



Music at Parkgate Juniors



At Parkgate we pride ourselves on being a very musical school. In lessons, the children enjoy playing with a wide variety of musical instruments, listening to a huge range of musical genres and chatting about what they like and don't like!

Children can learn guitar, piano and violin with a tutor and our very popular singing club! We encourage all children to join in with our extra-curricular activities. The children love performing at the annual Christmas Concert, (at the Watford Colosseum) singing at 'Young Voices' concerts in London, and also having the opportunity to perform at St Albans Abbey and the Royal Albert Hall! Through these experiences, they realise how much fun and creativity music allows.

They learn the importance of music – how it can break down barriers and how it can inspire them to express themselves when words are not enough.



Music policy on a page

Purpose and Aims

Purpose

To provide opportunities for pupils to create, play, perform and enjoy music.

To develop the skills to appreciate a wide variety of musical forms.

Aims

To enable pupils:

To know how music is influenced by the time, place and purpose for which it was written.

To develop the interrelated skills of performing, composing and appreciating music.

To understand how music can be made, composed, and written down.

To participate in group music-making (including singing)

Provision

Our curriculum is categorised in two ways:

- **Breadth** – We provide opportunities for pupils to experience of a range of musical styles and composers throughout history in line with National Curriculum requirements. Our Singing Club (open to every child) participates in many singing events throughout the year, including local/county/ and regional events. Peripatetic music teaching (violin, guitar, piano) is also available to any child who would like to play a musical instrument.
- **Depth** - Music is taught throughout each academic year and across the key stage so that pupils gain a growing developmental understanding of the skills and objectives in the music curriculum. We use and adapt the 'Charanga' Scheme of Work. This enables non-specialist teachers to teach music confidently, and also provides a cross-curricular approach to music, which engages and involves pupils.

Progression

Progression

Progression is made throughout the key stage with the teaching of Listening, Composition and Performance in each year group. The inter-related dimensions of music (elements) are also taught in each year group, and informal notation is developed into recognition and use of formal notation by the end of the key stage.

Assessment and reporting

We assess pupils' depth of understanding each term, using end of year objectives. We use this information to discern whether pupils have reached Age Related Expectations.

Monitoring, evaluation and improvement

A planning scrutiny is completed every term, ensuring that teaching is covering all the required objectives in each year group. Displays and written work are photographed for evidence. The Music co-ordinator keeps a file for such evidence and any results of pupil/teacher voice/learning walks. This enables the co-ordinator to evaluate the evidence and diagnose strengths/limitations in music teaching and learning. An action plan is in place to improve achievement.

Music

Intent	Aims/ Statement of Intent: Children will experience the historical and cultural inspirations for music globally. Children will develop their creativity in composing, performing and appraising. Children will confidently understand and use vocabulary related to music composition and performance. Children recognise and use appropriate musical notation.						
	Knowledge and skills: Interrelated dimensions in music. Ability to apply these dimensions to compose or improvise musical pieces. Confidence in using voices in harmony/canon/unison. Confidence to appraise and appreciate musical genres. Recognition and use of staff notation.						
Implementation	Approaches to learning/How our pupils learn: Sequenced planning, building on skills, leading to performance. Opportunities to appraise musical pieces and genres. Working collaboratively. Listening and comparing music from a range of genres and historical periods. Call and response. Games which target development of rhythm, pulse and improvisation. Modelled work						
	Support: Differentiated levels of exercises through each unit of work. Supported/scaffolded questioning.						
	Enrichment (including link and opportunities): Singing club. School performances (Christmas/ year group performances/Music concert) Peripatetic teaching in violin, guitar and piano.						
Impact	Skills: Describe music with interrelated Dimensions of Music. Sing and perform in solos and ensembles, playing instruments with increased control expression and accuracy. Use staff notation when composing. Appreciate a wide range of global and historical music.				Attitudes/ wellbeing and personal development: Confidence in performance, creativity, ability to express opinions and respond to others.		
	Book study method	SDS	Pupil Voice	Recordings	Learning walks	Work scrutiny	Assessment
	Marking and feedback		Performances		feedback	planning	

		Curriculum Overview - Music							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Lower Key Stage 2	Year 3	'Let your Spirit fly' Genre - R&B Comparison to other popular songs	Glockenspiel Stage 1 Introduction to playing an instrument: Improvisation and Composition	'3 Little Birds' Genre - Reggae	'Dragon Song' Genre – Traditional songs/ music from around the world	'Bringing us together' Genre - Disco	Reflect/rewind/replay Consolidate learning and perform	Year 3	Lower Key Stage 2
	Year 4	'Mamma Mia' Genre – pop: ABBA study	Glockenspiel Stage 2 Introduction to playing an instrument: Improvisation and Composition	'Stop!' Genre – Grime and other examples of electronic music	'Lean on Me' Genre – Soul/ Gospel music	Blackbird' Beatles study: Telling a story	Reflect/rewind/replay Consolidate learning and perform	Year 4	
Upper Key Stage 2	Year 5	'Livin' on a Prayer' Genre – Rock anthems	Classroom Jazz 1 Genre – Jazz/swing	'Make you feel my love' Genre – Pop Ballads	'Fresh Prince of Bel-Air' Genre – Old school Hip-Hop	'Dancing in the Street' Genre - Motown	Reflect/rewind/replay Consolidate learning and perform	Year 5	Upper Key Stage 2
	Year 6	'Happy' Songs with similar themes	Classroom Jazz 2 Genre – Jazz improvisation and composition	A New Year Carol Benjamin Britten's music and cover versions	'You've Got A Friend' The music of Carole King	Music and Me a study of 4 international inspirational female artists	Reflect/rewind/replay Consolidate learning and perform	Year 6	

Music - Progression of knowledge and skills

**Progression made clear in bold*

Year 3	Knowledge	Skills
Listening and Appraising	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To know the structure of the genre being studied. To choose one song and be able to talk about: <ul style="list-style-type: none"> ❖ Its lyrics: what the song is about ❖ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ❖ Identify the main sections of the song (introduction, verse, chorus etc.) ❖ Name some of the instruments heard in the song To find and demonstrate the pulse. To know the difference between pulse and rhythm. To know how pulse, rhythm and pitch work together to create a song. To know that every piece of music has a pulse/steady beat. To know the difference between a musical question and an answer. 	<p>To confidently identify and move to the pulse.</p> <ul style="list-style-type: none"> To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.
Composition	<ul style="list-style-type: none"> To know what a composition is To know how to use different ways of recording compositions (letter names, symbols, audio etc.) 	<p>Create a simple melody using one, three or five different notes.</p> <ul style="list-style-type: none"> Plan and create a section of music that can be performed within the context of the unit song. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance (including singing)	<ul style="list-style-type: none"> To know that singing in a group can be called a choir To know why you must warm up your voice To understand how simple classroom instruments can be played. To show confidence when performing. 	<p>To sing in unison and in simple two-parts.</p> <ul style="list-style-type: none"> To demonstrate a good singing posture. To follow a leader when singing. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. <p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> Play any one, or all of four, differentiated parts on a tuned instrument To rehearse and perform their part within the context of the Unit song.

Year 4	Knowledge	Skills
Listening and Appraising	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To know the structure of the genre being studied. To choose one song and be able to talk about: <ul style="list-style-type: none"> ❖ Its lyrics: what the song is about ❖ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ❖ Identify the main sections of the song (introduction, verse, chorus etc.) ❖ Name some of the instruments heard in the song <p>How pulse, rhythm and pitch work together</p> <ul style="list-style-type: none"> Know the difference between pulse and rhythm How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. 	<p>To confidently identify and move to the pulse.</p> <ul style="list-style-type: none"> To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. <p>Using musical vocabulary to help them discuss the music.</p>
Composition	<ul style="list-style-type: none"> To practise using different ways of recording compositions (letter names, symbols, audio etc.) 	<p>Help create at least one simple melody using one, three or all five different notes.</p> <ul style="list-style-type: none"> Plan and create a section of music that can be performed within the context of the unit song. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance (including singing)	<p>To know that singing in a group can be called a choir</p> <ul style="list-style-type: none"> Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad To understand how a solo singer makes a thinner texture than a large group To know why you must warm up your voice 	<p>To sing in unison and in simple two-parts.</p> <ul style="list-style-type: none"> To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.

Year 5	Knowledge	Skills
Listening and Appraising	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them and why To know the style of the five songs. To know the structure of the genre being studied. To choose 2/3 songs and be able to talk about: <ul style="list-style-type: none"> ❖ Its lyrics: what the song is about ❖ Some of the style indicators of the songs ❖ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ❖ Identify the main sections of the song (introduction, verse, chorus etc.) ❖ Name some of the instruments heard in the song ❖ Know the historical context of the songs <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <ul style="list-style-type: none"> How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. 	<p>To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical vocabulary when discussing a piece of music. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes them feel.
Composition	<ul style="list-style-type: none"> To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure To recognise the connection between sound and symbol To recognise different ways of writing music down – e.g. staff notation, symbols. To recognise the notes C, D, E, F, G, A, B + C on the treble stave To recognise the instruments they might play or be played in a band or orchestra. 	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance (including singing)	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <ul style="list-style-type: none"> To choose a song and be able to talk about: <ul style="list-style-type: none"> ❖ Its main features ❖ Singing in unison, the solo, lead vocal, backing vocals or rapping ❖ To know what the song is about and the meaning of the lyrics <p>To know and explain the importance of warming up your voice</p>	<p>To sing in unison and to sing backing vocals.</p> <ul style="list-style-type: none"> To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To experience rapping and solo singing. To listen to the group when singing. <p>To rehearse and perform a part within the context of the Unit song.</p>

Year 6	Knowledge	Skills
Listening and Appraising	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them and why To know the style of the five songs. To know the structure of the genre being studied. To choose 3/4 songs and be able to talk about: <ul style="list-style-type: none"> ❖ Its lyrics: what the song is about ❖ Some of the style indicators of the songs ❖ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ❖ Identify the main sections of the song (introduction, verse, chorus etc.) ❖ Name some of the instruments heard in the song ❖ Know the historical context of the songs <p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <ul style="list-style-type: none"> How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. 	<p>To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical vocabulary when discussing a piece of music. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes them feel.
Composition	<ul style="list-style-type: none"> To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure To recognise different ways of writing music down – e.g. staff notation, symbols. To recognise the notes C, D, E, F, G, A, B + C on the treble stave To recognise the instruments they might play or be played in a band or orchestra. 	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance (including singing)	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to the audience To choose a song and be able to talk about: <ul style="list-style-type: none"> ❖ Its main features ❖ Singing in unison, the solo, lead vocal, backing vocals or rapping ❖ To know what the song is about and the meaning of the lyrics <p>To know and explain the importance of warming up your voice</p>	<p>To sing in unison and to sing backing vocals.</p> <ul style="list-style-type: none"> To demonstrate a good singing posture. To follow a leader when singing. To sing with awareness of being 'in tune'. To experience rapping and solo singing. To listen to the group when singing. <p>To rehearse and perform a part within the context of the Unit song.</p>



MUSIC VOCABULARY LADDER



Year 3	Year 4	Year 5	Year 6
texture dynamics tempo rhythm pitch introduction verse chorus genre pulse musical question musical answer structure appraising lyrics improvise compose bass drums guitar keyboard synthesizer hook melody electric guitar organ backing vocals riff Reggae pentatonic scale Disco.	<u>Revision of Year 3 vocabulary, plus the following:</u> solo unison rhythm patterns musical style rapping choreography digital/electronic sounds turntables synthesizers by ear notation piano acoustic guitar percussion birdsong civil rights racism equality	<u>Revision of Lower KS2 vocabulary, plus the following:</u> Rock bridge backbeat amplifier Bossa Nova syncopation Swing tune/head note values note names Big bands ballad interlude tag ending strings piano cover Old-school Hip Hop deck backing loops Funk scratching timbre Soul groove bass line brass section harmony melody	<u>Revision of KS2 vocabulary, plus the following:</u> style indicators Neo Soul producer Motown Blues Jazz ostinato phrases Urban Gospel

Resources we use

Charanga

Since 2020, we have been using Charanga, a very comprehensive scheme with exciting and relevant units of work. Children have the opportunity to listen, sing, perform and improvise along with different genres of music from history. There are many resources in this scheme to use to help children improvise, compose and perform their musical ideas.

School productions

Within the school year, each year group will prepare and perform a play to an audience. This includes singing and arranging music for the performances, as well as opportunities to sing solo or in harmonies.

Clubs

There is a Singing club which meets weekly throughout the school year, and allows all pupils the opportunity to sing a variety of structured songs.

Peripatetic music lessons

There are opportunities for children to learn the violin, guitar and piano with peripatetic teachers. Within these lessons, they can have access to the instruments, learn to play a wide range of music solo and in small groups and also be entered for Music Grade exams. At the end of the spring term, the children take part in a concert for their parents, showcasing their progress over the year.

Cultural Capital

Our music opportunities help the children to deepen their awareness of their individual cultures. They also come to recognise the societal, historic and mental impact music has in their lives.

Year 4 and 5 have worked with Hertfordshire Music Hub to perform a selection of choral and other arrangements in St Albans Abbey. This is part of the Chorister Outreach Project.

During Cross-Curricular weeks, there is a visit from a music group to link the theme with music. Previously, we have had a visit from an African drummer to link with our recycling theme, and learned Edwardian music hall songs to link with our historical theme.

We have forged links with the local community: A parent of former pupils, who has a career in music production, offers drumming tuition and assemblies to the school. Electric Umbrella, a local charity based in Hemel Hempstead, performs to us and engages the children in workshops. They aim to challenge pre-conceived ideas about learning disabilities and inclusion.

The Singing club participate in a national choir annual event (Young Voices) which gives them the opportunity to be part of a larger choir and see different singers and bands perform.

Every assembly, the children sing songs about a variety of different themes (Out of the Ark), and are encouraged to listen to a wide range of different musical genres as they enter assembly.

Music Endpoints

Year 3	WTS	EXS	GDS
Unit 1 – Let Your Spirit Fly	<p>Identify the structure of a piece: verse, chorus</p> <p>Identify the instruments/voices: Male/female voices, drums, guitar, keyboard.</p> <p>Clap a steady beat whilst listening</p> <p>Copy back, play rhythmic patterns.</p> <p>Play instrumental parts as part of the performance.</p> <p>Improvise in the lessons and as part of the performance: C</p>	<p>Identify the structure of a piece: Introduction, verse, chorus.</p> <p>Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.</p> <p>Find the pulse while listening.</p> <p>Copy back, play, invent rhythmic and melodic patterns: C, sometimes with D and reading notes.</p> <p>Play instrumental parts accurately and in time, as part of the performance: F, G + C by ear.</p> <p>Improvise in the lessons and as part of the performance: C and sometimes D.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance, using C, D + E.</p> <p>Singing in 2 parts.</p> <p>Know the difference between pulse and rhythm.</p>	<p>Identify funky rhythms, tempo changes, dynamics.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Copy back, play, invent rhythmic and melodic patterns: C + D and reading notes.</p> <p>Play instrumental parts accurately and in time, as part of the performance: E, F, G, A, B + C by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance: C + D</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance, using C, D, E, F + G.</p>
Unit 2 – Glockenspiel Stage 1	<p>Learn to play the notes C, D, E + F.</p> <p>Improvise using the notes C + D.</p> <p>Compose using the notes C+ D</p> <p>Learn to play these tunes:</p> <ul style="list-style-type: none"> • Easy E • Strictly D 	<p>Learn to play the notes C, D, E + F.</p> <p>Improvise using the notes C + D.</p> <p>Compose using the notes C, D, E + F.</p> <p>Learn to play these tunes:</p> <ul style="list-style-type: none"> • Easy E • Strictly D • Play Your Music • Drive • Dee Cee’s Blues • What’s Up • D-E-F-initely • Roundabout • March of the Golden Guards •Portsmouth <p>Know the difference between pulse and rhythm.</p>	<p>Learn to play and read the notes C, D, E + F.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p>

Unit 3 –Three Little Birds	<p>Identify the instruments/voices: drums, electric guitar, keyboard, male, backing vocals. Find a steady beat. Copy back, play, invent rhythmic patterns. Improvise in the lessons and as part of the performance using C</p>	<p>Identify the piece’s structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. Find the pulse Copy back, play, invent rhythmic and melodic patterns using C, sometimes with D and reading notes. Singing in unison. Play instrumental parts accurately and in time, as part of the performance, using G +A Improvise in the lessons and as part of the performance, using C and sometimes D. Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. Know the difference between pulse and rhythm.</p>	<p>Identify funky rhythms, tempo changes and dynamics. Copy back, play, invent rhythmic and melodic patterns using C + D and reading notes. Improvise in the lessons and as part of the performance, using C + D. Play instrumental parts accurately and in time, as part of the performance, using C +A Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D, E, G + A (pentatonic scale). Know how pulse, rhythm and pitch work together to create a song.</p>
Unit 4 –The Dragon Song	<p>Identify a theme for the song Identify the instruments/voices: Keyboard, drums, a female singer. Retell the story of the song Copy back, play, invent rhythmic patterns Improvise in the lessons and as part of the performance: G, A + B</p>	<p>Identify the themes: Kindness, respect, friendship, acceptance and happiness. Identify the instruments/voices: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story Copy back, play, invent rhythmic and melodic patterns: G, sometimes A and reading notes. Singing in 2 parts. Play instrumental parts accurately and in time, as part of the performance: G by ear. Improvise in the lessons and as part of the performance: G, A or B. Compose a simple melody using simple rhythms and use as part of the performance. Know the difference between pulse and rhythm.</p>	<p>Explain how the music could create a story in their imagination, and describe the story, giving reasons to support ideas. Copy back, play, invent rhythmic and melodic patterns: G + A and reading notes. Play instrumental parts accurately and in time, as part of the performance: G, A + B by ear and from notation. Improvise in the lessons and as part of the performance: G, A + B. Know how pulse, rhythm and pitch work together to create a song.</p>

Unit 5 – Bringing us together	<p>Find the steady beat while listening. Identify the instruments/voices you can hear: Keyboard, drums, a female singer. Retell the story of the song Copy back, play, invent rhythmic patterns Improvise in the lessons and as part of the performance, using C</p>	<p>Find the pulse while listening. Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story Copy back, play, invent rhythmic and melodic patterns using C and sometimes A and reading notes. Singing in 2 parts Play instrumental parts accurately and in time, as part of the performance, using C. Improvise in the lessons and as part of the performance, using C and sometimes A. Compose a simple melody using simple rhythms. and use as part of the performance Using the notes: C, A + G. Know the difference between pulse and rhythm.</p>	<p>Identify funky rhythms, tempo changes, dynamics. Explain how the music could create a story in their imagination, and describe the story, giving reasons to support ideas. Copy back, play, invent rhythmic and melodic patterns using C + A and reading notes. Play instrumental parts accurately and in time, as part of the performance using G, A + C. Improvise in the lessons and as part of the performance, using C + A Compose a simple melody using simple rhythms. and use as part of the performance Using the notes: C, D, E, G + A (pentatonic scale). Know how pulse, rhythm and pitch work together to create a song.</p>
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Year 4	WTS	EXS	GDS
Unit 1 – Mamma Mia!	<p>Identify the verses and chorus.</p> <p>Identify the instruments/voices: Keyboard sounds, electric guitar, drums Know that a steady beat is called a pulse.</p> <p>Copy back, play, invent rhythmic patterns</p> <p>Singing in unison.</p> <p>Improvise in the lessons and as part of the performance using G.</p>	<p>Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</p> <p>Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.</p> <p>Find the pulse whilst listening</p> <p>Copy back, play, invent rhythmic and melodic patterns using G, sometimes A and reading notes.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time, as part of the performance using G by ear.</p> <p>Improvise in the lessons and as part of the performance using G and sometimes A.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance, using the notes G, A + B.</p> <p>Know the difference between pulse and rhythm and be able to keep the internal pulse.</p>	<p>Identify changes in tempo, dynamics and texture.</p> <p>Copy back, play, invent rhythmic and melodic patterns using G + A and reading notes.</p> <p>Play instrumental parts accurately and in time, as part of the performance using G + A by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance using G + A.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance, using the notes G, A, B, D + E (pentatonic scale).</p> <p>Make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>
Unit 2 – Glockenspiel Stage 2	<p>Learn different rhythm patterns.</p> <p>Play the notes C,D,G</p> <p>Practise tunes from Stage 1:</p> <ul style="list-style-type: none"> ● Portsmouth ● Strictly D ● Play Your Music ● Drive 	<p>Learn more complex rhythm patterns.</p> <p>Revise and play the notes C, D, E, F + G.</p> <p>Learn to play these tunes:</p> <ul style="list-style-type: none"> ● Mardi Gras Groovin' ● Two-Way Radio ● Flea Fly ● Rigadoon ● Mamma Mia <p>Compose using the notes C, D, E, F + G.</p> <p>Know the difference between pulse and rhythm and be able to keep the internal pulse.</p>	<p>Revise, play and read the notes C, D, E, F + G.</p> <p>Make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>
Unit 3 – Stop!	<p>Know the difference between the verses and chorus</p> <p>Identify the instruments- Digital/electronic sounds.</p> <p>Find the pulse whilst listening</p> <p>Copy back, play, invent rhythmic patterns.</p> <p>Singing in unison and in parts</p>	<p>Identify the structure: Intro and 6 rapped verses, each with a sung chorus.</p> <p>Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums.</p> <p>Find the pulse whilst listening</p> <p>Copy back, play, invent rhythmic and melodic patterns: C, sometimes D and reading notes.</p>	<p>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture.</p> <p>Copy back, play, invent rhythmic and melodic patterns: C + D and reading notes</p> <p>Make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>

		<p>Singing and rapping in unison and in parts.</p> <p>Compose own rapped lyrics about bullying or another topic or theme that you decide as a class.</p> <p>Know the difference between pulse and rhythm and be able to keep the internal pulse.</p>	
Unit 4 – Lean On Me	<p>Identify the piece's structure: Intro, verse 1, chorus, verse 2, chorus, <i>bridge</i>, verse 3</p> <p>Identify the instruments/voices: Male vocal, piano, drums</p> <p>Find the pulse whilst listening</p> <p>Copy back, play, invent rhythmic patterns.</p> <p>Singing in unison.</p> <p>Play instrumental parts in time</p> <p>Improvise in the lessons and as part of the performance: F.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: F+ G.</p>	<p>Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro</p> <p>Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ</p> <p>Find the pulse whilst listening</p> <p>Copy back, play, invent rhythmic and melodic patterns, using F sometimes G and reading notes.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time, as part of the performance using C + F by ear.</p> <p>Improvise in the lessons and as part of the performance: F and sometimes G.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: F, G + A.</p> <p>Know the difference between pulse and rhythm and be able to keep the internal pulse.</p>	<p>Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p> <p>Copy back, play, invent rhythmic and melodic patterns, using F + G and reading notes.</p> <p>Play instrumental parts accurately and in time, as part of the performance using E, F + G by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance: F + G.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D, F, G + A.</p> <p>Make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>
Unit 5 - Blackbird	<p>Identify a theme of the song.</p> <p>Identify instruments/voices: Solo male vocals in the verses, acoustic guitar, percussion, birdsong.</p> <p>Copy back, play, invent rhythmic patterns</p> <p>Singing in unison.</p> <p>Play instrumental parts in time.</p> <p>Improvise in the lessons and as part of the performance, using C.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C+D</p>	<p>Identify the themes: Equality, civil rights.</p> <p>Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.</p> <p>Explain how the words of the song tell a story</p> <p>Copy back, play, invent rhythmic and melodic patterns, using C, sometimes D and reading notes.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time, as part of the performance using C + G by ear.</p> <p>Improvise in the lessons and as part of the performance using C and sometimes D.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance, using the notes: C, D + E.</p> <p>Know the difference between pulse and rhythm and be able to keep the internal pulse.</p>	<p>Explain how the music could create a story in their imagination, and describe the story, giving reasons to support ideas.</p> <p>Copy back, play, invent rhythmic and melodic patterns, using C + D and reading notes.</p> <p>Play instrumental parts accurately and in time, as part of the performance using G, A, B + C by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance using C, D + E.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance, using the notes: C, D, E, G + A (pentatonic scale).</p> <p>Make musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>

Year 5	WTS	EXS	GDS
Unit 1 – Livin’ On A Prayer	<p>Identify where each section of the song changes, and explain how.</p> <p>Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.</p> <p>Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer: G.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time as part of the performance</p> <p>Improvise in the lessons and as part of the performance, using G.</p> <p>Compose a melody using simple rhythms and use as part of the performance.</p>	<p>Identify the piece’s structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.</p> <p>Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.</p> <p>Find the pulse whilst listening.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer: G + A and reading notes.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time as part of the performance, using G, A + B by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance, using G + A.</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes: G, A + B. Know the style indicators of Rock music.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p>	<p>Identify changes in tempo, dynamics and texture.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer: G, A + B and reading notes.</p> <p>Play instrumental parts accurately and in time as part of the performance, using D, E, F sharp + G by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance, using G, A + B.</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes: G, A, B, D + E (pentatonic scale).</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
Unit 2 – Classroom Jazz 1	<p>Can find differences between the styles of three note Bossa and five note Swing</p> <p>Identify instruments/voices: Piano, bass, drums, glockenspiel.</p> <p>Improvise in a Bossa Nova style using G</p> <p>Improvise in a swing style using the notes: D + E.</p>	<p>Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead.</p> <p>Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.</p> <p>Identify instruments/voices: Piano, bass, drums, glockenspiel.</p> <p>Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.</p> <p>Improvise in a Bossa Nova style using the notes: G, A + B.</p> <p>Improvise in a swing style using the notes D, E, G.</p> <p>Know the style indicators of Bossa Nova and Jazz</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together</p>	<p>Improvise in a swing style using the notes D, E, G, A + B.</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>

		to make a song sound interesting, and be able to keep the internal pulse.	
Unit 3 – To Make You Feel My Love	<p>Identify where each section of the song changes, and explain how.</p> <p>Identify the instruments/voices: Strings, piano, guitar, bass, drums.</p> <p>Discuss the pulse and the tempo of the music.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer: C</p> <p>Singing in unison.</p> <p>Improvise in the lessons and as part of the performance, using C.</p>	<p>Identify the structure Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.</p> <p>Identify the instruments/voices: Strings, piano, guitar, bass, drums</p> <p>Discuss the pulse, tempo, dynamics, texture.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer: C + D and reading notes.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time as part of the performance, using C, D + E by ear.</p> <p>Improvise in the lessons and as part of the performance, using C + D.</p> <p>Know the style indicators of a Pop Ballad</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes: C, D + E.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p>	<p>Rhythm and Pitch Copy Back, and Question and Answer: C, D + E and reading notes.</p> <p>Play instrumental parts accurately and in time as part of the performance, using C, D, E, F + G by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance, using C, D + E.</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes: C, D, E, F + G.</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
Unit 4 – Fresh Prince Of Bel-Air	<p>Identify the differences between the verses and the chorus</p> <p>Identify the instruments/voices: drums, bass, synthesizer, rapper.</p> <p>Find the pulse whilst listening.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer, using D.</p> <p>Play instrumental parts accurately and in time as part of the performance, using D + A by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance, using D.</p>	<p>Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.</p> <p>Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.</p> <p>Find the pulse whilst listening.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer, using D + E and reading notes.</p> <p>Play instrumental parts accurately and in time as part of the performance, using G + A by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance, using D + E.</p> <p>Know the style indicators of Old-School Hip-Hop</p>	<p>Find the pulse whilst listening. Identify changes in tempo, dynamics and texture.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer, using D, E + F and reading notes.</p> <p>Play instrumental parts accurately and in time as part of the performance, using C, D, E, F, G, A by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance, using D, E + F.</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes: D, E, F, G + A</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>

		<p>Compose a melody using simple rhythms and use as part of the performance, using the notes: D, E + F.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p>	
Unit 5 – Dancing In The Street	<p>Identify the differences between the verses and the chorus</p> <p>Identify instruments/voices: Female voice and female backing, keyboard, drums, bass guitar, brass section (trumpet, trombone and sax).</p> <p>Find the pulse whilst listening.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer, using F</p> <p>Singing in two parts.</p> <p>Play instrumental parts accurately and in time as part of the performance, using G by ear.</p> <p>Improvise in the lessons and as part of the performance, using D.</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes: C+D</p>	<p>Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.</p> <p>Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).</p> <p>Find the pulse whilst listening.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer, using F + G and reading notes.</p> <p>Singing in two parts.</p> <p>Play instrumental parts accurately and in time as part of the performance, using G + A by ear.</p> <p>Improvise in the lessons and as part of the performance., using D + E.</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes: C, D, + E.</p> <p>Know the style indicators of Motown.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p>	<p>Identify changes in tempo, dynamics and texture.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer, using F, G + A and reading notes.</p> <p>Play instrumental parts accurately and in time as part of the performance, using F, G , A, + D by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance, using D, E + F</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes: C, D E, F + G.</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>

Year 6	WTS	EXS	GDS
Unit 1- Happy	<p>Describe the structure of the song, using verses and chorus.</p> <p>Identify the instruments/voices they can hear.</p> <p>Discuss the music in terms of tempo, pulse, dynamics, pitch.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer, using A.</p> <p>Singing in two parts.</p> <p>Play instrumental parts accurately and in time as part of the performance, using A + G by ear.</p> <p>Improvise in the lessons and as part of the performance, using A.</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes: A + G</p>	<p>Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear.</p> <p>Talk about the musical dimensions used in the song.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer, using A + G and reading notes.</p> <p>Singing in two parts.</p> <p>Play instrumental parts accurately and in time as part of the performance, using A, G + B by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance, using A + G.</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes: A, G + B.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p>	<p>Rhythm and Pitch Copy Back, and Question and Answer, using A, G + B and reading notes.</p> <p>Play instrumental parts accurately and in time as part of the performance, using G, A, B, C, D + E by ear and from notation</p> <p>Improvise in the lessons and as part of the performance, using A, G + B.</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes: C, E, G, A + B.</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
Unit 2 – Classroom Jazz 2	<p>Describe the structure of the song, using verses and chorus.</p> <p>Identify the instruments/voices they can hear.</p> <p>Discuss the music in terms of tempo, pulse, dynamics, pitch.</p> <p>Play instrumental parts with the music by ear using the notes C, D,E And C, G, F (Meet The Blues).</p> <p>Improvise in Bacharach Anorak using the notes: C, D</p> <p>Improvise in a Blues style using the notes: C.</p>	<p>Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear.</p> <p>Talk about the musical dimensions used in the songs.</p> <p>Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues).</p> <p>Improvise in Bacharach Anorak using the notes: C, D, E, F, G.</p> <p>Improvise in a Blues style using the notes: C, Bb, G.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p>	<p>Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C</p> <p>Improvise in a Blues style using the notes: C, Bb, G, F + C.</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>

Unit 3 – A New Year Carol	<p>Describe the structure of the song, using verses and chorus.</p> <p>Identify the instruments/voices they can hear.</p> <p>Discuss the music in terms of tempo, pulse, dynamics, pitch.</p> <p>Clap some of the rhythms used in the song.</p>	<p>Describe the style indicators of the song/music. Describe the structure of the song.</p> <p>Identify the instruments/voices they can hear.</p> <p>Talk about the musical dimensions used in the song.</p> <p>Clap some of the rhythms used in the song.</p> <p>Learn some musical phrases that are sung in the song.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p>	<p>Describe the mood and story told in the music/songs.</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>
Unit 4 – You’ve Got A Friend	<p>Describe the structure of the song, using verses and chorus.</p> <p>Identify the instruments/voices they can hear.</p> <p>Discuss the music in terms of tempo, pulse, dynamics, pitch.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer, using A.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time as part of the performance, using G, A + B by ear.</p> <p>Improvise in the lessons and as part of the performance, using A.</p>	<p>Describe the style indicators of the song/music. Describe the structure of the song.</p> <p>Identify the instruments/voices they can hear.</p> <p>Talk about the musical dimensions used in the song.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer, using A + G and reading notes.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time as part of the performance, using C, D, E + F by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance, using A + G.</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes: A, G + E.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p>	<p>Rhythm and Pitch Copy Back, and Question and Answer, using A, G + E and reading notes</p> <p>Play instrumental parts accurately and in time as part of the performance, using D, E, F, G, A, B + C by ear and from notation.</p> <p>Improvise in the lessons and as part of the performance, using A, G + E.</p> <p>Compose a melody using simple rhythms and use as part of the performance, using the notes E, G, A, C + D.</p> <p>Take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>