li> </ol>	<ol style="list-style-type: none"> <li>Show a basic facility in playing a melodic instrument with control of: a) simple instrumental technique; b) playing at different dynamic levels</li> <li>Play and perform melodies following staff notation on a 1-line stave, understanding how pitch moves</li> <li>Use listening skills to identify or put in order phrases using a one-line stave or dot notation,</li> <li>Individually copy rhythms and stepwise melodic phrases with accuracy</li> </ol>

**Composing in the style of Hans Zimmer**

**Coffee and Carols Performance**

**Music Notation – Samba drumming and Sea Shanties**

**Song Writing – 'Plastic'**

Singing	Listening	Composing	Musicianship
<ol style="list-style-type: none"> <li>Sing simple songs, chants and rhymes from memory</li> <li>Sing simple songs</li> <li>Control vocal pitch and match the pitch they hear with accuracy in call and response songs</li> <li>Start to engage at a basic level with principles of good singing</li> </ol>	<ol style="list-style-type: none"> <li>Show a very basic understanding ... of the music they are listening to, singing &amp; playing.</li> <li>Listen to music and move or clap in time to the pulse, changing movements as the pulse changes.</li> <li>Through movement &amp; dance: a) Respond to the mood and character of music. b) Show awareness when the mood or character of a piece changes. c) Respond to differences in tempo (slow, fast) dynamics (loud/soft) and pitch (high/low)</li> </ol>	<ol style="list-style-type: none"> <li>Improvise simple vocal chants,</li> <li>Explore sounds that can be produced from voice, body &amp; percussion instruments – timbre.</li> <li>Control playing - produce long/short/quiet/loud sounds.</li> <li>Create musical sound effects and short sequences of sounds in response to stimuli</li> <li>Use sounds to make a story, with instruments</li> <li>Understand the difference between rhythm &amp; pitch</li> <li>Invent, retain and recall rhythm and pitch patterns and perform these for others.</li> <li>Use music technology</li> <li>Know graphic notation can represent sounds- Invent own</li> </ol>	<ol style="list-style-type: none"> <li>Walk, move or clap a steady beat with others, changing the speed of the beat to the tempo of the music changes.</li> <li>Use body and classroom percussion, maintaining a steady beat to play: a) repeated rhythm patterns (ostinato); b) short, pitched patterns</li> <li>Respond to pulse in music through movement &amp; dance</li> <li>Perform short copycat rhythm patterns accurately.</li> <li>Perform repeating rhythm patterns, keeping in time</li> <li>Perform chants; create, retain and perform their own rhythms</li> <li>Listen to sounds in the environment, comparing high/low</li> <li>Sing songs in low/high voices talking about the difference</li> <li>Follow pictures and symbols to guide singing and playing.</li> <li>Explore percussion sounds to enhance storytelling,</li> </ol>

**Exploring Sounds -**

**Exploring Duration/ Y1 Nativity**

**Exploring pulse and rhythm A dragon's very fierce**

**Exploring pitch, notation and rhythms - Jack and the Beanstalk**

**Exploring instruments and symbols- pitch and dynamics**

**Exploring Pitch and Rhythm**

Singing	Listening	Composing and Musicianship	Key Concepts
<ol style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Sing in a group or on their own.</li> </ol>	<ol style="list-style-type: none"> <li>To move in time to music</li> <li>Listen attentively, move to and talk about music expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art.</li> </ol>	<ol style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others.</li> <li>Explore and engage in music making and dance, performing solo or in a group.</li> <li>Match the pitch and follow the melody</li> </ol>	<p>Pitch, high and low</p> <p>Melody</p> <p>Fast and slow</p>

**A mouse took a stroll in the deep dark woods**

**Moving like Dinosaurs**

**A sailor went to sea sea, sea**

**To infinity and beyond Holst**

**Learning EYFS Nativity Songs**

**Music from around the world to move to**

**Welcome to the family Songs**

**MUSIC: we aim to learn how to be creative and perform for an audience**