|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 learn the names of the instruments they are playing.  **To listen to and follow musical instructions from a leader.**  **(Playing)** | To know a performance is sharing music with other people, called an audience.  **To record the performance and say how they were feeling about it.**  **(Performance)** | To know that we can create rhythms from words, our names, favourite food, colours and animals.  **To listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.**  **(Games)** | To confidently sing or rap five songs from memory and sing them in unison.  **To learn to start and stop singing when following a leader.**  **(Singing)** | | To know that everyone can improvise.  **To listen and clap back, then listen and clap your own answer (rhythms of words).**  **(Improvisation)** | | To know that everyone can compose.  **To help to create a simple melody using one, two or three notes.**  **(Composing)** |
| Y1  Cumulative skills | Begin to:  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music  Experiment with, create, select and combine sounds using the interrelated dimensions of music  To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. **(Listen and appraise)**  Can they perform a rhythm to a steady pulse?  Can they give a reason for choosing an instrument?  Can they identify texture - listening for whether there is more than one sound at the same time?  Can they identify musical structure in a piece of music (verse, chorus etc.)? | | | | | | | |
| Y2 | To learn the names of the notes in their instrumental part from memory or when written down.  **To play a tuned instrumental part with the song they perform.**  **(Playing)** | To know a performance is sharing music with other people, called an audience.  **To add their ideas to the performance.**  **(Performance)** | To know that music has a steady pulse, like a heartbeat.  **To create rhythms for others to copy.**  **(Games)** | To confidently sing or rap five songs from memory and sing them in unison.  **To learn about voices, singing notes of different pitches (high and low).**  **(Singing)** | | To know that improvisation is about making up your own tunes on the spot.  **To use voices and instruments, listen and sing back, then listen and play own answer using one or two notes.**  **(Improvisation)** | | To know that composing is like writing a story with music.  **To learn how the notes of the composition can be written down and changed if necessary.**  **(Composing)** |
| Y2  Cumulative skills | Begin to/Independently:  Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music  Experiment with, create, select and combine sounds using the interrelated dimensions of music  To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. **(Listen and appraise)**  Can they sing/play rhythmic patterns or dynamics keeping pulse?  Can they use simple structures (e.g., repetition and order) in a piece of music?  Do they know that phrases are where we breathe in a song?  Can they tell whether a change (e.g., pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect? | | | | | | | |
| 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 know the difference between pulse and rhythm.  **To create own simple rhythm patterns.**  **(Games)** | To know and to be able to talk about a glockenspiel.  **To play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.**  **(Playing)** | To know that singing as part of an ensemble or large group is fun, but that you must listen to each other.  **To sing in unison and in simple two-parts.**  **(Singing)** | To understand that performing is sharing music with other people, an audience.  **To communicate the meaning of the words and clearly articulate them.**  **(Performing)** | | To know that Improvisation is making up your own tunes on the spot.  **To use instruments, listen and play own answer using one or two notes.**  **(Improvisation)** | | To know and be able to talk about: A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  **To plan and create a section of music that can be performed within the context of the unit song.**  **(Composition)** |
| 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  **To think about what the words of a song mean. (Listen and appraise)**  Can they sing/play rhythmic patterns in contrasting tempo, keeping to the pulse?  Can they compose a simple piece of music that they can recall using again?  Do they understand metre in 4 beats: then 3 beats?  Can they recognise changes in sounds that move incrementally and more dramatically?  Can they compare repetition, contrast and variation within a piece of music? | | | | | | | |
| Y4 | To know how pulse, rhythm and pitch work together.  **To copy back with instruments, without notation and then with notation.**  **(Games)** | To know other instruments, they might play or be played in a band or orchestra or by their friends.  **To listen to and follow musical instructions from a leader.**  **To experience leading the playing by making sure everyone plays in the playing section of the song.**  **(Playing)** | To know why you must warm up your voice.  **To enjoy exploring singing solo.**  **(Singing)** | To know that performing involves communicating feelings, thoughts and ideas about the song/music.  **To record the performance and say how they were feeling, what they were pleased with what they would change and why.**  **(Performing)** | | To know that if you improvise using the notes you are given, you cannot make a mistake.  **To take it in turns to improvise using three different notes.**  **(Improvisation)** | | To know and to articulate different ways of recording compositions (letter names, symbols, audio etc.  **To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.**  **(Composition)** |
| 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  **To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). (Listen and appraise)**  Can they use selected pitches simultaneously to produce simple harmony?  Can they explore and use sets of pitches, e.g., 4 or 5 note scales?  Can they show how they can use dynamics?  Can they identify how a change in timbre can change the effect of a piece 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 know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  **To** **listen to each other and be aware of how you fit into the group.**  **(Singing)** | To know different ways of writing music down – e.g. staff notation, symbols.  **To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.**  **(Playing)** | To know pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.  **To lead the class by inventing rhythms for others to copy back.**  **(Games)** | | To know composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.  **To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.**  **(Composition)** | To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  **To improvise using two notes.**  **(Improvisation)** | To know that everything that will be performed must be planned and learned.  **To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”**  **(Performance)** | |
| 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.  **Listen carefully and respectfully to other people’s thoughts about the music. (Listen and appraise)**  Can they use pitches simultaneously to produce harmony by building up simple chords?  Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?  Do they understand the relation between pulse and syncopated patterns?  Can they identify (and use) how patterns of repetitions, contrasts can be organised to give structure to a melody, rhythm, dynamic and timbre?  Can they explain how tempo changes the character of music?  Can they identify where a gradual change in dynamics has helped to shape a phrase of music? | | | | | | | |
| Y6 | To choose a song and be able to talk about its main features.  **To sing with awareness of being ‘in tune’.**  **(Singing)** | To know the notes C, D, E, F, G, A, B + C on the treble stave.  **To play a musical instrument with the correct technique within the context of the Unit song.**  **(Playing)** | To know pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.  **To question and answer using three different notes.**  **(Games)** | | To know and be able to talk about notation, and recognise the connection between sound and symbol.  **To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).**  **(Composition)** | To know three well-known improvising musicians.  **To improvise using three notes.**  **(Improvisation)** | To know that performance is planned and different for each occasion.  **To talk about the venue and how to use it to best effect.**  **(Performance)** | |
| 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  **To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. (Listen and appraise)**  Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?  Can they show how a small change of tempo can make a piece of music more effective?  Do they use the full range of chromatic pitches to build melodic lines and bass lines?  Can they appraise the introductions, interludes and endings for songs and compositions they have created? | | | | | | | |