



Music

Vision

At South Farnborough Junior School, our motto is: Embracing our values today... to be a successful part of the world tomorrow!

Our aim for music is for our children to think like musicians so that they have an opportunity for self-expression and imagination. At SFJS, we provide an inclusive environment in which every child is able to develop a range of skills through exciting and engaging units, whilst taking pride in their outcomes. Through the medium of music, children can explore the world through different cultures and traditions and learn through a shared world language, whilst developing skills such as resilience. By allowing the children to hear and observe music performances, live or recorded, their empathy skills become essential to consider their own and others' feelings throughout a piece of music. Our intention is to develop confident, enthusiastic and creative individuals who are able to express their own ideas and opinions. We want our children to be able to evaluate their own ideas and to value and appreciate the contributions of others.

Implementation

The Pathways to musical independence were written in response to the National Curriculum. Their title reflects the fact that students are constantly developing their musical independence, moving steadily from reliance (copying) to independent music making drawing on an increasingly rich range of strategies and knowledge. Each Pathway has 3 columns: 1. Identify the learning: Plan your musical intentions, 2. Explore the learning and deepen the understanding: Enjoy putting learning in practical contexts working individually and in different sized groups, 3. Apply the understanding: Making it your own and enjoy creating and using your imagination working individually and in different sized groups. We have music dimensions (knowledge threads) which are taught throughout the curriculum and are used to support assessment of music, alongside the music skills. One thread we focus on in every unit, each year is duration. This enables to children to confidently keep a beat in various contexts - arguably one of the most important skills when looking at performing, notating and creating music.

In addition to our quality first classroom practice, including differentiation, use of resources, assessment and so on, our MTP and STP covers important details, which are unique to us and we feel have an impact on the way we successfully implement our curriculum:



Big Picture- <i>What is our end goal?</i>	Prior Knowledge- <i>Links to threads and previous learning to make links.</i>	Misconceptions- <i>How can we pre-empt where children may struggle to make the most of learning time?</i>	Values/SMSC- <i>Embedding personal development learning within our curriculum to achieve our school vision.</i>	Cultural Capital- <i>Visitors, themed days, workshops, school trips.</i>	Explain, Change, Create- <i>We challenge our children through a mastery approach.</i>
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Unit Overview			
Year 3	Year 4	Year 5	Year 6
<p><u>Mystic Moments</u></p> <p>The children will be exploring texture and timbres and the effect they have on the character and mood of music. The unit contains activities for developing the children's creativity through composing and performing their own layered music and recording their ideas using simple notation. They will also sing 2 original songs linked with sun rise at the Solstice.</p> <p><u>Christmas is coming</u></p> <p>This Christmas unit explores the musical dimensions of pitch and duration, in particular melodic shape, the major scale, how rhythm patterns fit to a steady beat and counting in 4 metre. There are also plenty of opportunities to practise singing additional Christmas Carols!</p> <p><u>Chinese Lanterns</u></p>	<p><u>Super Heroes</u></p> <p>This unit explores duration (identify and understand how rhythm patterns fit to a steady beat using 4 metre) and structure (further develop the use of ostinato – a short repeated pattern. Pupils will enjoy learning and performing a super hero themed American army style pitched chant and listening to The Peter Gunn theme by Henry Mancini before using it as inspiration to create their own super hero themed compositions.</p> <p><u>Reading Rhythms</u></p> <p>This unit explores duration and conventional rhythmic notation, in particular crotchets, quavers and minims. Children will have fun fitting rhythm patterns to the steady beat and learning to read them then later writing their own music using crotchets, quavers and minims.</p> <p><u>River's Journey</u></p>	<p><u>Viking Song Saga</u></p> <p>Vikings Song Saga BBC Choose 2 or 3 songs to learn well.</p> <p>Viking Saga Songs is an opportunity for children to join in with songs, stories and music-making inspired by the gods and goddesses of Viking mythology. The songs explore the atmosphere and excitement of the Viking world while being rooted in familiar modern styles, such as reggae, rock and lyrical ballads.</p> <p><u>Read, write and Remember to Twinkle!</u></p> <p>The focus of this unit is to develop children's understanding of pitch and duration and their ability to read and write musical stave notation.</p>	<p><u>Amazing Machines</u></p> <p>This unit "Amazing Machines" explores the use of 8 beat repetitive melodic and rhythmic patterns. It contains activities for developing children's creativity through creating, combining and performing their own machine patterns and recording their ideas using grid notation.</p> <p><u>Macbeth</u></p> <p>Macbeth BBC</p> <p>The style of the songs includes raps and chants and ranges from blues to anthems to laments...with opportunities for two-part singing along the way...so something for everyone to enjoy!</p> <p><u>Short ride in a fast machine</u></p>

<p>This unit of work has been created for Year 3 children and aims to extend their knowledge and understanding of pitch and texture as well as their practical skills on tuned percussion.</p> <p><u>In the Hall of the Mountain King</u> This unit explores duration and the use of gradual increases of dynamics and tempo and the effect it has on the character and mood of music. It contains activities for developing the children's creativity through composing their own rhythms within a simple structure, performing them with gradual changes of dynamics and tempo and recording their ideas using traditional notation.</p> <p><u>Volcanoes</u> This unit is based on developing the children's understanding of pitch and structure through the exploration of melodic ostinato (short repeated melodic patterns). It contains ideas and activities exploring steps, leaps and repeats in melodies and using those notes to create simple ostinati (repeating patterns). It also gives the children the opportunity to play and record their patterns using simple pitch-based notation.</p>	<p>This unit explores the musical dimensions of pitch and structure through using a minor scale pattern to create a theme and variations composition. It contains activities for developing children's creativity through creating, combining and performing their own music inspired by a beautiful shape poem.</p> <p><u>Lucy in the sky with diamonds</u> This unit may be taught with a single dimension focus, that of duration, consolidating pupils' knowledge and understanding of 3 and 4 metre and its application to their own performing and creating. However, if the pupils' knowledge and understanding of duration is good then it may also be taught with a second-dimension focus of pitch looking at the song's melodic movement and then using the C major scale to compose in the style of the song.</p> <p><u>Rocking Romans / Ukulele</u> In this series of audio resources pupils will choose 2 or 3 songs exploring the history and people of Ancient Rome. The series offers a rich mix of musical skills in performing with voices and simple classroom instruments, body-percussion and listening. Notation- Ukulele Rocking Romans BBC Each year 4 group should get the opportunity to participate in Ukulele playing with Mr Lines. This needs to be at least 3 lessons ideally. Please see suggested timetable:</p>	<p><u>Space</u> This unit is based on developing the children's understanding of how a composer uses the musical dimensions to create a mood, effect or atmosphere. The musical dimensions in particular focus are timbre, texture and dynamics although due to the nature of the music used in this unit, aspects of all the dimensions will feature.</p> <p><u>Map Rappers</u> This unit explores duration and structure through the context of Rap music. The children will have the opportunity to listen with acute focus to rap music, and analyse the use of rhythm, rhyme and structure within the music whilst also considering the performance and delivery of this aural art form and the context in which it developed. The unit culminates with creating and performing a whole class rap embracing as many of the aspects of rap music as is appropriate with your class!</p> <p><u>Greek Tragedy</u> This unit <i>Greek Tragedy</i> explores dynamics, tempo and structure. It contains activities for developing children's understanding of the music's context and purpose with specific</p>	<p>This unit provides opportunities to explore the composer's use of a steady beat, rhythm patterns and the structure of the music before using these to inspire original compositions.</p> <p><u>Quiet Confidence</u> This unit, which is intended as a final project for year 6 at the end of the academic year, explores structure and dynamics. Use this unit to end the year with "quiet confidence" whilst developing a potential final performance to share as part of a leaver's assembly</p> <p><u>School Production</u> This unit is a great opportunity for any hidden talents the children might have! This will include the skills we have been learning about throughout Junior school such as: Playing, rehearsing and performing, notating, listening and responding, describing and discussing.</p>
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Our School

This unit of work has been created for Year 3 children and aims to extend their knowledge of duration and structure as well as their practical skills on un-tuned percussion.

	Monday	Tuesday	Wednesday	Thursday	Friday	Monday
4X	Ukulele Intro Greg	Roman Marching	Roman Marching	Ukulele Lesson 2 Greg	Roman Marching	Roman Marching
4Y	Roman Marching	Ukulele Intro Greg	Roman Marching	Roman Marching	Ukulele Lesson 2 Greg	Roman Marching
4Z	Roman Marching	Roman Marching	Ukulele Intro Greg	Roman Marching	Roman Marching	Ukulele Lesson 2 Greg

Assuming PPA in one afternoon might need to add extra days.

Find it, Make it, Play it!

This unit explores timbre and texture. Children will have fun exploring how sounds are made (timbre) and how they can be used either individually (solo) or in unison (more than one person performing the same thing at the same time) or in different layers (texture) for expressive effect including the use of ostinato parts (short repeated patterns)

focus on the composer's intent and the effect of the music on the audience.

A Bao A Qu

This unit focuses on the musical dimensions of structure and pitch. It provides the opportunity to explore the composer's use of a literal musical palindrome (the music sounds the same performed backwards as forwards) to portray a mythical creature climbing up and down a tower. Pupils will also have the opportunity to use the D harmonic minor scale to compose their own palindromic mythical melodies and notate a melody using traditional staff notation.



Year	Unit 1	
Year 3	<p align="center"><u>Mystic Moments</u></p> <p>The children will be exploring texture and timbres and the effect they have on the character and mood of music. The unit contains activities for developing the children's creativity through composing and performing their own layered music and recording their ideas using simple notation. They will also sing 2 original songs linked with sun rise at the Solstice.</p>	
	<p>Why this? The children are currently studying Stone Age so there are cross-curricular links. This unit focuses on texture and timbre which enables the children to become more confident with more complex layers of sound in their first unit of Music work in Junior school.</p> <p>Why now? There is a cross-curricular link for the Year 3 children therefore making the learning more meaningful. However, they are also focusing on some complex skills to use throughout the rest of Junior school.</p>	
	<p>Substantive Knowledge</p> <p>Texture – Identify the use and purpose of different layers in music heard, created and performed</p> <p>Timbre - Identify a range of non-percussion instruments by name (synthesiser); distinguish between different ways of playing percussion instruments</p> <p>1.I can consider how music illustrates the composer's ideas/ consider the devises used by</p>	<p>Music Skills</p> <p>Singing – Y3: Sing, with developing expression and awareness, in simple layers including rounds</p> <p>Singing Hold a melody line with confidence and control</p> <p>Playing Developing playing tuned/untuned percussion. Selecting appropriate instruments for compositions and starting to perform to specific audiences</p> <p>Composing</p>



	<p>composers to represent ideas musically.</p> <p>2.I can describe, discuss and start to share opinions about what I hear, the impact of the music, the context and the composer’s ideas and choices using a growing musical vocabulary.</p> <p>3. I can sing, with developing expression and awareness.</p> <p>4.I can consider why, how and when to improve my performance through recording and reviewing, sharing, comparing and evaluating/ recognise which improvements need to be made and use individual and group rehearsal skills</p> <p>5.I can sing in simple layers</p> <p>6.I can sing in simple layers or even in a round</p> <p>7. I can identify the use and purpose of different layers in music heard, created and performed</p> <p>8. I can identify a range of non-percussion instruments by name and distinguish between different ways of playing percussion instruments</p> <p>9.I can use a range of detailed graphic notation.</p> <p>10. I can extend playing skills with an awareness of the sound I am making and a growing awareness of the way your sound and your part balances with others.</p> <p>11.I can rehearse, perform and evaluate</p>	<p>Basic rhythmic or melodic composition as a class/groups. Using graphic notation where appropriate.</p> <p>Rehearsing</p> <p>Practising in unison. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating</p> <p>Reading notated rhythms on a single line with word association where necessary. Using graphic notation where appropriate.</p> <p>Listening and responding</p> <p>Recognise the sounds of individual instruments as well as the beat and mood of a piece. Explaining.</p> <p>Describing and discussing</p> <p>Children are able to describe the music using vocabulary that suits e.g. fast/slow, loud/quiet</p>
Learning Journey Question for Assessment	Can you create a recording of an atmospheric soundtrack to a picture of short video showing dawn at Stonehenge?	
Unit 2		
<u>Christmas is coming</u>		
This Christmas unit explores the musical dimensions of pitch and duration, in particular melodic shape, the major scale, how rhythm patterns fit to a steady beat and counting in 4 metre. There are also plenty of opportunities to practise singing additional Christmas Carols!		



<p>Why this?</p> <p>This unit will really focus in on duration- arguably one of the most important bits of knowledge (dimensions of Music) children can learn. This enables the children to keep a steady beat and build on these foundations.</p> <p>Why now?</p> <p>This half term is often taken over by Christmas performances. This unit will enable staff and children to learn a few different songs and continue to practise duration knowledge.</p>	
<p>Substantive Knowledge</p> <p>Pitch Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns (major)</p> <p>Duration Identify how rhythm patterns fit to a steady beat and begin to understand 4 metre</p> <p>1. Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes</p> <p>Consider how music illustrates the composer's ideas</p> <p>Listen to Troika by Prokofiev and Russian Dance Trepak by Tchaikovsky</p> <p>2. To identify how rhythm patterns fit to a steady beat and begin to understand 4 metre</p> <p>3. To identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation</p> <p>4. To recognise why and when to improve and start to develop basic individual and group rehearsal skills</p> <p>5. Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality</p>	<p>Music Skills</p> <p>Singing Hold a melody line with confidence and control</p> <p>Playing Developing playing tuned/untuned percussion. Selecting appropriate instruments for compositions and starting to perform to specific audiences</p> <p>Composing Basic rhythmic or melodic composition as a class/groups. Using graphic notation where appropriate.</p> <p>Rehearsing Practising in unison. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating Reading notated rhythms on a single line with word association where necessary. Using graphic notation where appropriate.</p> <p>Listening and responding Recognise the sounds of individual instruments as well as the beat and mood of a piece. Explaining. Describing and discussing Children are able to describe the music using vocabulary that suits e.g. fast/slow, loud/quiet</p>
<p>Learning Journey Question for Assessment</p>	<p>Can you identify the key melodic features (steps, leaps and repeats) and create and perform 4 beat melodic patterns?</p>
<p>Unit 3</p>	
<p><u>Chinese Lanterns</u></p> <p>This unit of work has been created for Year 3 children and aims to extend their knowledge and understanding of pitch and texture as well as their practical skills on tuned percussion.</p>	



<p>Why this?</p> <p>This unit builds on their knowledge and understanding of texture, which they looked at in Autumn 1 and Pitch which the children looked at in the previous unit of work. Pitch is an essential skill which underpins their musical understanding. This also brings in more use of tuned percussion to make children more aware of scales and notation.</p> <p>Why now?</p> <p>Chinese New Year falls in February- this is great opportunity to learn about Diversity and how different areas in the world enjoy Music. This would also be an unmissable opportunity for cultural capital to thrive in the classroom.</p>		
<p>Substantive Knowledge</p> <p>Pitch Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic</p> <p>Texture Identify the use and purpose of different layers in music heard, created and performed To respond to, identify, compare and contrast sounds and music in different contexts and for different purposes Consider how music illustrates the composer's ideas and Listen to Chinese music To sing in unison and in a round To Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic To Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic To Identify the use and purpose of different layers in music heard, created and performed. To develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality To perform the Chinese lanterns song with tuned percussion as a class/groups/pairs</p>		<p>Music Skills</p> <p>Singing Hold a melody line with confidence and control</p> <p>Playing Developing playing tuned/untuned percussion. Selecting appropriate instruments for compositions and starting to perform to specific audiences</p> <p>Composing Basic rhythmic or melodic composition as a class/groups. Using graphic notation where appropriate.</p> <p>Rehearsing Practising in unison. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating Reading notated rhythms on a single line with word association where necessary. Using graphic notation where appropriate.</p> <p>Listening and responding Recognise the sounds of individual instruments as well as the beat and mood of a piece. Explaining. Describing and discussing Children are able to describe the music using vocabulary that suits e.g. fast/slow, loud/quiet Identifying the steps, leaps and repeated notes in melodies and begin to explore different scale patterns. Identify the use of different layers in Music heard, created and performed. Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality</p>
<p>Learning Journey Question for Assessment</p>	<p>Can you perform the Chinese Lanterns Song with a tuned percussion accompaniment and perform a class piece using lantern patterns with accompaniment?</p>	



		Unit 4
		<u>In the Hall of the Mountain King</u>
		This unit explores duration and the use of gradual increases of dynamics and tempo and the effect it has on the character and mood of music. It contains activities for developing the children's creativity through composing their own rhythms within a simple structure, performing them with gradual changes of dynamics and tempo and recording their ideas using traditional notation.
		Why this? After lots of rehearsal on Musical dimensions (knowledge). We are also continuing to build on the knowledge of duration. We are now introducing dynamics and tempo to build on top of a strong musical foundation.
		Why now? This is an opportunity for the children to delve into the 'Creativity' school value.
	Substantive Knowledge	Music Skills
	Duration: Identify how rhythm patterns fit to a steady beat and begin to understand 4 metre Dynamics: Identify, use and understand getting louder and quieter in finer gradations Tempo: Identify, use and understand getting faster and slower in finer gradations 1.To Consider how music illustrates the composer's ideas 2.To Identify, use and understand getting louder and quieter in finer gradations 3. To Identify how rhythm patterns fit to a steady beat and begin to understand 4 metre 4.To identify and use a range of graphic notation including basic rhythm (and pitch notation. Introduce basic stave notation) 5.Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality 6.Recognise why and when to improve and start to develop basic individual and group rehearsal skills	Play untuned percussion instruments along to In the Hall of the Mountain King controlling gradual increases of dynamics and tempo. Singing Hold a melody line with confidence and control Playing Developing playing tuned/untuned percussion. Selecting appropriate instruments for compositions and starting to perform to specific audiences Composing Basic rhythmic or melodic composition as a class/groups. Using graphic notation where appropriate. Rehearsing Practising in unison. Evaluating, comparing and recognising where improvements must be made. Notating Reading notated rhythms on a single line with word association where necessary. Using graphic notation where appropriate. Listening and responding Recognise the sounds of individual instruments as well as the beat and mood of a piece. Explaining. Describing and discussing



	Children are able to describe the music using vocabulary that suits e.g. fast/slow, loud/quiet	
	Learning Journey Question for Assessment	Can you create and perform own untuned percussion piece that uses gradual increases of dynamics and tempo in an AABA structure (re the opening section of In the Hall of the Mountain King)?
	Unit 5	
	<u>Volcanoes</u>	
	<p>This unit is based on developing the children's understanding of pitch and structure through the exploration of melodic ostinato (short repeated melodic patterns). It contains ideas and activities exploring steps, leaps and repeats in melodies and using those notes to create simple ostinati (repeating patterns). It also gives the children the opportunity to play and record their patterns using simple pitch-based notation.</p>	
	<p>Why this?</p> <p>Volcanoes are a force of nature that fascinate most young children and adults alike! This is another unmissable opportunity for cultural capital to thrive in the classroom. The purpose of this unit is now introducing the knowledge of Structure.</p> <p>Why now?</p> <p>This is an opportunity for the children to apply the knowledge they have been building over the past year of Musical learning.</p>	
Substantive Knowledge		Music Skills
<p>Pitch</p> <p>Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. major</p> <p>Structure</p> <p>Explore the use of simple ostinati (short repeated patterns)</p> <p>1. Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. major</p> <p>2. To respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.</p> <p>3. To explore the use of simple ostinati (short repeated patterns)</p> <p>4. To perform Popocatepetl in unison and as a round</p> <p>5. To develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality</p> <p>6. To create own melodic phrases / melodies and use grid notation to notate</p> <p>7. To perform as a class/group/pairs</p>		<p>Singing</p> <p>Hold a melody line with confidence and control</p> <p>Playing</p> <p>Developing playing tuned/untuned percussion. Selecting appropriate instruments for compositions and starting to perform to specific audiences</p> <p>Composing</p> <p>Basic rhythmic or melodic composition as a class/groups. Using graphic notation where appropriate.</p> <p>Rehearsing</p> <p>Practising in unison. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating</p> <p>Reading notated rhythms on a single line with word association where necessary. Using graphic notation where appropriate.</p> <p>Listening and responding</p> <p>Recognise the sounds of individual instruments as well as the beat and mood of a piece. Explaining.</p> <p>Describing and discussing</p>



		Children are able to describe the music using vocabulary that suits e.g. fast/slow, loud/quiet Perform Popocatepetl in unison and as a round Perform the song with ostinato accompaniments
Learning Journey Question for Assessment	Can you create your own melodic phrases / melodies and use grid notation to notate?	
Unit 6		
Our School This unit of work has been created for Year 3 children and aims to extend their knowledge of duration and structure as well as their practical skills on un-tuned percussion.		
Why this? This unit of work is the height of creativity. This is a unit that recalls and applies all the learning to date in Year 3.		
Why now? At this point in the year it enables the children to sum up their first year at Junior school with a fun and creative experience they won't forget in a hurry! This is an opportunity to apply all their learnt skills and knowledge from the year.		
Substantive Knowledge		Music Skills
Duration Identify how rhythm patterns fit to a steady beat and begin to understand 2 and 4 metre Structure Develop understanding of conventional structures including question and answer patterns. Explore the use of simple ostinato (short repeated patterns) 1.Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas 2.To explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs		Singing Hold a melody line with confidence and control Playing Developing playing tuned/untuned percussion. Selecting appropriate instruments for compositions and starting to perform to specific audiences Composing Basic rhythmic or melodic composition as a class/groups. Using graphic notation where appropriate. Rehearsing Practising in unison. Evaluating, comparing and recognising where improvements must be made. Notating Reading notated rhythms on a single line with word association where necessary. Using graphic notation where appropriate.



	<p>3. To identify how rhythm patterns fit to a steady beat and begin to understand 2 and 4 metre</p> <p>4.To recognise why and when to improve and start to develop basic individual and group rehearsal skills</p> <p>5. To Identify and use a range of graphic notation including grid notation</p> <p>6.To perform as a class/group/pair</p>	<p>Listening and responding</p> <p>Recognise the sounds of individual instruments as well as the beat and mood of a piece. Explaining.</p> <p>Describing and discussing</p> <p>Children are able to describe the music using vocabulary that suits e.g. fast/slow, loud/quiet</p>
	<p>Learning Journey Question for Assessment</p>	<p>Can you create and perform a school Samba or rap?</p>

Year	Unit 1	
Year 4	<p><u>Super Heroes</u></p> <p>This unit explores duration (identify and understand how rhythm patterns fit to a steady beat using 4 metre) and structure (further develop the use of ostinato – a short repeated pattern. Pupils will enjoy learning and performing a super hero themed American army style pitched chant and listening to The Peter Gunn theme by Henry Mancini before using it as inspiration to create their own super hero themed compositions.</p>	
	<p>Why this?</p> <p>We are building on extending the essential duration knowledge they are building on from Year 3. This will enable children to apply this knowledge to their skills confidently later on.</p>	
	<p>Why now?</p> <p>This is also an opportunity to recall and apply their learning from Year 3 and to get to know the children as young musicians. This will encourage children to discuss PDL issues.</p>	
	<p>Substantive Knowledge</p> <p>Duration –</p>	<p>Music Skills</p> <p>Singing</p>



	<p>identify and understand how rhythm patterns fit to a steady beat using 4 metre.</p> <p>Structure –</p> <p>Further develop the use of ostinato</p> <p>To respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</p> <p>To develop the use of an ostinato</p> <p>To develop and perform the American army style Super Hero chant with a steady beat and rhythmic ostinato accompaniment</p> <p>To understand and use detailed grid notation. notation possibly including stave notation (GDS)</p> <p>To describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers’ use of musical devices using a growing musical vocabulary</p> <p>To develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p> <p>Rehearsing and performing</p> <p>To recognise which improvements need to be made and use individual and group rehearsal skills</p>	<p>Begin to sing in parts, showing expression and understanding of the pitch (high/low)</p> <p>Playing</p> <p>Develop skills to play tuned/untuned percussion instruments in groups and begin to recognise the individual roles in an ensemble</p> <p>Composing</p> <p>Layered composition (e.g. rhythm and melody) as a class/groups. Using graphic notation where appropriate.</p> <p>Rehearsing</p> <p>Practising in unison and/or groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating</p> <p>Reading notated rhythms on a single line with word association where necessary. Gradually progressing to understanding A-C. Using graphic notation where appropriate.</p> <p>Listening and responding</p> <p>Recognise the sounds of individual instruments as well as the beat and mood of a piece. Explaining.</p> <p>Describing and discussing</p> <p>Children are able to describe the music using vocabulary that suits e.g. fast/slow, loud/quiet whilst introducing terms and symbols (forte/piano)</p>
Learning Journey Question for Assessment	Can you create Super Hero music including steady beat, rhythmic ostinati and improvised sections? (The steady beat and improvised sections should be notated using a grid or conventional rhythmic notation)	
Unit 2		
<u>Reading Rhythms</u>		
This unit explores duration and conventional rhythmic notation, in particular crotchets, quavers and minims. Children will have fun fitting rhythm patterns to the steady beat and learning to read them then later writing their own music using crotchets, quavers and minims.		



Why this? Duration is an essential skill that should thread throughout every unit of work. This unit enables the children to grasp a clear understanding of the beat – building on a 4-beat metre. Why now? This is an opportunity for Year 4 children to build on their prior notation knowledge and extending into conventional notation.		
Substantive Knowledge		Music Skills
Duration – 2,3 or 4 metre beat. To identify and understand how rhythm patterns fit to a steady beat Using 2, 3 and 4 metre. To understand and use grid notation and basic rhythmic notation To understand basic rhythmic notation (crotchets, quavers and minims) Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality To perform my own successful crotchet, quaver and minim notes within 4 beat phrase.		Singing Begin to sing in parts, showing expression and understanding of the pitch (high/low) Playing Develop skills to play tuned/untuned percussion instruments in groups and begin to recognise the individual roles in an ensemble Composing Layered composition (e.g. rhythm and melody) as a class/groups. Using graphic notation where appropriate. Rehearsing Practising in unison and/or groups. Evaluating, comparing and recognising where improvements must be made. Notating Reading notated rhythms on a single line with word association where necessary. Gradually progressing to understanding A-C. Using graphic notation where appropriate. Listening and responding Recognise the sounds of individual instruments as well as the beat and mood of a piece. Explaining. Describing and discussing Children are able to describe the music using vocabulary that suits e.g. fast/slow, loud/quiet whilst introducing terms and symbols (forte/piano)
Learning Journey Question for Assessment	Can you write your own music using crotchets, quavers and minims?	
Unit 3		

<p style="text-align: center;"><u>River's Journey</u></p> <p>This unit explores the musical dimensions of pitch and structure through using a minor scale pattern to create a theme and variations composition. It contains activities for developing children's creativity through creating, combining and performing their own music inspired by a beautiful shape poem.</p>	
<p>Why this?</p> <p>Linked to Topic so will making learning memorable for children, however this is also an opportunity to continue learning about structure as well as re-introducing pitch.</p> <p>Why now?</p> <p>Topic linked during the term as well as ensuring children have understood duration clearly before acquiring new knowledge.</p>	
Substantive Knowledge	Music Skills
<p>Pitch –</p> <p>Identify melodic shape and explore different scale patterns – minor (sad)</p> <p>Structure –</p> <p>Identify the more subtle development of musical ideas- similar but not the same for example simple theme and variation.</p> <p>To respond to, identify, compare and contrast sounds and music in different contexts and for different purposes</p> <p>To : Identify the more subtle development of musical ideas – similar but not the same for example simple theme and variations</p> <p>To understand and use detailed graphic notation (note names in grid</p> <p>To identify melodic shape and explore different scale patterns – minor (sad sounding scale)</p> <p>To recognise which improvements need to be made and use individual and group rehearsal skills</p>	<p>Singing</p> <p>Begin to sing in parts, showing expression and understanding of the pitch (high/low)</p> <p>Playing</p> <p>Develop skills to play tuned/untuned percussion instruments in groups and begin to recognise the individual roles in an ensemble</p> <p>Composing</p> <p>Layered composition (e.g. rhythm and melody) as a class/groups. Using graphic notation where appropriate.</p> <p>Rehearsing</p> <p>Practising in unison and/or groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating</p> <p>Reading notated rhythms on a single line with word association where necessary. Gradually progressing to understanding A-C. Using graphic notation where appropriate.</p> <p>Listening and responding</p> <p>Recognise the sounds of individual instruments as well as the beat and mood of a piece. Explaining.</p> <p>Describing and discussing</p> <p>Children are able to describe the music using vocabulary that suits e.g. fast/slow, loud/quiet whilst introducing terms and symbols (forte/piano)</p>



	Learning Journey Question for Assessment	Can you create and perform theme and variations in response to Angela’s Poem?
	Unit 4	
	<u>Lucy in the sky with diamonds</u>	
	AFL Before starting unit to see where children are with their substantive knowledge	
	This unit may be taught with a single dimension focus, that of duration, consolidating pupils’ knowledge and understanding of 3 and 4 metre and its application to their own performing and creating. However, if the pupils’ knowledge and understanding of duration is good then it may also be taught with a second-dimension focus of pitch looking at the song’s melodic movement and then using the C major scale to compose in the style of the song.	
Why this?		
This unit gives children a great musical experience. This unit could emphasise and consolidate their knowledge of duration and exploring the difference between metre.		
Why now?		
Half way through the year is a good opportunity to see where their Musical learning is thriving and where they might need extra practise. This is also offering a huge amount of Cultural Capital as the whole unit is based around an inspiring and well-known British Band. This will also give the children an opportunity to practise their rehearsal and performance skills. This also gives them the opportunity to practise their memory skills.		
Substantive Knowledge		Music Skills
Pitch – identify melodic shape and explore different scale patterns (c major scale) Duration – Identify and understand how rhythm patterns fit to a steady beat using 3 and 4 metre. To respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. To consider the devices used by composers to represent ideas musically To Identify and understand how rhythm patterns fit to a steady beat using 3 and 4 metre To develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality		Singing Begin to sing in parts, showing expression and understanding of the pitch (high/low) Playing Develop skills to play tuned/untuned percussion instruments in groups and begin to recognise the individual roles in an ensemble Composing Layered composition (e.g. rhythm and melody) as a class/groups. Using graphic notation where appropriate. Rehearsing Practising in unison and/or groups. Evaluating, comparing and recognising where improvements must be made. Notating



	To recognise which improvements need to be made and use individual and group rehearsal skills To identify melodic shape and explore different scale patterns - C major scale		Reading notated rhythms on a single line with word association where necessary. Gradually progressing to understanding A-C. Using graphic notation where appropriate. Listening and responding Recognise the sounds of individual instruments as well as the beat and mood of a piece. Explaining. Describing and discussing Children are able to describe the music using vocabulary that suits e.g. fast/slow, loud/quiet whilst introducing terms and symbols (forte/piano)
	Learning Journey Question for Assessment	Can you compose in the style of Lucy in the Sky with Diamonds using 4 and 3 metre and notes of the C major scale?	
	Unit 5		
	Rocking Romans / Ukulele		
	In this series of audio resources pupils will choose 2 or 3 songs exploring the history and people of Ancient Rome. The series offers a rich mix of musical skills in performing with voices and simple classroom instruments, body-percussion and listening. The children will be using Ukuleles to support their musical compositions afterwards. Notation- Ukulele Rocking Romans BBC		
Why this?			
Topic linked and great cultural capital for the children to experience different genres of song and learning about the background.			
Why now?			
Topic linked to Romans at this part of the year which makes learning more memorable.			
Substantive Knowledge		Music Skills	
Duration – Learn to play basic Ukulele song from Ukulele Magic! Keep a steady beat (4 beat) Learn basic facts about the ukulele Learn to tune your ukulele Learn to pluck open strings Learn the note names of the strings Learn to strum Begin to learn to strum C F G ⁷ and A minor chords Learn to pluck easy fret notes		Singing Begin to sing in parts, showing expression and understanding of the pitch (high/low) Playing Develop skills to play tuned/untuned percussion instruments in groups and begin to recognise the individual roles in an ensemble Composing Layered composition (e.g. rhythm and melody) as a class/groups. Using graphic notation where appropriate. Rehearsing	



	<p>Notation – Read notes formally Understand notes formally Play notes formally</p> <p>In composing, using formal notation or graphic notation to support compositions.</p>		<p>Practising in unison and/or groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating Reading notated rhythms on a single line with word association where necessary. Gradually progressing to understanding A-C. Using graphic notation where appropriate.</p> <p>Listening and responding Recognise the sounds of individual instruments as well as the beat and mood of a piece. Explaining.</p> <p>Describing and discussing Children are able to describe the music using vocabulary that suits e.g. fast/slow, loud/quiet whilst introducing terms and symbols (forte/piano)</p>
	<p>Learning Journey Question for Assessment</p>	<p>Can you perform a song from the unit of work, including composing and notating your own Roman song perhaps with a Ukulele involved?</p>	
	<p>Unit 6</p>		
	<p><u>Find it, Make it, Play it!</u></p> <p>This unit explores timbre and texture. Children will have fun exploring how sounds are made (timbre) and how they can be used either individually (solo) or in unison (more than one person performing the same thing at the same time) or in different layers (texture) for expressive effect including the use of ostinato parts (short repeated patterns)</p>		
	<p>Why this?</p> <p>This is an opportunity for the children to delve into their musical creativity. This is also an opportunity to explore texture.</p> <p>Why now?</p> <p>An opportunity to reflect on prior learning and apply it in a creative context.</p>		
<p>Substantive Knowledge</p>		<p>Music Skills</p>	
<p>Timbre – Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments</p> <p>Texture – Identify and use different types of texture including solo, unison, ostinato parts and layers.</p>		<p>Singing Begin to sing in parts, showing expression and understanding of the pitch (high/low)</p> <p>Playing Develop skills to play tuned/untuned percussion instruments in groups and begin to recognise the individual roles in an ensemble</p> <p>Composing Layered composition (e.g. rhythm and melody) as a class/groups. Using graphic notation where appropriate.</p>	



	<p>To identify and understand how rhythm patterns fit to a steady beat using 3 and 4 metre</p> <p>To identify and use different types of texture including solo, unison, ostinato parts and layers</p> <p>To identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments</p> <p>To consider the devices used by composers to represent ideas musically</p> <p>To develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p> <p>To identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments</p>	<p>Rehearsing Practising in unison and/or groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating Reading notated rhythms on a single line with word association where necessary. Gradually progressing to understanding A-C. Using graphic notation where appropriate.</p> <p>Listening and responding Recognise the sounds of individual instruments as well as the beat and mood of a piece.</p> <p>Explaining. Describing and discussing Children are able to describe the music using vocabulary that suits e.g. fast/slow, loud/quiet whilst introducing terms and symbols (forte/piano)</p>
	<p>Learning Journey Question for Assessment</p>	<p>Can you plan and make your own musical instruments and use them creatively?</p>

Year	Unit 1	
Year 5	<p><u>Viking Song Saga</u></p> <p>Vikings Song Saga BBC Choose 2 or 3 songs.</p> <p>Viking Saga Songs is an opportunity for children to join in with songs, stories and music-making inspired by the gods and goddesses of Viking mythology. The songs explore the atmosphere and excitement of the Viking world while being rooted in familiar modern styles, such as reggae, rock and lyrical ballads.</p>	
	<p>Why this?</p> <p>This unit will teach the children how to read music, building on rhythmic notation reading skill developed in Year 4 and extending to read pitch reading skills.</p>	
	<p>Why now?</p> <p>It is important for children to learn to read pitch notation early on in Year 5, so that these skills can be continued throughout the rest of Upper School phase.</p>	
	Substantive Knowledge	Music Skills



	<p>Pitch – Explore, recognise and identify the notes of the C major scale</p> <p>Duration – Identify and begin to understand more complex rhythm patterns</p>		<p>Singing Show confidence in part singing; sing with increasing control and expression individually and in groups</p> <p>Playing Develop skills to play tuned/untuned percussion instruments in groups and begin to recognise the individual roles in an ensemble whilst beginning to take turns leading/directing a group. Use of confident individual instruments.</p> <p>Composing Student-led ensemble in groups using tuned and/or untuned instruments. Using graphic notation where appropriate.</p> <p>Rehearsing Practising in groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating Reading notated rhythms on a single line. Gradually progressing to understanding A-G on treble staff. Using graphic notation where appropriate.</p> <p>Listening and responding Recognise the sounds of individual instruments in an ensemble and their contribution to the overall sound, as well as the beat and mood of a piece.</p> <p>Explaining. Describing and discussing Children are able to describe the music using technical vocabulary that suits e.g. <i>lento</i>, <i>crescendo</i>, <i>diminuendo</i>, <i>allegro</i> etc.</p>
	Learning Journey Question for Assessment	Can you perform the songs learnt, compose and notate their own Viking based songs?	
	Unit 2		
	<u>Read, write and Remember to Twinkle!</u>		
	The focus of this unit is to develop children’s understanding of pitch and duration and their ability to read and write musical stave notation.		



	<p>Why this?</p> <p>This unit will teach the children how to read music, building on rhythmic notation reading skill developed in Year 4 and extending to read pitch reading skills.</p> <p>Why now?</p> <p>It is important for children to learn to read pitch notation early on in Year 5, so that these skills can be continued throughout the rest of Upper School phase.</p>	
	Substantive Knowledge	Music Skills
	<p>Pitch – Explore, recognise and identify the notes of the C major scale</p> <p>Duration – Identify and begin to understand more complex rhythm patterns To understand, select and use a range of notation for specific purposes including core stave notation. To understand formal stave notation To explore, recognise and identify the notes of the C major scale To respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Demonstrate confident instrumental skills and use them to perform with musical awareness Recognise which refinements need to be made and know how to make them</p>	<p>Singing Show confidence in part singing; sing with increasing control and expression individually and in groups</p> <p>Playing Develop skills to play tuned/untuned percussion instruments in groups and begin to recognise the individual roles in an ensemble whilst beginning to take turns leading/directing a group. Use of confident individual instruments.</p> <p>Composing Student-led ensemble in groups using tuned and/or untuned instruments. Using graphic notation where appropriate.</p> <p>Rehearsing Practising in groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating Reading notated rhythms on a single line. Gradually progressing to understanding A-G on treble staff. Using graphic notation where appropriate.</p> <p>Listening and responding Recognise the sounds of individual instruments in an ensemble and their contribution to the overall sound, as well as the beat and mood of a piece. Explaining.</p> <p>Describing and discussing Children are able to describe the music using technical vocabulary that suits e.g. <i>lento</i>, <i>crescendo</i>, <i>diminuendo</i>, <i>allegro</i> etc.</p>
	Learning Journey Question for Assessment	Can you create and notate your own 4 beat rhythms?
	Unit 3	
	<u>Space</u>	

<p>This unit is based on developing the children's understanding of how a composer uses the musical dimensions to create a mood, effect or atmosphere. The musical dimensions in particular focus are timbre, texture and dynamics although due to the nature of the music used in this unit, aspects of all the dimensions will feature.</p>	
<p>Why this?</p> <p>This learning is topic linked so that the children will find the learning more memorable. This is also a great opportunity for the children to reflect on their emerging emotional maturity.</p> <p>Why now?</p> <p>Topic linked so the children will remember this learning being linked to Space. This is also a great opportunity to build on and apply their prior knowledge.</p>	
Substantive Knowledge	Music Skills
<p>Timbre – Identify instruments within families and different instrumental/vocal combinations; refine use of voices and percussion instruments</p> <p>Texture – Extend the use of texture (simple harmony) to include consonant and dissonant clusters of notes</p> <p>Dynamics – Understand how a wide range of dynamics can be used manipulated for expressive effect. To discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary To respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness</p>	<p>Singing Show confidence in part singing; sing with increasing control and expression individually and in groups</p> <p>Playing Develop skills to play tuned/untuned percussion instruments in groups and begin to recognise the individual roles in an ensemble whilst beginning to take turns leading/directing a group. Use of confident individual instruments.</p> <p>Composing Student-led ensemble in groups using tuned and/or untuned instruments. Using graphic notation where appropriate.</p> <p>Rehearsing Practising in groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating Reading notated rhythms on a single line. Gradually progressing to understanding A-G on treble staff. Using graphic notation where appropriate.</p> <p>Listening and responding Recognise the sounds of individual instruments in an ensemble and their contribution to the overall sound, as well as the beat and mood of a piece.</p> <p>Explaining. Describing and discussing</p>



	Children are able to describe the music using technical vocabulary that suits e.g. lento, crescendo, diminuendo, allegro etc.	
	Learning Journey Question for Assessment	Can you perform Relaxing Ambient Music from Outer Space?
	Unit 4	
	<u>Map Rappers</u>	
	<p>This unit explores duration and structure through the context of Rap music. The children will have the opportunity to listen with acute focus to rap music, and analyse the use of rhythm, rhyme and structure within the music whilst also considering the performance and delivery of this aural art form and the context in which it developed. The unit culminates with creating and performing a whole class rap embracing as many of the aspects of rap music as is appropriate with your class!</p> <p>Why this?</p> <p>A creative opportunity for the children to be rappers building on the “Our School” unit from Year 3.</p> <p>Why now?</p> <p>This introduces Structure into Upper School phase.</p> <p>This would also be an unmissable opportunity for cultural capital to thrive in the classroom as well as valuing a popular and current musical genre.</p>	
	Substantive Knowledge	Music Skills
	<p>Duration –</p> <p>Identify and begin to understand more complex rhythm patterns and metres including counting in 8</p> <p>Structure –</p> <p>Explore and use a wider range of developmental structures (e.g. rap)</p> <p>To explore and use a wider range of developmental structures</p> <p>Extend imaginative vocal use (beat boxing), chant and sing in layers with expressive interpretation and awareness of style only in pairs, small groups (few lessons on this step)</p> <p>To understand and use a range of notation for specific purposes including grids and rhythmic notation (where appropriate as an aide-memoire)</p>	<p>Singing</p> <p>Show confidence in part singing; sing with increasing control and expression individually and in groups</p> <p>Playing</p> <p>Develop skills to play tuned/untuned percussion instruments in groups and begin to recognise the individual roles in an ensemble whilst beginning to take turns leading/directing a group. Use of confident individual instruments.</p> <p>Composing</p> <p>Student-led ensemble in groups using tuned and/or untuned instruments. Using graphic notation where appropriate.</p> <p>Rehearsing</p> <p>Practising in groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating</p>



	To understand and identify why and how the composer has used key features / devices. Listen to various versions of Ice Ice Baby including instrumental and audio versions To recognise which refinements need to be made and explore a range of different rehearsal strategies		Reading notated rhythms on a single line. Gradually progressing to understanding A-G on treble staff. Using graphic notation where appropriate. Listening and responding Recognise the sounds of individual instruments in an ensemble and their contribution to the overall sound, as well as the beat and mood of a piece. Explaining. Describing and discussing Children are able to describe the music using technical vocabulary that suits e.g. <i>lento</i> , <i>crescendo</i> , <i>diminuendo</i> , <i>allegro</i> etc.	
	Learning Journey Question for Assessment	Can you create and perform an original rap using a common hook and verses created through independent group work?		
	Unit 5			
	Greek Tragedy			
	This unit <i>Greek Tragedy</i> explores dynamics, tempo and structure. It contains activities for developing children’s understanding of the music’s context and purpose with specific focus on the composer’s intent and the effect of the music on the audience.			
Why this? Topic linked to make learning more memorable. This is also an opportunity to build on from ‘Space’ unit as its part of the learning is understanding the composer’s intent for mood and atmosphere. Why now? Topic linked currently to the Greeks. Also, an opportunity for great cultural capital.				
Substantive Knowledge			Music Skills	
Dynamics and tempo – understand how a wide range of tempi and dynamics can be manipulated for expressive effect. Structure – Understand a wider range of expressive structures To respond to, identify, compare and contrast music with an awareness of the music’s context and purpose Understand and identify why and how the composer has used key features / devices			Singing Show confidence in part singing; sing with increasing control and expression individually and in groups Playing Develop skills to play tuned/untuned percussion instruments in groups and begin to recognise the individual roles in an ensemble whilst beginning to take turns leading/directing a group. Use of confident individual instruments. Composing	



	<p>To understand and identify why and how the composer has used key features / devices</p> <p>To understand how a wide range of tempi and dynamics can be manipulated for expressive effect</p> <p>To understand a wider range of expressive structures</p> <p>To recognise which refinements need to be made and explore a range of different rehearsal strategies</p>		<p>Student-led ensemble in groups using tuned and/or untuned instruments. Using graphic notation where appropriate.</p> <p>Rehearsing</p> <p>Practising in groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating</p> <p>Reading notated rhythms on a single line. Gradually progressing to understanding A-G on treble staff. Using graphic notation where appropriate.</p> <p>Listening and responding</p> <p>Recognise the sounds of individual instruments in an ensemble and their contribution to the overall sound, as well as the beat and mood of a piece.</p> <p>Explaining.</p> <p>Describing and discussing</p> <p>Children are able to describe the music using technical vocabulary that suits e.g. lento, crescendo, diminuendo, allegro etc.</p>	
	<p>Learning Journey Question for Assessment</p>		<p>Can you create and perform an independent group interpretation of a Greek tragedy?</p>	
	<p>Unit 6</p> <p><u>A Bao A Qu</u></p> <p>This unit focuses on the musical dimensions of structure and pitch. It provides the opportunity to explore the composer’s use of a literal musical palindrome (the music sounds the same performed backwards as forwards) to portray a mythical creature climbing up and down a tower. Pupils will also have the opportunity to use the D harmonic minor scale to compose their own palindromic mythical melodies and notate a melody using traditional staff notation.</p> <p>Why this?</p> <p>Transitional unit for Year 5 moving up to Year 6. This may also link to the Harry Potter (Mystical Creatures) topic in Year 6 Summer. The learning will be following on from Read, write and remember to twinkle.</p> <p>Why now?</p> <p>This is a great creative opportunity to create their own compositions based on a mystical creature. This is both knowledge and skills that they can bring with them into Year 6.</p>			



Substantive Knowledge		Music Skills
<p>Pitch – Explore, recognise and identify a range of different scale patterns including pentatonic, major and the harmonic minor in particular and could extend to chromatic notes and how they influence music.</p> <p>Structure – Explore and use a wider range of developmental structures (e.g. ABA, Rondo) and expressive structures including musical opposites, retrograde and palindrome.</p> <p>To discuss and share informed opinions about what you hear commenting on the Context/purpose of the music. Consider the composer's musical use of key features Using musical vocab.</p> <p>To explore and use a wider range of developmental structures including musical Opposites and palindrome.</p> <p>To explore, recognise and identify a range of different scale patterns including Pentatonic, major and harmonic minor.</p> <p>To understand, select and use a range of notation for specific purposes including detailed graphic notations and core stave notation.</p> <p>To recognise which refinements need to be made and explore a range of different rehearsal strategies</p>		<p>Singing Show confidence in part singing; sing with increasing control and expression individually and in groups</p> <p>Playing Develop skills to play tuned/untuned percussion instruments in groups and begin to recognise the individual roles in an ensemble whilst beginning to take turns leading/directing a group. Use of confident individual instruments.</p> <p>Composing Student-led ensemble in groups using tuned and/or untuned instruments. Using graphic notation where appropriate.</p> <p>Rehearsing Practising in groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating Reading notated rhythms on a single line. Gradually progressing to understanding A-G on treble staff. Using graphic notation where appropriate.</p> <p>Listening and responding Recognise the sounds of individual instruments in an ensemble and their contribution to the overall sound, as well as the beat and mood of a piece.</p> <p>Explaining. Describing and discussing Children are able to describe the music using technical vocabulary that suits e.g. <i>lento</i>, <i>crescendo</i>, <i>diminuendo</i>, <i>allegro</i> etc.</p>
Learning Journey Question for Assessment		Can you create, develop and perform a fantastic beast melodic palindrome?

Year	Unit 1
Year 6	<u>Amazing Machines</u> This unit “Amazing Machines” explores the use of 8 beat repetitive melodic and rhythmic patterns. It contains activities for developing children’s creativity through creating, combining and performing their own machine patterns and recording their ideas using grid notation.
	Why this?



<p>An opportunity for children to embed their musical knowledge and skills building their confidence, precision and accuracy and ensuring they have a clear understanding of duration before Secondary school.</p> <p>Why now?</p> <p>Introducing Year 6 musical expectations which will focus on fluency, precision, accuracy and developing musical confidence.</p>		
Substantive Knowledge		Music Skills
<p>Pitch- Explore, recognise and identify a major scale</p> <p>Duration – Identify and understanding more complex rhythm patterns and metres counting in 8. To respond to, identify, compare and contrast music with an awareness of the music's context and purpose Understand and identify the composer's intent and how this was achieved To understand and identify the composer's intent and how this was achieved To identify and understand more complex rhythm patterns and metres counting in 8 To explore, recognise and identify a C major scale To demonstrate precise and confident instrumental skills and use them to perform with musical awareness To recognise which refinements need to be made and know how to make them</p>		<p>Singing Show confidence in part singing; sing with increased control and expression individually and in groups. Begin to show balancing of dynamics when singing in parts (loud/quiet)</p> <p>Playing Understand and use the correct technique when playing tuned/untuned percussion instruments. Use of confident individual instruments.</p> <p>Composing Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion/message (Own lyrics could be used here) Using graphic notation where appropriate.</p> <p>Rehearsing Practising in groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating Reading notated rhythms on a single line. Gradually progressing to understanding middle C to top G on treble staff. Using graphic notation where appropriate.</p> <p>Listening and responding Recognise the sounds of individual instruments in an ensemble and their contribution to the overall sound, as well as the beat and mood of a piece.</p> <p>Explaining. Describing and discussing Children are able to describe the music using technical vocabulary that suits e.g. <i>lento</i>, <i>crescendo</i>, <i>diminuendo</i>, <i>allegro</i> etc.</p>
Learning Journey Question for Assessment		Can you create a machine composition?



Unit 2	
<u>Macbeth</u>	
This unit provides opportunities to explore the composer's use of a steady beat, rhythm patterns and the structure of the music before using these to inspire original compositions.	
<p>Why this?</p> <p>This learning is topic linked so the children will find the learning more memorable. This is also a great opportunity for the children to be exposed to different genres. We are also building on the prior knowledge of rehearsal and performance skills developed from Year 4 and 5.</p> <p>Why now?</p> <p>The learning is topic linked so the children will find the learning more memorable. This is also a great opportunity for the children to practise their 'stagecraft' in preparation for the School production later on in the year.</p>	
Substantive Knowledge	Music Skills
<p>Duration – To identify and keep the beat successfully</p> <p>Structure- To understand how best to layout a song and using catchy chorus</p> <p>To learn to keep a steady beat constantly</p> <p>To understand how a song is laid out successfully</p> <p>To understand how a structure affects the song</p>	<p>Singing</p> <p>Show confidence in part singing; sing with increased control and expression individually and in groups. Begin to show balancing of dynamics when singing in parts (loud/quiet)</p> <p>Playing</p> <p>Understand and use the correct technique when playing tuned/untuned percussion instruments. Use of confident individual instruments.</p> <p>Composing</p> <p>Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion/message (Own lyrics could be used here) Using graphic notation where appropriate.</p> <p>Rehearsing</p> <p>Practising in groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating</p> <p>Reading notated rhythms on a single line. Gradually progressing to understanding middle C to top G on treble staff. Using graphic notation where appropriate.</p> <p>Listening and responding</p> <p>Recognise the sounds of individual instruments in an ensemble and their contribution to the overall sound, as well as the beat and mood of a piece. Explaining.</p> <p>Describing and discussing</p>



		Children are able to describe the music using technical vocabulary that suits e.g. lento, crescendo, diminuendo, allegro etc.
Learning Journey Question for Assessment	Can you create and notate your own compositions for Macbeth?	
Unit 3		
<u>Short Ride in a Fast Machine</u>		
This unit provides opportunities to explore the composer’s use of a steady beat, rhythm patterns and the structure of the music before using these to inspire original compositions		
Why this?		
This unit follows on nicely from Amazing machines. The knowledge of duration continues through this half term’s work.		
Why now?		
The knowledge of duration continues through this half term from the first term. Also, minimalistic music is great cultural capital for the children to be exposed to as they may not have listened to any music like this at all before.		
Substantive Knowledge		Music Skills
Duration – Identify and understand more complex rhythm patterns and metres counting in 8 (GDS -5 and possibly 6) Structure – Use a broader range of developmental structures and expressive structures including minimalist music To understand, select and use a range of notation for specific purposes including core stave notation. To respond to, identify, compare and contrast music with an awareness of the music’s context and purpose. To understand and identify the composer’s intent and how this was achieved Demonstrate precise and confident instrumental skills and use them to perform with musical awareness Recognise which refinements need to be made and know how to make them		Singing Show confidence in part singing; sing with increased control and expression individually and in groups. Begin to show balancing of dynamics when singing in parts (loud/quiet) Playing Understand and use the correct technique when playing tuned/untuned percussion instruments. Use of confident individual instruments. Composing Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion/message (Own lyrics could be used here) Using graphic notation where appropriate. Rehearsing Practising in groups. Evaluating, comparing and recognising where improvements must be made. Notating



	<p>Reading notated rhythms on a single line. Gradually progressing to understanding middle C to top G on treble staff. Using graphic notation where appropriate.</p> <p>Listening and responding</p> <p>Recognise the sounds of individual instruments in an ensemble and their contribution to the overall sound, as well as the beat and mood of a piece.</p> <p>Explaining.</p> <p>Describing and discussing</p> <p>Children are able to describe the music using technical vocabulary that suits e.g. <i>lento</i>, <i>crescendo</i>, <i>diminuendo</i>, <i>allegro</i> etc.</p>	
	<p>Learning Journey Question for Assessment</p>	<p>Can you create whole class and small group minimalist style rhythmic creations (creating, developing) and performing your own “Fast ride” compositions?</p>
	<p>Unit 4</p>	
	<p><u>Quiet Confidence</u></p>	
	<p>This unit, which is intended as a final project for year 6 at the end of the academic year, explores structure and dynamics. Use this unit to end the year with “quiet confidence” whilst developing a potential final performance to share as part of a leaver’s assembly</p>	
	<p>Why this?</p> <p>This could be a potential part of leaver’s assembly. The song is great for children’s PDL learning and encourages the children to talk about any concerns or worries they might have.</p> <p>Why now?</p> <p>As they approach the end of Year 6, the songs are great for children’s PDL learning and encourages the children to talk about any concerns or worries they might have</p>	
	<p>Substantive Knowledge</p>	<p>Music Skills</p>
	<p>Dynamics –</p> <p>Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</p> <p>Structure –</p> <p>Use a broader range of developmental structures and expressive structures e.g. cumulative structures</p> <p>To use a broader range of developmental structures and expressive</p>	<p>Singing</p> <p>Show confidence in part singing; sing with increased control and expression individually and in groups. Begin to show balancing of dynamics when singing in parts (loud/quiet)</p> <p>Playing</p> <p>Understand and use the correct technique when playing tuned/untuned percussion instruments. Use of confident individual instruments.</p>



	<p>Structures.</p> <p>To recognise which refinements need to be made and know how to make them</p> <p>To further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style</p> <p>Respond to, identify, compare and contrast music with an awareness of the music’s context and purpose. Understand and identify the composer’s intent and how this was achieved</p> <p>To understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</p> <p>To recognise which refinements need to be made and know how to make them</p>	<p>Composing</p> <p>Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion/message (Own lyrics could be used here) Using graphic notation where appropriate.</p> <p>Rehearsing</p> <p>Practising in groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating</p> <p>Reading notated rhythms on a single line. Gradually progressing to understanding middle C to top G on treble staff. Using graphic notation where appropriate.</p> <p>Listening and responding</p> <p>Recognise the sounds of individual instruments in an ensemble and their contribution to the overall sound, as well as the beat and mood of a piece.</p> <p>Explaining.</p> <p>Describing and discussing</p> <p>Children are able to describe the music using technical vocabulary that suits e.g. <i>lento</i>, <i>crescendo</i>, <i>diminuendo</i>, <i>allegro</i> etc.</p>
	Learning Journey Question for Assessment	Can you create a performance of the Quiet Confidence song?
	Unit 5	
<u>School Production</u>		
<p>This unit is a great opportunity for any hidden talents the children might have! This will include the skills we have been learning about throughout Junior school such as: Playing, rehearsing and performing, notating, listening and responding, describing and discussing.</p>		
Why this?		
<p>This is the end of year leavers’ production which is a final opportunity for children to really let loose and show of their honed skills.</p>		
Why now?		
<p>To celebrate their achievement in music during their time with us.</p>		
Substantive Knowledge		Music Skills
To use all my previous knowledge on singing, playing, performing and rehearsing to ensure my performance is the best that it can be.		Singing



		<p>Show confidence in part singing; sing with increased control and expression individually and in groups. Begin to show balancing of dynamics when singing in parts (loud/quiet)</p> <p>Playing</p> <p>Understand and use the correct technique when playing tuned/untuned percussion instruments. Use of confident individual instruments.</p> <p>Composing</p> <p>Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion/message (Own lyrics could be used here) Using graphic notation where appropriate.</p> <p>Rehearsing</p> <p>Practising in groups. Evaluating, comparing and recognising where improvements must be made.</p> <p>Notating</p> <p>Reading notated rhythms on a single line. Gradually progressing to understanding middle C to top G on treble staff. Using graphic notation where appropriate.</p> <p>Listening and responding</p> <p>Recognise the sounds of individual instruments in an ensemble and their contribution to the overall sound, as well as the beat and mood of a piece. Explaining.</p> <p>Describing and discussing</p> <p>Children are able to describe the music using technical vocabulary that suits e.g. <i>lento</i>, <i>crescendo</i>, <i>diminuendo</i>, <i>allegro</i> etc.</p>
	<p>Learning Journey Question for Assessment</p>	<p>Can you notate, compose and perform as part of a group or individually?</p>