

MUSIC AT DOWNSVIEW

Our Vision (Intent)

At Downsview, we value music as a universal language and believe that all children can achieve musical excellence. Our ambitious and rich music curriculum aims to engage and inspire pupils to develop both a love of music and their skills as musicians. We provide children with a range of opportunities to cultivate their cultural understanding and develop their musical competencies, such as appreciating and understanding a wide range of music from different traditions. As our pupil's progress through our curriculum, we teach them to engage critically with music, allowing them to compose, and to listen with discrimination to music drawn from different traditions and from great composers and musicians. By the time our children leave Downsview, they have been equipped with this knowledge and understanding as well as having an appreciation of a breadth of musical forms. We value the link between music and wellbeing and the power sharing music can have on our mood and sense of belonging.

How we plan and teach Music (Implementation)

At Downsview, we follow the National Curriculum for Music which is delivered in weekly lessons. The lessons are focused on developing a child's musical abilities as well as focusing on skills developed within the New Model Music Curriculum. By building up these skills steadily over the course their time at Downsview, we aim to have them leave as well rounded musicians capable of performing and composing in individual and group scenarios.

In the Early Years, music and movement form a valued part of every-day learning. Listening opportunities are planned to develop children's ability to listen attentively and to move to and talk about music. Through regular opportunities to listen to music, children are supported to notice and respond to a steady beat by singing, tapping, dancing or using instruments. Children are supported to express their feelings about music and to understand that their response is personal and valued. As they progress from Nursery to Reception, children are taught to discuss changes and patterns in music. Children learn a range of songs and develop their ability to match the pitch of another person to follow the melodic shape of the song. In Nursery and Reception, children are given opportunities to play instruments to express their feelings and ideas. They are encouraged to create their own songs using their own ideas and inspired by familiar songs. In both Nursery and Reception, children are exposed to music from across the world.

As the children progress into Key Stage 1 and throughout Key Stage 2, children have a weekly music lesson. Children regularly engage in structured listening exercises to develop their aural discrimination and memory. They are exposed to a range of carefully selected pieces of music from different genres, periods, traditions and styles and familiarised with the words of some great composers such as Mendelssohn and Brahms. They are taught to recognise and understand how music is constructed using notes, scales, chords and keys.

Children are guided to understand how music is created, produced and communicated both with instruments and technology. They are taught to recognise and read musical notation. Children are also taught to create and compose their own music both independently and collaboratively using their technical and constructive knowledge to give their composition expressive meaning. All children are taught to learn a musical instrument. At Downsview, we have selected the ukulele as it provides opportunities for tuning and for playing independently, in ensemble groups of different sizes. It also provides a meaningful context for exploring tablature as a contrasting system for notation from the stave.

Furthermore, children are taught to play an instrument for at least one term a year thus developing their skill with handling instruments as well as allowing to look at a practical application of music while gaining an experience that will stay with them into the future and inspire them to develop their musical practice.

Singing is a highly valued part of our music curriculum. Children are explicitly taught to sing with increasing accuracy, control, fluency and expression. Where our children's voices are valued throughout our curriculum as part of our weekly singing assemblies. Children's singing voices are equally valued and developed. Singing together with correct posture and proud projection in assemblies is a joyful and intentional practice opportunity and the benefits of singing and music for children's wellbeing are highlighted and promoted. Which also highlights and encourages children to strive to perfection in preparation for performances throughout the year. Throughout their time at Downsview, children develop an understanding of the history of music. They are also taught to use vocabulary associated with key musical concepts with precision and confidence. Vocabulary related to pitch, dynamics, tempo, timbre, texture and structure enables children to analyse and reflect on music they listen to and create. Children are taught to understand that these elements work together in an interrelated way to give musical expression.

At our school we are committed to providing a range of musical experiences for our pupils and their school experience is punctuated with chances for them to perform for an audience including Nativity plays in Key Stage 1, Christmas Carol Concerts in Key Stage 2 and a leavers play in Year 6 in which they can demonstrate all of the expertise they have developed over their time at Downsview.






How we evaluate learning in Music (Impact)

Assessment for Learning in Music at Downsview should happen in a way that allows a teacher to understand a pupil's strengths and weaknesses within the subject while not hampering their creativity and not impacting what they may or may not do. It should also allow a teacher to see where a student needs help, whether in a practical sense with holding or playing a certain instrument or in a theoretical sense with their understanding of pitch.

MUSIC OVERVIEW






Main Areas of Study

Year Group	Unit 1	Unit 2	Unit 3
ONE	<i>Untuned Percussive Instruments</i>	Singing	Music Theory
TWO			
THREE	<i>Recorders</i>		
FOUR	<i>Trumpets</i>		
FIVE	<i>Ukelele</i>		
SIX			






YEAR ONE			
Unit	Untuned Percussion	Singing	Music Theory
NC	<p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion and classroom percussion, playing repeated rhythm patterns (ostinati) to maintain a steady beat.</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform word-pattern chants; create, retain and perform their own rhythm patterns.</p>	<p>Sing simple songs with a range of mi-so, chants and rhymes from memory collectively at the same pitch, responding to simple visual directions.</p> <p>Sing a range of call and response songs to control vocal pitch and match pitch with accuracy.</p>	<p>Understand the difference between a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform while taking turns.</p> <p>Recognise how graphic notation can represent created sounds. Exploring and inventing their own symbols.</p>
Thread	  <p>Performing Composing</p>	 <p>Singing</p>	  <p>Listening Composing</p>
Overview	<p>Our key learning will be based on percussion and forming basic rhythms. This will begin using body percussion until a clear understanding of rhythm is displayed and then introducing instruments to further expand opportunities for rhythmic patterns.</p>	<p>Our key learning will be based on singing basic songs. It will begin with simple call and response songs and develop over the course of the module so as to develop confidence, singing in pitch and unison. The module will end with them singing a simple song from memory.</p>	<p>Our key learning will be based on understanding the difference between rhythm and pitch. It will go on further to creating rhythm and pitch patterns and discerning between them. Towards the end of the module, students will be introduced to graphic notation and how it can resemble the sounds they make. They will then experiment and invent their own graphic notation.</p>
Key questions	<ul style="list-style-type: none"> • What is rhythm? • What is a beat? • What rhythm has just been made? • How can I copy that rhythm? • How should this instrument be held? • Can I copy a rhythm on this instrument? 	<ul style="list-style-type: none"> • Can I copy a chant? • Can I sing a small tune? • Is my pitching accurate? • Can I control how loud I sing? • Can I remember a longer melody? • What instructions may be given to me in song? 	<ul style="list-style-type: none"> • What is rhythm? • What is pitch? • What is the difference between rhythm and pitch? • Can I create patterns using pitch and rhythm? • What does notation mean? • What are some examples of notation? • Can I create my own examples of notation?
Knowledge	<p>Prior knowledge: The children will have had access to some music resources in Reception. Using these will have created a basic awareness of beat and rhythm though they may not be aware.</p> <p>Future knowledge: With a strong knowledge of World War 2, the children in secondary school will do further work on world conflict. In KS3, the programme is to cover WW1, WW2 (political leadership) and the Holocaust.</p>	<p>Prior knowledge: The children would have sung nursery rhymes in Reception and before. This will give them an idea on how to sing in unison.</p> <p>Future knowledge: Children in KS3/4 are to study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles.</p>	<p>Prior knowledge: Using their knowledge of beat and rhythm from earlier in the year, children will understand rhythm.</p> <p>Future knowledge: The children in KS3 are required to study further European and non- European societies such and the Qing dynasty and Mughal India.</p>

Specific Vocabulary	Rhythm, Beat, copy.	Chant, Call and Response, Melody, Pitch, Louder, Quieter, Softly	Rhythm, Pitch, Notation,
Yearly Vocabulary	Instrument, Tune, Song, High, Low, Fast, Slow		
Skills	Singing	<ul style="list-style-type: none"> • Sing simple songs and chants • Maintain pitch • Sing clearly in unison 	
	Listening	<ul style="list-style-type: none"> • Be a good audience member • Identify themes in a call and response songs. 	
	Composing	<ul style="list-style-type: none"> • Create musical sounds in a sequence • Recognise and create graphic notation 	
	Musicianship	<ul style="list-style-type: none"> • Perform copycat rhythms • Explore percussion instruments • Sing familiar songs in high and low voices. 	





YEAR TWO

Unit	Untuned Percussion	Singing	Music Theory
NC	<p>Create and play copycat rhythms for others to copy on untuned percussion.</p> <p>Work with a partner to improvise simple question and answer phrases</p>	<p>Regularly sing songs with increasing accuracy</p> <p>Know the meaning of dynamics and tempo and follow a leader's instructions to demonstrate these.</p>	<p>Use Graphic, dot and stick notation to keep record of composed pieces.</p> <p>Begin to group beats in 2's and 3's</p>
Thread	  <p>Performing Composing</p>	 <p>Singing</p>	  <p>Listening Composing</p>
Overview	<p>Our key learning will be based on inventing, creating and copying rhythm patterns on untuned instruments. These will then develop into question and answer themes where one person will perform a question which will be answered by another person.</p>	<p>Our key learning will be based on singing songs with increased confidence and accuracy. It will feature a greater range in notes and will feature dynamics allowing the children to understand forte and piano as well as features of tempo.</p>	<p>Our key learning will focus on counting beats. Not just in 4's but also in 2's and 3's. This will allow children to record music more accurately which they will do using graphic, dot and stick notation. Using these skills, they will record simple 3 note patterns in these formats.</p>
Key questions	<ul style="list-style-type: none"> • What was just played? • What makes a good rhythm? • What makes a good question theme? • How can I improvise an answer? 	<ul style="list-style-type: none"> • What pitch do I need to sing in? • What is meant by dynamics? • What is meant by tempo? • How can I sing louder without shouting? • What is forte? • What is piano? 	<ul style="list-style-type: none"> • Where are the emphasised beats? • Am I counting in 2, 3 or 4? • What is dot and stick notation? • How can I record changes in pitch? • Is the pitch higher or lower? • Are there other ways I could record this?
Knowledge	<p>Prior knowledge: The children (Y1) have studied rhythm and beat. It will allow them to have an understanding of what is required to make a rhythm.</p> <p>Future knowledge: Using this knowledge, children will begin to develop and create their own small, self-composed pieces for performance.</p>	<p>Prior knowledge: The children (Y1) have sung in the previous year which means they have confidence with singing and with correct pitch.</p> <p>Future knowledge: Following this, the children will develop their singing skills in order to perform to each other in unison. This will allow them to gain an easier understanding of singing as part of an ensemble.</p>	<p>Prior knowledge: The children (Y1) have been introduced to graphic notation so should understand how to record it. There should also be an understanding of how many beats are in a bar and what pitch is.</p> <p>Future knowledge: The development of the skills learned this year, will be used in order to have the children begin to understand, compose and create their own songs with an awareness of notation as well as musical terminology.</p>

Specific Vocabulary	Question, Answer, theme, untuned instruments, rhythm.	Dynamic, Tempo, Forte, Piano, unison.	Dot notation, Stick Notation, Emphasis,
Yearly Vocabulary	Rhythm, beat, pitch, sing, copy, repeat, notation, play, instrument.		
Skills	Singing	<ul style="list-style-type: none"> • Sing songs with a small pitch range, pitching accurately • Know the meaning of dynamics and tempo and be able to demonstrate these when singing. 	
	Listening	<ul style="list-style-type: none"> • Understanding the origins of the music they are listening to. 	
	Composing	<ul style="list-style-type: none"> • Work with a partner to create simple question and answer phrases. • Use graphic symbols, dot notation and stick notation to keep a record of composed pieces 	
	Musicianship	<ul style="list-style-type: none"> • Understand the beat of a piece can change tempo. • Group beats in 2's and 3's • Sing short phrases independently within a singing game or short song. • Read and respond to rhythm pattern and record them in stick notation • Recognise dot notation and apply it to 3-note tunes played on tuned percussion instruments. 	






YEAR THREE			
Unit	Recorder	Singing	Music Theory
NC	<p>Develop facilities in playing tuned percussion or melodic instrument.</p> <p>Play and perform melodies using staff notation and a small range (Middle C-E)</p>	<p>Sing a widening range of unison songs with a pitch range of do-so tunefully and with expression. Perform forte and piano (loud and soft)</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo changes</p>	<p>Structure musical ideas to create music that has a beginning, middle and end.</p> <p>Compose in response to different stimuli (e.g. stories, verse, images) and musical sources</p>
Thread	  <p>Performing Composing</p>	 <p>Singing</p>	  <p>Listening Composing</p>
Overview	<p>Our key learning will be based on creating and performing a small, self-made arrangement. Pupils will be introduced to the staff and dot notations in order to differentiate between lower and higher pitches. They will learn crotchets and paired quavers to discern tempo.</p>	<p>Our key learning will be about singing a song in unison as a class. They will be tasked with discerning the beat and tempo of the song and then using their singing skills in order to perform in unison with their peers. They will be taught to differentiate the pitch in order to sing the notes of the song.</p>	<p>Our key learning will be about how to compose and what goes into making music. They will be tasked with creating their own songs creating simple melodies from various inspirations that they will create for themselves. They will develop the song over the course of the module to have a completed song.</p>
Key questions	<ul style="list-style-type: none"> • What is a staff? • What is a melody? • How do we change pitch? • How do we change tempo? • How can I display my melody? • What is the best way to perform? 	<ul style="list-style-type: none"> • What is pitch? • Why is changing pitch important? • What is tempo? • Why is keeping in tempo important? 	<ul style="list-style-type: none"> • What has inspired me? • Why would this note work better here? • How can tempo effect the song? • How can I create a lyric? • Does my melody fit the lyric?
Knowledge	<p>Prior knowledge: The children would have learnt what pitch and tempo (Y1) and that pitch can change. (Y2)</p> <p>Future knowledge: Continued practise and experimentation with tuned musical instruments will allow for the children to more easily adapt to changes in instrumentation as they have an understanding and practical ability of core musical understanding</p>	<p>Prior Knowledge The children will have experience singing in a group due to singing assemblies. They can apply skills learnt using song with a reduced pitch. (Y2)</p> <p>Future Knowledge By understanding the basic principles of singing in unison, the children will be able to sing with increasing confidence as part of an ensemble</p>	<p>Prior Knowledge The children would have learnt about basic melody structures (Y1) and used some basic songwriting abilities. (Y2)</p> <p>Future Knowledge By understanding the basics of composition, it gives the children a strong basis for which to create more sustained compositions of their own.</p>
Specific Vocabulary	<p>Staff, clef, middle c, dot notation, do-re-mi, allegro, adagio, crochet, paired quaver, quaver, rhythm</p>	<p>Fah, so, beat, verse, chorus, lyric, forte, piano, expression.</p>	<p>Structure, pattern, melody, inspiration, harmony.</p>

Yearly Vocabulary	Unison, solo, trio, quartet, duo, rising, falling, expression, clarity, improvise, compose, tempo, dynamic, pitch, woodwind, brass, strings, percussion	
Skills	Singing	<ul style="list-style-type: none"> • Singing on pitch • Singing in time • Following a melody • Inflicting expression on a note
	Listening	<ul style="list-style-type: none"> • Being a good audience member • Telling changes between pitch • Differentiate between different notes in a structured piece of music.
	Composing	<ul style="list-style-type: none"> • Using staff and dot notation • Using crochets and quavers to express tempo and rhythm • Use a clef to preface a stave • Know the musical notes from an octave (C to C) • Use musical technology to separate between notes and tones (do to fah) • Implement allegro and adagio
	Performing	<ul style="list-style-type: none"> • Play a tuned instrument • Follow stave and dot notation • Understand difference between crochet and quavers • Applying allegro and adagio phrases






YEAR FOUR			
Unit	Trumpets	Singing	Music Theory
NC	<p>Develop facility in basic skills of a selected musical instrument through a sustained learning period</p> <p>Play and perform melodies using staff notation using a small range (Mid C- G)</p>	<p>Sing unison songs with a range of an octave pitching the voice accurately and following directions for getting louder (<i>crescendo</i>) and quieter (<i>decrescendo/diminuendo</i>)</p> <p>Sing rounds and partner songs in different time signatures.</p>	<p>Combine rhythmic notation with letter names to create pentatonic phrases and compose using limited 5 note phrases.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood</p>
Thread	  <p>Performing Composing</p>	 <p>Singing</p>	 <p>Composing</p>
Overview	<p>Our key learning will be building on work from Y3 in recorder skills, however, this time they will be playing the trumpet. This will allow children to begin to further experiment with different musical instruments whilst also being able to carry over some skills they had previously learnt.</p>	<p>Our key learning will be based on singing songs in unison with a greater range being pitched accurately. The octave range on songs allows them to sing some basic seas shanties and other simple songs. This will be used to allow children to sing rounds and partner songs that appear in different time signatures.</p>	<p>Our key learning will be focused on the introduction of more sustained compositions. Children will begin to take their knowledge gained from previous years and start combining these together to create their own pieces of music. This will be enhanced by talking about the mood that the music conveys to bring appropriate emotion.</p>
Key questions	<ul style="list-style-type: none"> • How can I play this instrument more effectively? • How can I extend the range of music I can play? • Have I followed the stave notation? • Has my notation extended further than E? 	<ul style="list-style-type: none"> • What is an octave? • Am I pitching notes correctly? • Am I keeping time with the rest of the class? • Have I kept to my part? (Round/partner songs) • What time signature is this? 	<ul style="list-style-type: none"> • What is a chord? • What is the difference between a major chord and a minor chord? • What kind of emotion does this music present itself as having and why? • Is this emotion relevant to what the music needs to be for?
Knowledge	<p>Prior knowledge: The children (Y3) have learnt how to read in stave notation and how to change tempo within a piece (Y2). This will be combined with a knowledge of different rhythms (Y1)</p> <p>Future knowledge: Continued practise and experimentation with tuned musical instruments will allow for the children to more easily adapt to changes in instrumentation as they have an understanding and practical ability of core musical understanding</p>	<p>Prior knowledge: The children (Y3) will have had experience of singing in Key Stage singing practice. As well as knowledge that emphasis on beats can be in different places (Y2)</p> <p>Future knowledge: By continued practice of singing it allow for a greater confidence in group singing. The use of partner songs allows for further practice and rehearsal for smaller group activities later in school and KS3 with possibilities for duet and quartet groups.</p>	<p>Prior knowledge: The children will have looked previously about why music may or may not inspire them. This can be extrapolated to see how music can convey emotion. They also would have had experience with organising and arranging notes to form basic melodies.</p> <p>Future knowledge: By understanding the emotions music can illicit, children become prepared to further demonstrate a certain theme rather than just an emotion. It would also benefit improvisational work further up in the school to know certain chords have a certain timbre to them.</p>

Specific Vocabulary	Continued breathing, melody, staff notation, range, pitch	Octave, pitch, tempo, time signature, keeping time, counterpoint, round, call and response, chorus, verse, crescendo, diminuendo	Major, Minor, Chord, Resolved, Unresolved, pentatonic, scale
Yearly Vocabulary	Notation, pitch, tempo, dynamics, chord, unison, solo, phrase, composition,		
Skills	Singing	<ul style="list-style-type: none"> • Sing on pitch • Sing in time with a group • Apply appropriate dynamics and expression upon notes. • Following and Responding to a melody 	
	Listening	<ul style="list-style-type: none"> • Being a good audience member • Hearing emotions and themes within a composed piece of work • Hearing the difference between major and minor chords. 	
	Composing	<ul style="list-style-type: none"> • Using stave notation • Using different crotchets, quavers, minims and rests to add tempo to a piece of work. • Using a limited amount of notes to create a piece • Using a composition to convey emotion. 	
	Performing	<ul style="list-style-type: none"> • Can present a piece of self-composed work to a class • Play a tuned instrument • Follow stave notation • Can add in crescendo and diminuendo phrases where appropriate 	

YEAR FIVE

Unit	Ukeleles	Singing	Music Theory
NC	<p>Play melodies on melodic instruments which follow staff notation and have a range of one octave from middle C</p> <p>Understand how triads are formed and perform simple chordal accompaniment to popular songs</p>	<p>Sing a range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>Sing three-part rounds, songs with a verse and chorus and partner songs</p>	<p>Working in pairs, create a short ternary piece (piece in three parts)</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment</p>
Thread	 <p>Performing</p>	  <p>Singing Performing</p>	  <p>Listening Composing</p>
Overview	<p>Our key learning will be based on using ukeleles to provide a different type of melodic instrument to use and play on.</p> <p>During this time, we will use the ukeleles to create a basic melody with the octave range so the children can learn a new instrument within a range they are familiar with</p>	<p>Our key learning will be based on building up performance technique while sing and building on the repertoire of the children, so they are able to sing a wider variety of songs in groups of varying sizes.</p>	<p>Our key learning will be based on creating a mood within a piece of music and understanding the symbolism behind the music. By listening to contemporary examples of music, the children will be able to understand the thematic elements of music and then incorporate these into their own work.</p>
Key questions	<ul style="list-style-type: none"> • How should a ukelele be held? • What are the differences between a string instrument and a brass instrument? • What range am I playing in? • What is a chord? • How can I accompany a song best? 	<ul style="list-style-type: none"> • What is the correct dynamic to apply to this song? • Am I keeping in tempo with the other performers? • Am I singing too loudly/ can my voice be heard? • Am I putting expression into what I am singing? • Have I regarded any crescendos or diminuendos? 	<ul style="list-style-type: none"> • What theme/mood/environment am I aiming to replicate? • What are the key features of that and how can I reproduce a similar feel via music? • Have I considered dynamics when contemplating a mood? • Have I considered chords as well as single notes?
Knowledge	<p>Prior knowledge: The children have a basic understanding of chords which will allow them to accompany well. They also have a good understanding of octave ranges and how to correctly position digits on an instrument.</p> <p>Future knowledge: With a good knowledge of another musical instrument, it allows children to further broaden their horizons in regard to musical ensembles they partake in as well as allows them to further understand music for compositional tasks in Y6 and KS3.</p>	<p>Prior knowledge: The children, by this time, should be more confident singers and able to sing easily and well. They will have been introduced to different genres of music over the years in school and this should allow to have a basic understand of the mood and tone of the music they are singing to.</p> <p>Future knowledge: A strong repertoire will allow children to further their vocal talents in choirs and ensembles or all shapes, sizes, and genres effectively. It also prepares them for Y6 and upcoming leavers play which will involve vocals, to some extent, from everyone</p>	<p>Prior knowledge: Work from the previous year looking at major and minor chords as well as what effect different chords can have on a piece of music.</p> <p>Future knowledge: The children in KS3 are required to create original pieces. They will use their knowledge of pieces they have prepared in KS 2 in an environment which allows them to experiment and practise so as to succeed later.</p>

Specific Vocabulary	Chord, open, string, tuning, ensemble, solo, hand placement, barre		Ternary, expression, timbre, composition, stave, theme, brief, piano, forte, allegro.
Yearly Vocabulary	Ensemble, instrument, notation, expression, dynamics, crescendo, diminuendo, chord, note, timing, pitch.		
Skills	Singing	<ul style="list-style-type: none"> To sing with appropriate dynamics based on the size of group singing. To sing on pitch with the accompaniment. 	
	Listening	<ul style="list-style-type: none"> To understand that emotion and themes can be conveyed through music. To appreciate music of different genres and styles To be a good audience member to members of class. 	
	Composing	<ul style="list-style-type: none"> To compose with a theme or emotion in mind. To show awareness of what chords and progressions of notes can provide a mood. To follow a brief when composing. To work collaboratively incorporating ideas from both parties. 	
	Performing	<ul style="list-style-type: none"> To perform as a group with increasing ability To know and perform a greater range of songs To work collaboratively in order to create a strong performance 	

YEAR SIX			
Unit	Instrument Playing	Singing	Music Theory
NC	<p>Play and follow staff notation written on one staff and notes throughout an octave making decisions about dynamics choices from loud to quiet.</p> <p>Accompany their melody and others using block chords or a bass line on keyboards, tuned percussion or tablets.</p>	<p>To sing a range of songs including those with syncopated rhythm as part of a choir with a sense of ensemble including rhythm, phrasing, accurate pitching and appropriate style</p> <p>To continue singing 3- and 4-part rounds with increasing confidence and experiment with placing of singers (no longer in discrete parts)</p>	<p>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C,D,E,G,A) playing the melody on tuned percussion and/or orchestral instruments complete with notation</p>
Thread	 <p>Performing</p>	  <p>Singing Performance</p>	  <p>Listening Composing</p>
Overview	<p>Our key learning will provide a final opportunity to play on tuned instruments before leaving for secondary school. This will allow the children to further hone skills they learnt in previous years and maintain what they have practiced in previous years</p>	<p>Our key learning will be based on continuing the practice of singing as part of a group. With focus falling on precision and perfection through repeated practice. This allows students to get a sense of their own identity as part of a communal group which allows them to better grow and focus as musicians.</p>	<p>Our key learning will be based on the formulation and creation of a 8-16 bar piece of work of the children's own design. This builds on the work they have done in previous years where work would have been created around a set mood or theme. This will allow them to have more creative control and make a piece that resonates with their own modes and ideas.</p>
Key questions	<ul style="list-style-type: none"> How should I hold the instrument to play it correctly? What range am I playing my instrument in? Can I play this successfully a part of an ensemble? How can I accompany a song best? 	<ul style="list-style-type: none"> What is the rhythm of this piece? Am I keeping in tempo despite the syncopation? Am I listening to the correct part of the piece? Am I singing the correct part or have I moved to another line? Am I working well as part of a choir or am I being too loud? 	<ul style="list-style-type: none"> What mood am I aiming for in my piece? What chords and structures can convey this emotion? What instrumentation would I like to see used? Is what I'm creating meeting the idea I have in my mind? Would extra instrumentation help enhance my work here?
Knowledge	<p>Prior knowledge: The children will need to utilise skills they have learnt from performing with various instruments over the course of their time at school. They should understand the best way to perform as part of a group or as a soloist.</p> <p>Future knowledge: Performing as part of a group and the adaptability to grasp a new instrument will help as part of their music going forward as secondary school music features elements of performance.</p>	<p>Prior knowledge: The children will have been singing as part of a group for multiple years and should have a firm grasp of how to sing well as part of a choir. This will prepare them for no longer being in discrete parts</p> <p>Future knowledge: Children will be using this for leaver's plays and more performance opportunities in the school before moving onto secondary school where the opportunities to perform in larger more varied choirs will present themselves.</p>	<p>Prior knowledge: The previous years would have allowed the children to create mood within music with set examples and aims. This groundwork will complement their learning this year.</p> <p>Future knowledge: The children in KS3 are required to compose their own pieces should they continue to study music</p>

Specific Vocabulary	Position, range, accompaniment, soloist	syncopation, part, harmony, melody, dynamics.	Emotion, instrument, chord, tone, structure, bar,
Yearly Vocabulary	Ensemble, rhythm, tempo, part, beat, pulse, timbre, note, pitch, high, low, unison		
Skills	Singing	<ul style="list-style-type: none"> • To sing coherently as an ensemble using relevant dynamics. • To add appropriate emotion to a song being sung. 	
	Listening	<ul style="list-style-type: none"> • To understand that emotion and themes can be conveyed through music. • To appreciate music of different genres and styles • To be a good audience member to members of class. • To listen to fellow performers and adapt what you do in order to best accompany them. 	
	Composing	<ul style="list-style-type: none"> • To understand the emotion a piece is meant to convey. • To consider how certain chords convey emotion. • To understand the timbre of certain instruments helps convey a different emotion 	
	Performing	<ul style="list-style-type: none"> • To perform as a group with increasing ability • To know and perform a greater range of songs • To work collaboratively in order to create a strong performance 	