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| **MUSIC** | **Pedagogical Knowledge**  **How do children learn music?**  Children come to know music and its key features just by living among it. This process is called `**enculturation**’. This is the process of musical understanding through musical experience and engagement. Through enculturation children learn to recognise symbolic and metaphorical meaning, such as tension, sadness and joy.  The second way they learn music is the development of generative music skills, through formal music education. In schools’ children develop their instrumental skills in group and individual teaching sessions. They develop mastery of their instruments by rehearsing and may develop the capacity to read music.  **The most important musical pedagogical knowledge is:**  Great music teaching should draw in children’s everyday experience of music, movement, speech and drama and their natural desire to move, explore, listen and play.  Children should play with repeated phrases, which can then be layered over other rhythmic phrases. | | | | | | | | |
| Y1&2  Cycle A | **Autumn**  **Childhood** | | **Spring**  **Bright Lights, Big City** | | | **Summer**  **School Days** | | | |
| + Unit | **Hey You!** | **Y1&2 Production** | **In the Groove** | **Round and Round** | | **Your Imagination** | | | **Reflect, Rewind and Review** |
| Local Heritage | Ant & Dec |  | Hartburn Live Lounge |  | | Middlesbrough Youth Theatre | | |  |
| Y1 | To take part in singing  To explore how sounds can be made using instruments  To listen for different sounds in music | To take notice of others when I am singing and performing  To use instruments to make long and short sounds | To follow instructions on how and when to sing  To begin to make a sequence of long and short sounds with help | To begin to follow instructions on how and when to play an instrument  To make a sequence of long and short sounds | | To begin to make long and short sounds using voices and instruments | | | To initiate changes in pitch  To clap longer rhythm |
| Y1  Cumulative skills | Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Listen with concentration and understanding to a range of high-quality live and recorded music | | | | | | | | |
| Y2 | To use vocabulary such as high/low, loud/quiet, fast/slow when describing music  To describe how music makes me feel | To follow symbols which represent sounds and keep a steady beat | To take part in singing songs, following the tune (melody) well  To use actions to show change in pitch | To use my voice to good effect  To keep a steady beat when singing  To make my voice high and low  To describe what I can hear | | To perform with others, taking instructions from the leader  To use vocabulary such as high/low, loud/quiet, fast/slow | | | To make and control long and short sounds using my voice and instruments  To choose sounds to make different effects |
| Y2  Cumulative skills | Play tuned and untuned instruments musically  Experiment with, create, select and combine sounds using the interrelated dimensions of music | | | | | | | | |
| Y3&4  Cycle A | **Autumn**  **Through The Ages** | | **Spring**  **Rocks, Relics and Rumbles** | | | **Summer**  **Emperors and Empires** | | | |
| + Unit | **Glockenspiel 1** | **Glockenspiel 2** | **Three Little Birds** | **Y3/4 Production** | | **The Dragon Song** | | | **Reflect, Rewind and Review** |
| Local Heritage | Danny Allison |  | Hartburn Live Lounge |  | |  | | |  |
| Y3 | To use selected notes to create a pattern  To follow pictorial notation for simple rhythms  To compose and perform simple melodies | To use pulse, rhythm and pitch to create effects  To compose and perform melodies and songs | To follow hand movements to indicate pitch  To use sounds to create effects | To take notice of others when I am singing and performing  To use instruments to make long and short sounds | | To sing a song in a group and keep time  To sing songs from memory with accurate pitch  To maintain a part within a group | | | To recognise how musical elements can be used together to compose music  To know how many beats in a minim, crotchet and semibreve and recognize their symbols |
| Y3  Cumulative skills | Begin to:  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the interrelated dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music | | | | | | | | |
| Y4 | To describe and compare different kinds of music  To describe music using words such as duration, timbre, pitch, beat, temp and texture | To sustain a note, chord or repeating pattern to accompany a song  To create accompaniments for songs | To sing in a group keeping in tune  To use layers of sound with awareness of the effect created | To follow symbols which represent sounds and keep a steady beat | | To describe different structure e.g. different sections of music and repetition  To describe music using words such as duration, timbre, pitch, beat and texture | | | To know the symbol for a rest in music and use silence for effect in my work  To know sense of occasion affects the performance |
| Y4  Cumulative skills | Begin to/Independently:  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the interrelated dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music | | | | | | | | |
| Y5&6  Cycle A | **Autumn**  **Dynamic Dynasties** | | **Spring**  **Sow Grow and Farm** | | | **Summer**  **Groundbreaking Greeks** | | | |
| + Unit | **Livin On A Prayer** | **Classroom Jazz 1** | **Classroom Jazz 2** | | **Make You Feel my Love** | **Fresh Prince** | | **Y5&6 Production** | |
| Local Heritage | Chris Rea | Kel Dennis |  | | Hartburn Live Lounge |  |  | | |
| Y5 | To develop my range of words to help me describe music (pitch, duration, dynamics, timbre, texture and silence)  I perform songs showing awareness of the meaning of words | To compose music for a range of purposes using chords, melody, rhythm, timbre, dynamics and structure  I can follow traditional notation for simple rhythms (crotchets, rests, quavers, minims) | To understand elements of traditional musical notation  To create a piece of music showing awareness of timbre and duration  To suggest improvements for others work | | To sing expressively as part of a group  To hold a part in a 2 part group | To understand how music reflects time and place | To take notice of others when I am singing and performing  To use instruments to make long and short sounds | | |
| Y5  Cumulative skills | Independently/Confidently:  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the interrelated dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music | | | | | | | | |
| Y6 | To sing confidently and expressively as part of a group or solo  To use a range of words to describe music e.g. pitch, duration, dynamics, timbre, texture and silence | To start to evaluate music using musical vocabulary  To know how to make creative use of the ways that sounds can be changed, organised and controlled including uses of ICT | To listen and notice different styles/genres of music  To describe music using musical words | | To play an accompaniment on an instrument | To combine sounds expressively | To follow symbols which represent sounds and keep a steady beat | | |
| Y6  Cumulative skills | Confidently:  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the interrelated dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music | | | | | | | | |