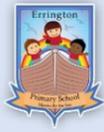


Rationale: MUSIC		
Intent: Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children’s confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.	Implementation: Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.	Impact: The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

	EYFS	Y1	Y2	Y3			
ELG (EYFS) / Charanga Scheme Units Covered (KS1/KS2):							
	<ul style="list-style-type: none"> BIE 2 and 3 	<ul style="list-style-type: none"> Hey You – Glockenspiel Hey You – Hip Hop Unit 1 Charanga In The Groove - Blues 	<ul style="list-style-type: none"> Hands, feet, heart Zoo time I wanna play in a band 	<ul style="list-style-type: none"> Three Little Birds The Dragon Song Glockenspiel Stage 1 			
Linear themes							
Performance opportunities	In class: <ul style="list-style-type: none"> Daily singing in class Areas of provision (music area) EYFS only: Christmas performance (Nativity) Carols sing-along (with parents) Chinese New Year performance Diwali dancing 	Whole School: <ul style="list-style-type: none"> Harvest Festival in Church Remembrance Assembly Christingle in Church Christmas Performance Carol Concert in Church Easter Assembly in Church 1:1 Tuition: <ul style="list-style-type: none"> Music Review (specialist provision/choir) Recorder Concert with Mrs Tadd 	Skills: I can learn songs to sing confidently as an ensemble for different occasions.	Whole School: <ul style="list-style-type: none"> Harvest Festival in Church Remembrance Assembly Christingle in Church Christmas Performance Carol Concert in Church Easter Assembly in Church 1:1 Tuition: <ul style="list-style-type: none"> Music Review (specialist provision/choir) Recorder Concert with Mrs Tadd 	Skills: I can learn songs to sing as an ensemble for different occasions.	Whole School: <ul style="list-style-type: none"> Harvest Festival in Church Remembrance Assembly Christingle in Church Christmas Performance Carol Concert in Church Easter Assembly in Church 1:1 Tuition: <ul style="list-style-type: none"> Music Review (specialist provision/choir) Recorder Concert with Mrs Tadd 	Skills: I can sing songs from memory with increasing expression, accuracy and fluency. I can maintain a simple part within an ensemble including songs sung as rounds/echoes. I can perform as an ensemble with instructions from the leader/conductor (e.g., hand signals to indicate volume, pitch and duration of notes). I can modulate and control my voice when singing and pronounce the words clearly. I can play specified notes on tuned and un-tuned instruments with increasing clarity and accuracy.



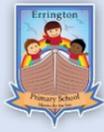
							I can use a glockenspiel to perform an increasingly complex piece of music.
Specialist Provision	<ul style="list-style-type: none"> TVMS – Workshops (1-2 a year) TVMS – Snappy Classroom (Reception) 	<ul style="list-style-type: none"> TVMS: Snappy classroom – 2 hours – The Gruffalo 		<ul style="list-style-type: none"> TVMS - Snappy classroom (Singing/Recorders) 10x weeks 		<ul style="list-style-type: none"> TVMS – Samba Drumming 10x weeks 	
	Knowledge/Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Listening	<p>I can listen to different pieces of music from around the world.</p> <p>I can listen and follow a beat by clapping or tapping along to a nursery rhymes/traditional songs with increasing accuracy.</p>	<p>I can recognise and name basic instruments.</p> <p>I can name a number of traditional songs/nursery rhymes.</p>	<p>I can listen to different pieces of music from around the world with concentration.</p> <p>I can listen to and repeat simple songs and chants.</p> <p>I can listen to and clap a short rhythmic pattern.</p> <p>I can keep/clap a steady pulse/beat.</p>	<p>I know the names and sounds of popular instruments (e.g., piano, triangle, guitar, drums) and can identify them in different pieces of music.</p>	<p>I can listen carefully to recall short rhythmic patterns.</p> <p>I can verbally recall what I have heard with simple musical vocabulary (e.g., loud, soft, high, low, long notes, short notes etc.)</p> <p>I can name and identify basic instruments in a piece of music e.g., drums, piano, voices, triangle etc.</p> <p>I can listen to and follow a taught melody using my voice.</p> <p>I can perform within an ensemble with instructions from the leader/conductor (e.g., hand signals to indicate volume, pitch and duration of notes).</p> <p>I can sing along with and/or clap the pulse of a piece of music, increasing or decreasing the tempo where required.</p>	<p>I know basic musical vocabulary required to describe music effectively.</p> <p>I know the names and sounds of basic instruments from all four sections of the orchestra.</p>	<p>I can begin to identify and distinguish between different genres of music.</p> <p>I can recognise differences between music of different time periods and cultures.</p> <p>I can listen to simple pieces of music and describe similar themes amongst them.</p> <p>I can verbally recall what I have heard with musical vocabulary (e.g., volume, tempo, legato, staccato, pulse, beat, harmony, rhythm, melody etc).</p> <p>I can begin to say what I like and dislike about a piece of music.</p> <p>I can name and identify instruments in a piece of music from all four areas of the orchestra.</p> <p>I can internalise and physically show the pulse in various pieces of music using my voice, my body and instruments.</p>
Appraising	<p>I can state whether I like or dislike a piece of music.</p> <p>I can name a basic emotion in relation to how a piece of music</p>	<p>I know that music contains different instruments.</p>	<p>I can state how I feel about a piece of music, naming basic emotions and explaining why they make me feel this way.</p>	<p>I can describe whether I like or dislike a piece of music and explain why.</p>	<p>I can listen to simple pieces of music of varying genres from around the world and describe basic similarities and differences between them including changes in tempo, volume, dynamics and pitch, mood etc.</p>	<p>I know that music can be played or listened to for a variety of purposes (including different cultures and periods in history).</p>	<p>I can use musical words (pitch, duration, dynamics, tempo) to describe and give my opinion on a piece of music.</p>



	<p>makes me feel e.g., happy, sad, scared etc.</p>		<p>I can describe the mood of a piece of music using appropriate adjectives.</p> <p>I can describe basic elements of a piece of music: distinguishing between fast and slow tempo and distinguishing between loud and quiet sounds.</p>		<p>I can begin to say what I like and dislike about a piece of music.</p> <p>I can describe elements of a piece of music using basic musical vocabulary.</p> <p>I can describe the mood of a piece of music using appropriate and increasingly complex adjectives.</p> <p>I can evaluate and improve my own compositions with support.</p>	<p>I know and recognise some genres of music: e.g., classical, pop, rock, country.</p>	<p>I can evaluate and improve my own compositions, explaining how it has improved using a success criterion.</p> <p>I can identify the features within a piece of music e.g., introduction, verse, chorus, bridge, repeat, fade).</p> <p>I can describe the mood of a piece of music using appropriate and increasingly complex adjectives.</p>
Notation	N/A		<p>I can use pictures to represent music in a basic rhythmic grid.</p> <p>I can read and play what is written on a basic rhythmic grid.</p>		<p>I can write down my own compositions using pictures, symbols or patterns in a rhythmic grid.</p> <p>I can read and play what is written on an increasingly complex rhythmic grid.</p>		<p>I can play music from a rhythmic grid independently and with increasing accuracy.</p> <p>I can begin to read basic pieces of music containing crotchets, paired quavers, minims, allegro, adagio, staves, forte, piano with support.</p>
Knowledge of the history of music	N/A	<p>I know where a studied piece of music falls on musical timeline.</p>	<p>Key Musical Pieces:</p> <p>Old School Hip Hop Me, Myself And I by De La Soul Fresh Prince Of Bel-Air Rapper's Delight U Can't Touch This It's Like That by Run DMC Blues How Blue Can You Get Let The Bright Seraphim (Baroque) Livin' La Vida Loca Jai Ho Lord Of The Dance Diggin' On James Brown Bossa Nova Livin' La Vida Loca by Ricky Martin (Latin/Pop)</p>	<p>I know where a studied piece of music falls on musical timeline.</p>	<p>Key Musical Pieces:</p> <p>South African music The click song Lion South African music The click song Lion sleeps tonight Bring him back You can call me Al Hiokoloza Reggae Kingston Town Shine IGY Feel like Jumping I can see now Rock We will rock you Smoke on the water</p>	<p>I know where a studied piece of music falls on musical timeline and can compare where it falls in relation to previously taught pieces/genres.</p>	<p>Key musical Pieces:</p> <p>A Pop song that tells a story Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan</p> <p>Three Little Birds (Reggae) Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by</p>



			<p>Imperial War March by John Williams (Film)</p> <p>It Had Better Be Tonight by Michael Bublé (Latin/Big Band)</p> <p>Why Don't You by Gramophonedzie (Big Band/Dance)</p> <p>Oya Como Va by Santana (Latin/Jazz)</p>		<p>Rockin all over the world</p> <p>Johnny B Goode</p> <p>I saw her standing there</p> <p>Bring him back</p> <p>You can call me Al</p> <p>Hiokoloza</p> <p>Reggae</p> <p>Kingston Town</p> <p>Shine</p> <p>IGY</p> <p>Feel like Jumping</p> <p>I can see now</p> <p>Rock</p> <p>We will rock you</p> <p>Smoke on the water</p> <p>Rockin all over the world</p> <p>Johnny B Goode</p> <p>I saw her standing there</p>		<p>Pluto Shervington Our Day</p> <p>Will Come by Amy Winehouse</p>
Musicianship	I can explore instruments.	I can play an instrument in time with my classmates.	<p>I can use a glockenspiel to perform a very simple piece of music.</p> <p>I can play/repeat simple rhythmic patterns on a percussion instrument.</p>	I can play a tuned/untuned instrument keeping in time with my classmates.	<p>I can perform with an increasing sense of beat and rhythm.</p> <p>I can begin to change the tempo or dynamic when playing an instrument.</p> <p>I can use a glockenspiel to perform a short, simple piece of music.</p> <p>I can play/repeat rhythmic patterns on a percussion instrument.</p>	I can play an instrument in time with my classmates.	<p>I can play an instrument with a good sense of beat and rhythm.</p> <p>I can change the tempo or dynamic when playing an instrument with ease.</p> <p>I can play a simple piece of music on the glockenspiel and samba drums.</p>
Extra-curricular opportunities	<p>Nursery:</p> <ul style="list-style-type: none"> N/A <p>Reception:</p> <ul style="list-style-type: none"> Recorders 	<ul style="list-style-type: none"> Recorders (Mrs Tadd) Piano (Mrs Tadd) Violin (TVMS) Brass (Mr Tadd) Drums (Mr Tadd) Musical Theatre (Miss Matthews) Guitar (MusicWorks) 	<ul style="list-style-type: none"> Recorders (Mrs Tadd) Piano (Mrs Tadd) Violin (TVMS) Brass (Mr Tadd) Drums (Mr Tadd) Musical Theatre (Miss Matthews) Guitar (MusicWorks) 	<ul style="list-style-type: none"> Recorders (Mrs Tadd) Piano (Mrs Tadd) Violin (TVMS) Brass (Mr Tadd) Drums (Mr Tadd) Musical Theatre (Miss Matthews) Guitar (MusicWorks) Ukulele (Robyn Broadrick) Choir (Robyn Broadrick) 			
Composing	I can explore and use instruments daily - exploring sounds and how they can be changed.	<p>I know the difference between a long and short sound and can use these within my own compositions.</p> <p>I know different ways of creating different sounds. Eg.</p>	<p>I can use pictures to represent music in a basic rhythmic grid.</p> <p>I can make a range of sounds with my mouth.</p>	I know how to write down my own compositions using pictures, symbols or patterns in a rhythmic grid.	<p>I can order sounds to create a beginning, middle and end with support.</p> <p>I can represent sounds/compositions pictorially with increasing accuracy.</p>	I know how to write down my own compositions using pictures, symbols or patterns in a rhythmic grid.	<p>I can order sounds to create a beginning, middle and end independently.</p> <p>I can represent sounds within my own compositions</p>



	Focus within teaching to playing in a number of ways (scratch/tap/shake/blow etc.)	Scratch, tap, shake, blow, pluck etc.)	I can make a range of sounds with instruments.	I know how to choose sounds to achieve an effect (including use of technology).	<p>I can begin to compose short melodic patterns using two or three notes (tuned instruments/voice).</p> <p>I can create short, rhythmic patterns – sequences of long and short sounds.</p> <p>I am selective in the control used on an instrument in order to create an intended effect.</p> <p>I can create my own symbols to represent sounds.</p> <p>I can choose sounds to create an effect on the listener.</p>	<p>I know how to choose sounds to achieve an effect (including use of technology).</p> <p>I can begin to compose short melodic patterns using two or three notes (tuned instruments/voice).</p> <p>I can create short, rhythmic patterns – sequences of long and short sounds.</p> <p>I am selective in the control used on an instrument in order to create an intended effect.</p> <p>I can choose sounds to create an effect on the listener.</p> <p>I can collaborate to create a basic, original piece of music.</p>
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	Y4	Y5	Y6			
Key concepts						
Charanga Scheme Units Covered (KS1/KS2):						
	<ul style="list-style-type: none"> Mamma Mia Glockenspiel Stage 2 Stop! 	<ul style="list-style-type: none"> Livin' on a prayer Jazz Stage 1 The Fresh Prince of Bel Air 	<ul style="list-style-type: none"> Happy Classroom Jazz 2 You've got a Friend 			
Linear themes						
Performance opportunities:	<p>Whole School:</p> <ul style="list-style-type: none"> Harvest Festival in Church Remembrance Assembly Christingle in Church Christmas Performance Carol Concert in Church Easter Assembly in Church 	<p>I can sing a broad range of songs as part of an ensemble with the range of an octave both in unison and in rounds.</p> <p>I can improvise using repeated patterns of vocals with increasing accuracy and rhythm.</p> <p>I can sing songs from memory with increasing expression, accuracy and fluency.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> Harvest Festival in Church Remembrance Assembly Christingle in Church Christmas Performance Carol Concert in Church Easter Assembly in Church Leaver's Play <p>1:1 Tuition:</p>	<p>I can sing songs from memory with increasing expression, accuracy and fluency.</p> <p>I can modulate and control my voice when singing and pronounce the words clearly.</p> <p>I can sing a broad range of songs as part of an ensemble with the range of an octave both in unison and in rounds, maintaining my part while others are performing theirs.</p>	<p>Whole School:</p> <ul style="list-style-type: none"> Harvest Festival in Church Remembrance Assembly Christingle in Church Christmas Performance Carol Concert in Church Easter Assembly in Church Nursing Home Performance Leaver's Play 	<p>I can sing a broad range of songs as part of an ensemble with the range of an octave both in unison, in rounds and/or in harmony, maintaining my part while others are performing theirs.</p> <p>I can improvise within a group using increasingly complex melodic and rhythmic phrases.</p> <p>I can sing songs from memory with increasing expression, accuracy and fluency.</p>



	<p>1:1 Tuition:</p> <ul style="list-style-type: none"> • Music Review (specialist provision/choir) • Recorder Concert with Mrs Tadd <p>Clubs:</p> <ul style="list-style-type: none"> • Gotta Dance, Middlesbrough Theatre (Musical Theatre Club) 	<p>I can perform as an ensemble with instructions from the leader/conductor (e.g., hand signals to indicate volume, pitch and duration of notes).</p> <p>I can modulate and control my voice when singing and pronounce the words clearly.</p> <p>I can use a glockenspiel to perform an increasingly complex piece of music.</p> <p>I can collaborate to create an original piece of music.</p>	<ul style="list-style-type: none"> • Music Review (specialist provision/choir) • Recorder Concert with Mrs Tadd <p>Clubs:</p> <ul style="list-style-type: none"> • Gotta Dance, Middlesbrough Theatre (Musical Theatre Club) 	<p>I can perform as an ensemble with instructions from the leader/conductor (e.g., hand signals to indicate volume, pitch and duration of notes).</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p> <p>I can recognise and use basic structural forms e.g., rounds, variations, rondo, form.</p>	<p>1:1 Tuition:</p> <ul style="list-style-type: none"> • Music Review (specialist provision/choir) • Recorder Concert with Mrs Tadd <p>Clubs:</p> <ul style="list-style-type: none"> • Gotta Dance, Middlesbrough Theatre (Musical Theatre Club) 	<p>I can perform as an ensemble with instructions from the leader/conductor (e.g., hand signals to indicate volume, pitch and duration of notes).</p> <p>I can modulate and control my voice when singing and pronounce the words clearly.</p> <p>I can take the lead in a performance/take on a solo part.</p> <p>I can modulate and control my voice when singing and pronounce the words clearly.</p> <p>I can use a guitar to perform an increasingly complex piece of music.</p>
Specialist Provision	TVMS - 10x weeks ukulele	TVMS - 10x weeks ukulele	TVMS - 10x weeks ukulele	TVMS - 10x weeks guitar	TVMS - 10x weeks guitar	TVMS - 10x weeks guitar
Listening	<p>I know a range of simple musical terminology to describe a piece of music, e.g., pitch / tempo / rhythm / harmony / beat / duration / crescendo etc.</p> <p>I know that the inter-related dimensions of music are used by composers to create different moods and effects.</p> <p>I know there is a relationship between lyrics and melody.</p>	<p>I can describe a piece of music using a wide range of musical vocabulary, e.g., pitch / tempo / rhythm / harmony / beat / duration / crescendo etc.</p> <p>I can identify the different layers of musical instruments that combined create a mood within music.</p> <p>I can identify relationship between lyrics and melody.</p> <p>I can begin to identify and distinguish between different genres of music with support.</p> <p>I can recognise differences between music of different time periods and cultures.</p> <p>I can listen to increasingly complex pieces of music and describe similar themes amongst them.</p>	<p>I know a range of simple musical terminology to describe a piece of music, e.g., pitch / tempo / rhythm / harmony / beat / duration / crescendo etc.</p> <p>I know that the inter-related dimensions of music are used by composers to create different moods and effects.</p> <p>I know there is a relationship between lyrics and melody and can explain their meaning.</p>	<p>I can describe a piece of music using a wide range of musical vocabulary, e.g., pitch / tempo / rhythm / harmony / beat / duration / crescendo etc.</p> <p>I can analyse and compare features from a wide range of music. I can discern and distinguish layers of sound and understand their combined effect.</p> <p>I can begin to identify and distinguish between different genres of music with minimal support.</p> <p>I can recognise differences between music of different time periods and cultures.</p> <p>I can listen to simple pieces of music and describe similar themes amongst them.</p>	<p>I know a range of simple musical terminology to describe a piece of music, e.g., pitch / tempo / rhythm / harmony / beat / duration / crescendo etc.</p> <p>I know that the inter-related dimensions of music are used by composers to create different moods and effects.</p> <p>I know there is a relationship between lyrics and melody and can confidently explain a range of interpretations.</p>	<p>I can describe a piece of music using a wide range of musical vocabulary, e.g., pitch / tempo / rhythm / harmony / beat / duration / crescendo etc.</p> <p>I can consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion.</p> <p>I can begin to identify and distinguish between different genres of music confidently.</p> <p>I can recognise differences between music of different time periods and cultures and place them on a timeline.</p> <p>I can listen to simple pieces of music and describe similar themes amongst them.</p>



		<p>I can verbally recall what I have heard with simple musical vocabulary – volume, tempo, legato, staccato, pulse, beat, harmony etc.</p> <p>I can name and identify an increasing number of instruments in a piece of music and recognise them visually.</p> <p>I can describe the mood of a piece of music using appropriate and increasingly complex adjectives.</p>		<p>I can verbally recall what I have heard with simple musical vocabulary – volume, tempo, legato, staccato, pulse, beat, harmony etc.</p> <p>I can name and identify an increasing number of instruments in a piece of music, recognise them visually and describe their sound.</p> <p>I can describe the mood of a piece of music using appropriate and increasingly complex adjectives and musical vocabulary.</p>		<p>I can verbally recall what I have heard with simple musical vocabulary – volume, tempo, legato, staccato, pulse, beat, harmony etc.</p> <p>I can name and identify an increasing number of instruments in a piece of music, recognise them visually and describe their sound.</p> <p>I can describe the mood of a piece of music using appropriate and increasingly complex adjectives and appropriate musical vocabulary.</p>
Appraising	<p>I know why silence is used in a piece of music. I know a range of genres and tones of music.</p> <p>I know a wider range of simple musical terminology to describe a piece of music, e.g., pitch / tempo / rhythm / harmony / beat duration / crescendo etc.</p> <p>I know that music can be played or listened to for a variety of purposes (including different cultures and periods in history).</p> <p>I know and recognise an increasing number of genres of music: e.g., classical, pop, rock, country.</p>	<p>I can explain why silence is used in a piece of music and say what effect it has.</p> <p>I can identify the genre of a piece of music justifying my answer.</p> <p>I can suggest improvements to my own work and others' work.</p> <p>I can describe the mood of a piece of music using appropriate and increasingly complex adjectives.</p> <p>I can use musical words (pitch, duration, dynamics, tempo) to describe to appraise a piece of music.</p> <p>I can evaluate and improve my own compositions, explaining how it has improved.</p> <p>I can recognise a range of instruments by ear from all four sections of the orchestra.</p> <p>I can internalise and physically show the pulse in various pieces of music using my voice, my body and instruments.</p>	<p>I know how to describe, compare and evaluate music using musical vocabulary.</p> <p>I can suggest improvements to my own or others' work.</p> <p>I can identify and begin to evaluate the features within different pieces of music.</p> <p>I can compare the work of established composers and show preferences.</p>	<p>I can explain why silence is used in a piece of music and say what effect it has.</p> <p>I can identify the genre of a piece of music justifying my answer.</p> <p>I can suggest improvements to my own work and others' work.</p> <p>I can describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</p> <p>I can describe the mood of a piece of music using appropriate and increasingly complex adjectives and musical vocabulary.</p> <p>I can use musical words (pitch, duration, dynamics, tempo) to describe and give my opinion on a piece of music.</p> <p>I can evaluate and improve my own compositions, explaining how it has improved.</p> <p>I can recognise a range of instruments by ear from all four sections of the orchestra.</p>	<p>I know why silence is used in a piece of music.</p> <p>I know a range of genres and tones of music.</p> <p>I know a wider range of simple musical terminology to describe a piece of music, e.g., pitch / tempo / rhythm / harmony / beat duration / crescendo etc.</p> <p>I know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)</p> <p>I know and recognise the genre of a piece of music: e.g., classical, pop, rock, country.</p> <p>I can compare the work of established composers and show preferences.</p>	<p>I can refine and improve my work.</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>I can compare and contrast the impact that different composers from different times had on the people of the time.</p> <p>I can analyse features within different pieces of music</p> <p>I can appraise the introductions, interludes and endings for songs and compositions I have created</p> <p>I can evaluate differences in live and recorded performances</p> <p>I can describe the mood of a piece of music using appropriate and increasingly complex adjectives and appropriate musical vocabulary.</p> <p>I can use musical words (pitch, duration, dynamics, tempo) to describe and give my opinion on a piece of music.</p>



		I can identify the features within a piece of music e.g., introduction, verse, chorus, bridge, repeat, fade).		I can internalise and physically show the pulse in various pieces of music using my voice, my body and instruments. I can identify the features within a piece of music e.g., introduction, verse, chorus, bridge, repeat, fade).		I can evaluate and improve my own compositions, explaining how it has improved. I can recognise a range of instruments by ear from all four sections of the orchestra. I can internalise and physically show the pulse in various pieces of music using my voice, my body and instruments. I can identify the features within a piece of music e.g., introduction, verse, chorus, bridge, repeat, fade).
Notation	I know the difference between minims, crotchets, paired quavers and rests. I know a rest (~) is a silent pause in a piece of music.	I can read simple musical notation (crotchets, paired quavers, rests). I can recognise the musical symbol for a rest (~) I can play music from a rhythmic grid independently and with increasing accuracy. I can begin to read basic pieces of music containing crotchets, paired quavers, minims, allegro, adagio, staves, forte, piano with support.	I understand what the following terminology means with support: crotchets, paired quavers, minims, semibreves, semi-quavers, rests, time-signatures, allegro, adagio, accelerando, rallentando, octaves, lines, clef, dot notation. I can play music from a rhythmic grid independently and with increasing accuracy. I can begin to read basic pieces of music containing crotchets, paired quavers, minims, allegro, adagio, staves, forte, piano with support.	I can recognise and begin to play music including: crotchets, paired quavers, minims, semibreves, semi-quavers, rests, time-signatures, allegro, adagio, accelerando, rallentando, octaves, lines, clef, dot notation. I can play music from a rhythmic grid independently and with increasing accuracy. I can begin to read basic pieces of music containing crotchets, paired quavers, minims, allegro, adagio, staves, forte, piano with support.	I understand what the following terminology means with support: crotchets, paired quavers, minims, semibreves, semi-quavers, rests, time-signatures, allegro, adagio, accelerando, rallentando, octaves, lines, clef, dot notation.	I can recognise and begin to play music including: crotchets, paired quavers, minims, semibreves, semi-quavers, rests, time-signatures, allegro, adagio, accelerando, rallentando, octaves, lines, clef, dot notation with support. I can play music from a rhythmic grid independently and with increasing accuracy. I can read and perform pitch notation within an octave (e.g., C–C/ do–do). I can read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. I can read and play from notation a four-bar phrase, confidently identifying note names and durations.
Knowledge of the history of music	I know identify where genres of music fit in a musical timeline.	Key Musical Pieces: Mama Mia (Unit 1) POP:	I can identify where genres of music fit in a musical timeline.	Key Musical Pieces: We Will Rock You by Queen Smoke On The Water by Deep Purple	I can identify where different genres of music fit in a musical timeline.	Key Musical Pieces: Happy- Pharrell Williams Top of the World- The Carpenters



	<p>I can recognise differences between music of different time periods and cultures.</p>	<p>Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA</p> <p>Glockenspiel Stage 2 (Unit 2): MIXED STYLES: Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive</p> <p>Stop! (Unit 3) GRIME: Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas</p>	<p>I can recognise differences between music of different time periods and cultures.</p> <p>I can name significant artists from various eras.</p>	<p>Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles</p> <p>Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman</p> <p>I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder</p>	<p>I can recognise differences between music of different time periods and cultures.</p> <p>I can name significant artists from various eras along with key pieces of music/compositions.</p>	<p>Don't Worry, Be Happy- Bobby McFerrin Walking on Sunshine- Katrina and the Waves When you're Smiling- Frank Sinatra Love will Save the Day- Brendan Reilly</p> <p>You've Got A Friend by Carole King The Loco-Motion sung by Little Eva, written by Carole King One Fine Day sung by The Chiffons, written by Carole King Up On The Roof sung by The Drifters, written by Carole King Will You Still Love Me Tomorrow by Carole King ● (You Make Me Feel Like) A Natural Woman) by Carole King</p>
<p>Musicianship</p>	<p>I can play notes on tuned and un-tuned instruments with increasing clarity and accuracy.</p> <p>I can perform 'by ear' and from simple notations with increasing independence.</p> <p>I can use a glockenspiel to perform an increasingly complex piece of music.</p> <p>I can use ukulele to perform a piece of music.</p>	<p>I can play notes on tuned and un-tuned instruments with increasing clarity and accuracy.</p> <p>I can perform 'by ear' and from simple notations with increasing independence.</p> <p>I can use a glockenspiel to perform an increasingly complex piece of music.</p> <p>I can use a ukulele to perform an increasingly complex piece of music.</p>	<p>I can play notes on tuned and un-tuned instruments with increasing clarity and accuracy.</p> <p>I can perform 'by ear' and/or from simple notations with increasing independence.</p> <p>I can use a guitar to perform a basic piece of music.</p>			
<p>Extra-curricular opportunities</p>	<ul style="list-style-type: none"> • Recorders (Mrs Tadd) • Piano (Mrs Tadd) • Violin (TVMS) • Brass (Mr Tadd) • Drums (Mr Tadd) • Musical Theatre (Miss Matthews) • Guitar (MusicWork) • Ukulele (Robyn Broadrick) • Choir (Robyn Broadrick) 	<ul style="list-style-type: none"> • Recorders (Mrs Tadd) • Piano (Mrs Tadd) • Violin (TVMS) • Brass (Mr Tadd) • Drums (Mr Tadd) • Musical Theatre (Miss Matthews) • Guitar (MusicWorks) • Ukulele (Robyn Broadrick) • Choir (Robyn Broadrick) 	<ul style="list-style-type: none"> • Recorders (Mrs Tadd) • Piano (Mrs Tadd) • Violin (TVMS) • Brass (Mr Tadd) • Drums (Mr Tadd) • Musical Theatre (Miss Matthews) • Guitar (MusicWorks) • Ukulele (Robyn Broadrick) • Choir (Robyn Broadrick) 			



<p>Composing</p>	<p>I know how to write down my own compositions using pictures, symbols or patterns in a rhythmic grid.</p> <p>I know how to choose sounds to achieve an effect (including use of technology).</p> <p>I know that a pentatonic melody is made up of 5 notes rhythmically played together.</p>	<p>I can order sounds to create a beginning, middle and end.</p> <p>I can represent sounds within my own compositions pictorially with increasing accuracy.</p> <p>I can begin to compose short melodic patterns using two or three notes (tuned instruments/voice).</p> <p>I can create short, rhythmic patterns – sequences of long and short sounds.</p> <p>I am selective in the control used on an instrument in order to create an intended effect.</p> <p>I can create my own symbols to represent sounds.</p> <p>I can choose sounds to create an effect on the listener.</p>	<p>I can write down my own compositions using pictures, symbols or patterns in a rhythmic grid independently.</p> <p>I can choose sounds to achieve an effect (including use of technology).</p> <p>I can begin to use standard notation to write down my compositions.</p> <p>I can choose the most appropriate tempo/instruments for a piece of music to create a desired effect.</p>	<p>I can use technology to compose music which meets a specific criterion.</p> <p>I can read basic notation with support.</p> <p>I can order sounds to create a beginning, middle and end independently.</p> <p>I can represent sounds within my own compositions pictorially with increasing accuracy.</p> <p>I can create short, rhythmic patterns – sequences of long and short sounds.</p> <p>I am selective in the control used on an instrument in order to create an intended effect.</p> <p>I can create my own symbols to represent sounds.</p> <p>I can choose sounds to create an effect on the listener with support.</p>	<p>I know how to write down my own compositions using pictures, symbols or patterns in a rhythmic grid independently.</p> <p>I know how to choose sounds to achieve an effect (including use of technology).</p> <p>I can choose the most appropriate tempo/instruments for a piece of music to create a desired effect.</p> <p>I am able to recognise that different forms of notation serve different purposes.</p>	<p>I can select and use technology to compose music which meets a specific criterion.</p> <p>I can begin to use standard notation to write down my compositions.</p> <p>I can combine groups of beats</p> <p>I can use a variety of different musical devices in my composition e.g., melody, rhythms and chords</p> <p>I can begin to compose short melodic patterns using two or three notes (tuned instruments/voice).</p> <p>I can create short compositions that create a desired effect/tone.</p> <p>I am selective in the control used on an instrument in order to create an intended effect.</p> <p>I can choose sounds to create an effect on the listener.</p>
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