



Opening Doors, Enriching Lives

## Music at Tanfield Lea Community Primary School

*'What I have in my heart and soul must find a way out. That's the reason for music.'*

*Ludwig Van Beethoven*

### Pre-School

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn 1:</b>            - We Are Musical!            - Musical Me!            -Phase 1 Phonics            (N.C.1/N.C.2/N.C.3)</p> <hr/> <p><b>Autumn 2:</b>            - We Are Musical!            - Nativity            -Phase 1 Phonics            (N.C.1/N.C.2/N.C.3)</p> <hr/> <p><b>-Spring 1:</b>            - We Are Musical!            - Music Service            -Phase 1 Phonics            (N.C.1/N.C.2/N.C.3/N.C.4)</p> <hr/> <p><b>Spring 2:</b>            - We Are Musical!            - Musical Me!            -Phase 1 Phonics            (N.C.1/N.C.2/N.C.3/N.C.4)</p> <hr/> <p><b>Summer 1:</b>            - We Are Musical!            - Musical Me!            - Phase 1 Phonics            (N.C.1/N.C.2/N.C.3/N.C.4)</p> <hr/> <p><b>Summer 2:</b>            - We Are Musical!            - Musical Me!            -Phase 1 Phonics            (N.C.1/N.C.2/N.C.3/N.C.4)</p>	<p>Begin to introduce:</p> <p><b>Sounds:</b> a thing that can heard</p> <p><b>Instrument:</b> an object or device for producing musical sounds.</p> <p><b>Pulse/beat:</b> like a heartbeat, a steady beat underlying the music</p> <p><b>Pitch:</b> high sounds, low sounds</p> <p><b>Tempo:</b> speed</p> <p><b>Genre:</b> the type of music, e.g. pop, jazz, folk, classical</p>	<p>NC1:</p> <p>-Sing songs and perform movements (e.g. clapping/ body percussion) begin to think about a steady beat (pulse).</p> <p>-Begin to explore singing at different speeds (tempo) and high/low (pitch) to create moods and feelings.</p> <p>-Begin to discover how to use the voice to create loud/quiet and soft, spikey sounds.</p> <p>NC2:</p> <p>-Play instruments to music, beginning to think about a steady beat.</p> <p>-Understand how to hold and play an instrument with care.</p> <p>-Explore the different sounds instruments (loud, quiet, soft, smooth, spikey) make.</p> <p>-Choose an instrument to begin to create sounds and learn the names of four percussion instruments (tambourine, claves, triangle and drum).</p> <p>NC3:</p> <p>-Begin to express feelings in music by responding to different moods in a piece of music.</p> <p>-Begin to listen to different genres of music</p> <p>NC4:</p> <p>-Begin to investigate a variety of ways to create sound with different materials.</p> <p>-Experiment performing songs and music together with body movements.</p>

## Reception

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn 1:</b>                      - <b>We Are Musical!</b>                      - <b>Charanga: Me</b>                      (N.C.1/N.C.2/N.C.3/N.C.4)</p> <hr/> <p><b>Autumn 2:</b>                      - <b>We Are Musical!</b>                      - <b>Nativity</b>                      (N.C.1/N.C.3/N.C.4)</p> <hr/> <p><b>Spring 1:</b>                      - <b>We Are Musical!</b>                      - <b>Musical Me!</b>                      (N.C.1/N.C.2/N.C.3/N.C.4)</p> <hr/> <p><b>Spring 2:</b>                      - <b>We Are Musical!</b>                      - <b>Music Service</b>                      (N.C.1/N.C.2/N.C.4)</p> <hr/> <p><b>Summer 1:</b>                      - <b>We Are Musical!</b>                      - <b>Charanga: Our World</b>                      (N.C.1/N.C.2/N.C.3/N.C.4)</p> <hr/> <p><b>Summer 2:</b>                      - <b>We Are Musical!</b>                      - <b>Musical Me!</b>                      (N.C.1/N.C.2/N.C.3/N.C.4)</p>	<p>Please refer to Pre-school Vocabulary and also include:</p> <p><b>Rhythm:</b> pattern of sound</p> <p><b>Dynamics:</b> loud, quiet, getting louder, getting quieter</p> <p><b>Timbre:</b> the character of a sound, e.g. smooth sound, spikey sound, scratchy sound</p> <p><b>Texture:</b> layers in the music, e.g. one sound or several sounds</p>	<p><b>NC1:</b></p> <ul style="list-style-type: none"> <li>-Sing songs and perform movements (e.g. clapping/ body percussion) to a steady beat-learn the word pulse.</li> <li>-Explore singing at different speeds (tempo) and high/low (pitch) to create moods and feelings.</li> <li>-Discover how to use the voice to create loud/quiet (dynamics) and soft, smooth, spikey (timbre) sounds.</li> </ul> <p><b>NC2:</b></p> <ul style="list-style-type: none"> <li>-Play instruments to a steady beat.</li> <li>-Understand how to hold and play an instrument with care.</li> <li>-Explore the different sounds instruments make (dynamics, timbre).</li> <li>-Choose an instrument to create specific sounds and learn the names of seven percussion instruments (four previous, plus: bells, guiro and egg shaker) and begin to investigate a tuned instrument (xylophone).</li> </ul> <p><b>NC3:</b></p> <ul style="list-style-type: none"> <li>-Express feelings in music by responding to different moods in a piece of music.</li> <li>-Listen to different genres of music and confidently respond with voice and movement (hand and whole body movements).</li> </ul> <p><b>NC4:</b></p> <ul style="list-style-type: none"> <li>-Investigate a variety of ways to create sound with different materials and make your own instruments.</li> <li>-Experiment performing songs and music together with body movements to a steady beat/pulse.</li> </ul>

### Key Stage 1.

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes NC1.1
- play tuned and untuned instruments musically NC1.2
- listen with concentration and understanding to a range of high-quality live and recorded music NC1.3
- experiment with, create, select and combine sounds using the inter-related dimensions of music. NC1.4

## Year 1 and 2 Cycle A:

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn 1:</b></p> <p>-Charanga: <b>Hey You!</b> (N.C.1/N.C.2/N.C.3)</p> <p>-Harvest Festival (N.C.1)</p> <hr/> <p><b>Autumn 2:</b></p> <p>-Nativity (N.C.1)</p> <hr/> <p><b>Spring 1:</b></p> <p>-Pirates (Sea shanties) (N.C.1/N.C.2)</p> <hr/> <p><b>Spring 2:</b></p> <p>-Charanga: <b>In the Groove</b> (N.C.1/ N.C.2/N.C.3)</p> <hr/> <p><b>Summer 1:</b></p> <p>-Charanga: <b>Your Imagination (Expressive Explorer)</b> (N.C.1/ N.C.2/N.C.3)</p> <hr/> <p><b>Summer 2:</b></p> <p>-Music Service (N.C.2/N.C.4)</p>	<p><b>As Early Years and including:</b></p> <p><b>Allegro:</b> performed at a brisk speed.</p> <p><b>Moderato:</b> at a moderate speed.</p> <p><b>Largo:</b> in a very slow speed.</p> <p><b>Bar:</b> (also called a measure) is one small segment of music that holds a certain number of beats.</p> <p><b>Percussion:</b> a musical instrument played by striking with hand, stick or beater, or by being shaken.</p> <p><b>Tuned (pitched) percussion instrument:</b> instrument used to produce musical notes of one or more pitches.</p> <p><b>Melody:</b> a sequence of single notes that is musically satisfying; a <b>tune</b>.</p> <p><b>Rhythm:</b> a strong, regular repeated pattern of movement or sound.</p> <p><b>Composer:</b> a person who writes music, especially as a professional occupation.</p>	<p><b>NC1.:</b></p> <p>-Discover how the voice can produce rhythm and pulse, high and low pitch to create different effects.</p> <p>-Sing with expression, confidence and creativity to an audience.</p> <p>-Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p><b>NC2:</b></p> <p>-Play instruments to a steady beat/pulse showing an awareness of others.</p> <p>-Understand how to play an instrument with care and attention</p> <p>-Repeat and investigate simple beats and rhythms.</p> <p>-Play instruments to create specific sounds and learn the names of ten percussion instruments (seven previous, plus: Indian bells, woodblocks and maracas) and continue to play a tuned instrument (xylophone).</p> <p>-Learn to play sounds linking with symbols.</p> <p><b>NC3:</b></p> <p>-Reflect on music and say how it makes people feel, act and move.</p> <p>-Respond to different composers and discuss different genres of music.</p> <p><b>NC4:</b></p> <p>-Investigate making sounds that are very different (loud and quiet, high and low etc.).</p> <p>-Create a sequence of long and short sounds with help, including clapping longer rhythms.</p> <p>-Explore own ideas and change as desired</p>

## Year 1 and 2 Cycle B:

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn 1:</b></p> <p><b>-Music Service</b> (N.C.1/N.C.4)</p> <p><b>-Harvest Festival</b> (N.C.1)</p> <hr/> <p><b>Autumn 2:</b></p> <p><b>-Music Service</b> (N.C.1/N.C.4)</p> <p><b>-Nativity</b> (N.C.1)</p> <hr/> <p><b>Spring 1:</b></p> <p><b>-Great Fire of London</b> (N.C.2/N.C.4)</p> <hr/> <p><b>Spring 2:</b></p> <p><b>-Expressive Music</b> (Weather linked to the Isle of Coll) (N.C.3)</p> <hr/> <p><b>Summer 1:</b></p> <p><b>- Australia (Composition)</b> (N.C.1/N.C.2)</p> <hr/> <p><b>Summer 2:</b></p> <p><b>-Holidays from The Past</b> (N.C.1/N.C.2)</p>	<p>As previous years and including:</p> <p><b>Melodic shape:</b> this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the melody suddenly jumps to a much higher sound, or that goes down slowly when the melody gently falls. This "line" gives the contour or shape of the melodic line</p> <p><b>Perform:</b> to carry out or accomplish an action, task or function.</p> <p><b>Performance:</b> an act of performing.</p> <p><b>Notation:</b> a series or system of written symbols used to represent elements in music.</p>	<p><b>NC1:</b></p> <ul style="list-style-type: none"> <li>-To improvise in making sounds with the voice.</li> <li>- Perform songs using creativity and expression and create dramatic effect</li> <li>-Sing with a sense of the shape of a melody (melodic shape).</li> </ul> <p><b>NC2:</b></p> <ul style="list-style-type: none"> <li>-Perform simple patterns (rhythm) and accompaniments keeping to a steady pulse.</li> <li>-Understand how to control playing a musical instrument so that they sound, as they should.</li> <li>-Play instruments (tambourine, woodblocks and maracas) to create specific sounds and learn to play a xylophone (tuned instrument).</li> <li>-Play from symbol notation (e.g. note names/symbols)</li> </ul> <p><b>NC3:</b></p> <ul style="list-style-type: none"> <li>-Notice how music (different composers and genres) can be used to create different moods and effects and to communicate ideas.</li> <li>-Sort instruments into different types (shakers, wooden, metal etc).</li> </ul> <p><b>NC4:</b></p> <ul style="list-style-type: none"> <li>-Use sounds to achieve an effect. (including use of ICT)</li> <li>-Choose carefully and order sounds in a beginning, middle and end.</li> <li>-Create short musical patterns (rhythms). Investigate long and short sounds</li> <li>- Explore changes in pitch to communicate an idea.</li> </ul>

**KEY STAGE 2:**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression NC2.1
- Improvise and compose music for a range of purposes using the inter-related dimensions of music NC2.2
- Listen with attention to detail and recall sounds with increasing aural memory NC2.3
- Use and understand staff and other musical notations NC2.4
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians NC2.5
- Develop an understanding of the history of music. NC2.6

## Year 3 and 4 Cycle A:

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn 1:</b></p> <p>-Ukulele (yr4)</p> <p>-STOP! (yr3)</p> <p>(N.C.1/N.C.4)</p> <hr/> <p><b>Autumn 2:</b></p> <p>-Ukulele (yr4)</p> <p>-3 Little Birds (yr3)</p> <p>(N.C.1/N.C.4)</p> <p>-Local and Christmas Song</p> <p>(N.C.1)</p> <hr/> <p><b>Spring 1:</b></p> <p>-Ukulele (yr4)</p> <p>-Tubby the Tuba and Brass Instruments (yr3)</p> <p>(N.C.1/N.C.4)</p> <p>-Gala Songs</p> <p>(N.C.1)</p> <hr/> <p><b>Spring 2:</b></p> <p>-Ukulele (yr3)</p> <p>-STOP! (yr4)</p> <p>(N.C.1/N.C.4)</p>	<p>As previous years and including:</p> <p><b>Chord:</b> a group of (typically three or more) notes sounded together, as a basic harmony.</p> <p><b>Musician:</b> a person who plays a musical instrument, especially as a profession, or is musically talented.</p> <p><b>Compose:</b> write or create (a work of art, especially music)</p> <p><b>Orchestra:</b> a group of instrumentalists.</p> <p><b>Solo:</b> a piece played or sung featuring single performer.</p>	<p><b>NC1:</b></p> <p>-Sing in tune.</p> <p>-Perform simple melodic and rhythmic parts.</p> <p>-Beginning to understand the importance of pronouncing the words in a song well.</p> <p>-Start to show control in voice. Perform with confidence.</p> <p>-To learn the basic chords on the ukulele to be able to perform simple song.</p> <p>-Begin to play a glockenspiel (notes CDEF).</p> <p><b>NC2:</b></p> <p>-Create a short musical pattern lasting 4 bars for an untuned instrument to achieve a satisfactory musical effect (link this to your topic e.g. fanfare, or sound recreating a type of weather, carnival rhythm, sounds from a coal pit)</p> <p><b>NC3:</b></p> <p>-To notice and explore the way sounds can be combined and used expressively.</p> <p>-Listen to different types of composers and musicians.</p> <p><b>NC4:</b></p> <p>-Learn to read chord notation when playing the ukulele</p> <p><b>NC5:</b></p> <p>-Begin to recognise and identify instruments being played.</p> <p>-Comment on likes and dislikes.</p> <p>-Recognise how musical elements can be used together to compose music.</p> <p><b>NC6:</b></p> <p>-Begin to learn about The History of Music (Timeline)</p> <p>Set pieces to use for this:</p> <p>100 Classical Musical tracks used in assembly on weekly basis.</p> <p>When looking at any composer refer to the Music Period chart to put them in context with other music and the rest of the world.</p> <p>(Set pieces to use for this:</p> <p>100 Classical Musical tracks used in assembly on weekly basis)</p>

## Year 3 and 4 Cycle B:

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn 1:</b> -Ukulele (N.C.1/N.C.4)</p> <hr/> <p><b>Autumn 2:</b> -Ukulele (N.C.1/N.C.4)</p> <p>-Christmas Song (N.C.1)</p> <hr/> <p><b>Spring 1:</b> -Ukulele (N.C.1/N.C.4) -Gala Songs (Y3) (N.C.1)</p> <hr/> <p><b>Spring 2 and Summer 1:</b> -Charanga: Glockenspiels (Play and Compose-stage 1: Y3 objectives) (N.C.2)</p> <p>-----</p> <p><b>Charanga: Glockenspiels</b> (Play and Compose-stage 2: Y4 objectives) (N.C.1/N.C.2)</p> <hr/> <p><b>Summer 2:</b> -Peter and the Wolf And Woodwind Instruments (N.C. 3/N.C.5/N.C.6)</p>	<p>As previous years and including:</p> <p><b>Ensemble:</b> a group of musicians who perform together.</p> <p><b>Minim:</b> a note having the time value of two crotchets, or half a semibreve, represented by a ring with a stem.</p> <p><b>Crotchet:</b> a note having the time value of a quarter of a semibreve or half a minim, represented by a large solid dot with a stem.</p> <p><b>Semibreve:</b> a note having the time value of two minims or four crotchets, represented by a ring with no stem. It is the longest note now in common use.</p> <p><b>Ostinato:</b> a continually repeated musical phrase or rhythm.</p> <p><b>Forte:</b> a thing at which someone excels.</p>	<p><b>NC1:</b></p> <ul style="list-style-type: none"> <li>-Sing simple melodic phrases in tune</li> <li>-Sing songs from memory with accurate pitch.</li> <li>-Maintain a simple part within a group.</li> <li>-Understand the importance of pronouncing the words in a song well.</li> <li>-Show control in voice.</li> <li>-Play notes on instruments with care so they sound clear.</li> <li>-Perform with control and awareness of what others in the group are singing or playing</li> <li>-Perform a song as part of an ensemble, providing own accompaniment on the ukulele</li> <li>-Play a glockenspiel (notes CDEFG). Beginning to read from basic musical notation (e.g. minim, crotchets, semibreve etc)</li> </ul> <p><b>NC2:</b></p> <ul style="list-style-type: none"> <li>-Compose a simple tune starting and ending on C. Composition to be recorded using the note names (e.g. C, D, E, F, G etc.) and the musical note values (crotchet, minim, semibreve) This could include the use of IT. Length should be 4 bars.</li> <li>-Use sound to create abstract effects to achieve a satisfactory musical effect (link with topic as in Y3)</li> <li>-Recognise and create repeated patterns (ostinato) lasting 4 beats with a range of instruments. (Have groups of 4 children. One person to play theirs, gradually creating layers of sound by adding another player after 4 beats)</li> </ul> <p><b>NC3:</b></p> <ul style="list-style-type: none"> <li>-To notice, analyse and explore the way sounds can be combined and used expressively.</li> <li>-To comment on musicians use of technique to create effect.</li> </ul> <p><b>NC4:</b></p> <ul style="list-style-type: none"> <li>-Learn to read chord notation during ukulele lessons</li> <li>-Introduce how many beats in a minim, crotchet, semibreve and recognise their symbols.</li> <li>-Know the symbol for a rest in music, and use silence for effect in music</li> </ul> <p><b>NC5:</b></p> <ul style="list-style-type: none"> <li>-Begin to recognise and identify instruments being played.</li> <li>-Compare music and express growing tastes in music.</li> </ul> <p><b>NC6:</b></p> <ul style="list-style-type: none"> <li>-Begin to understand The History of Music (Timeline)</li> </ul> <p>Set pieces to use for this: 100 Classical Musical tracks used in assembly on weekly basis. When looking at any composer refer to the Music Period chart to put them in context with other music and the rest of the world. (Set pieces to use for this: 100 Classical Musical tracks used in assembly on weekly basis).</p>

## Years 5 and 6 Cycle A:

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn 1:</b> -The Young Person's Guide to the Orchestra by Benjamin Britten (N.C. 3/N.C.5/N.C.6)</p> <hr/> <p><b>Autumn 2:</b> -Mayan Jungle Composition (N.C.1/ N.C.2/N.C.4)</p> <p>-Christmas (Boom whackers): N.C.1)</p> <hr/> <p><b>Spring 1:</b> -MADD: Highwayman Unit (N.C.2/N.C. 3)</p> <hr/> <p><b>Spring 2:</b> -Charanga: Jazz (N.C.1/N.C.3. N.C.4/N.C.5.)</p> <hr/> <p><b>Summer 1:</b> -MADD: Wreck of the Zanzibar (N.C.1/N.C.2)</p> <hr/> <p><b>Summer 2:</b> -Y5: History of Music (N.C.3N.C.4/ N.C.5/ N.C.6) -Y6: Summer Performance (N.C.1)</p>	<p>As previous years and including:</p> <p><b>Unison:</b> simultaneously performance.</p> <p><b>Accompaniment:</b> a musical part which supports an instrument, voice, or group (she sang to a guitar accompaniment).</p> <p><b>Round:</b> a song which can be sung by two or more groups of people. One group starts off and the next group start to sing the same song a bit later.</p> <p><b>Staff:</b> or stave is a set of five horizontal lines and four spaces that represent a different musical pitch.</p> <p><b>Solo:</b> a piece played or sung featuring single performer.</p>	<p><b>NC1:</b> -Breathe well and pronounce words and show control in singing. -Perform songs with an awareness of the meaning of the words. -Hold a part in a round. -Sustain a drone or melodic ostinato to accompany singing. -Play a tune or an accompaniment on an instrument (e.g. glockenspiel, drum) reading from basic musical notation (e.g. minim, crotchets, semibreve etc.) -Compose a simple tune of 8 bars in length. Composition to be recorded using drawing the names on the staff and using the correct notes i.e. crotchet, minim, semibreve. This could include the use of IT.</p> <p><b>NC2:</b> -Notice and explore the relationship between sounds.</p> <p><b>NC3:</b> -Notice and explore how music reflects different intentions. -Compare and evaluate different kinds of music using appropriate musical vocabulary. - listen to and recall the notes and timing of a section of music</p> <p><b>NC4:</b> -Know and use standard musical notation of crotchet, minim and semibreve. - Understand which notes to play from notes and other notation</p> <p><b>NC5:</b> -Indicate how many beats are in a bar. -Draw a treble clef at the correct position on the stave. -Learn the position of notes on the staff (5 lines and 4 spaces) by learning Every Green Bus Drives Fast and FACE) -Understand and appreciated different styles of music</p> <p><b>NC6:</b> -Understand the History of Music 100 Classical Musical tracks used in assembly on weekly basis. When looking at any composer refer to the Music Period chart to put them in context with other music and the rest of the world. (Set pieces to use for this: 100 Classical Musical tracks used in assembly on weekly basis).</p>

## Years 5 and 6 Cycle B:

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><b>Autumn 1:</b>  <b>-Carnival of the Animals</b>            (N.C. 3/N.C.5/N.C.6)</p> <hr/> <p><b>Autumn 2:</b>  <b>-Winter/Christmas</b>            Musical Activities and Charanga 'Good, Better, Best'            (N.C.1/ N.C.4)</p> <p><b>-Christmas (Boom whackers):</b>            (N.C.1/ N.C.4)</p> <hr/> <p><b>Spring 1:</b>  <b>-World War II Composition</b>            (N.C.1/ N.C.2 /N.C.4)</p> <hr/> <p><b>Spring 2:</b>  <b>-Charanga - Hip Hop</b>            (N.C.1/ N.C.4/ N.C.5)</p> <hr/> <p><b>Summer 1:</b>  <b>-Music through the Decades</b>            (N.C.1/N.C. 3/N.C.6)</p> <hr/> <p><b>Summer 2:</b>  <b>-Y5: History of Music</b> (N.C.3N.C.4/ N.C.5/ N.C.6)</p>	<p>As previous years and including:</p> <p><b>Harmony:</b> a combination of simultaneously sounded musical notes to produce a pleasing effect.</p> <p><b>Crescendo:</b> an indication to gradually increase the volume of a song until otherwise noted (&lt;).</p> <p><b>Diminuendo:</b> an indication to gradually decrease the volume of a song until otherwise noted (&gt;).</p>	<p><b>NC1:</b></p> <ul style="list-style-type: none"> <li>-Sing a harmony part confidently and accurately.</li> <li>-Refine and improve my own work.</li> <li>-Sing or play from memory with confidence, expressively and in tune.</li> <li>-Play a tune and an accompaniment on tuned and untuned percussion instruments following musical notation.</li> </ul> <p><b>NC2:</b></p> <ul style="list-style-type: none"> <li>-Create my own musical patterns.</li> <li>-Use a variety of different musical devices including melody and rhythms to write a composition including dynamic choices.</li> </ul> <p><b>NC3:</b></p> <ul style="list-style-type: none"> <li>-the use of musical devices.</li> <li>-Notice, comment on and compare the relationship between sounds.</li> </ul> <p><b>NC4:</b></p> <ul style="list-style-type: none"> <li>-Notice, comment on, compare and explore how music reflects different intentions.</li> <li>-Analyse and compare musical features choosing appropriate musical vocabulary.</li> </ul> <p><b>NC5:</b></p> <ul style="list-style-type: none"> <li>-Explain and evaluate how musical elements, features and styles can be used together to compose music.</li> <li>-Use of a variety of notation when performing and composing.</li> <li>-Read notes and know how many beats they represent.</li> <li>-Use a range of words to help describe their own music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence).</li> </ul> <p><b>NC6:</b></p> <ul style="list-style-type: none"> <li>-Understand and talk about the History of Music</li> <li>100 Classical Musical tracks used in assembly on weekly basis.</li> <li>When looking at any composer refer to the Music Period chart to put them in context with other music and the rest of the world.</li> <li>(Set pieces to use for this:</li> <li>100 Classical Musical tracks used in assembly on weekly basis).</li> </ul>



## Additional Enrichment

	Experience	Key Knowledge / Skills
LS+US	Hymn Singing	Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
LS+US	Choir	Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory
Y3	Singing at the Gala Theatre	Perform in ensemble context, using their voices with increasing accuracy, fluency, control and expression
Y5/6	Performing at the Gala	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Y2-Y6	Talent Show	Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
Y5/6	End of year performance	Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
LS+US	Music throughout the ages - played in assembly	Appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians. Begin to develop an understanding of the history of music.
WS	Brass Band Festival	Appreciate and understand a wide range of high-quality live music drawn from different traditions and from great composers and musicians