|  |  |  |
| --- | --- | --- |
| Music Curriculum Planning (Love Music Trust)  *‘Being Our Best Selves’* | | |
| **Year group R** | **Objectives** | **End points** |
| **Autumn Term**  **Autumn** | * Start and finish together with others (P1) * Sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in (P1) * Participate in singing games (P1) * Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics (U1) * To respond to questions about a piece of music they have listened to i.e., how does it make you feel? Giving a reason linked to music (L1) * Learn to handle and produce different sounds on untuned percussion instruments (P1) * Explore how sounds can be used to respond to a stimulus including story, photo, picture, prop (C1) | By the end of the unit:   * All pupils will: take part in a spoken chant and have some awareness of the pulse * Most pupils will: sing in unison and be able to move to the pulse of the music; will know how to handle a variety of percussion instruments * Some pupils will have progressed further and will: be able to play along to the pulse of a song on percussion instruments |
| **Spring Term**  **Animals** | * Sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in (P1) * Participate in singing games (P1) * Start and finish together with others (P1) * Sing simple songs with a range of 3 notes (C-E) e.g., doorbell sound (P1) * Learn to handle and produce different sounds on untuned percussion instruments (P1) * Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics (U1) * Identify high and low (pitch) and fast and slow (tempo) when listening to music (L1) * To respond to questions about a piece of music they have listened to i.e., how does it make you feel? Giving a reason linked to music (U1) | By the end of the unit:   * All children will be able to sing a simple song starting and finishing with others; they will be able to produce different sounds on percussion instruments and move in time to the music * Most children will be able to sing a song with a 3-note range accurately, identify high and low sounds and fast and slow; they will be able to match emotions and tempo of music when moving * Some children will have progressed further and will be able to respond to questions about music they have listened to. |
| **Summer Term**  **Friends** | * Start and finish together with others (P1) * Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics (U1) * Learn to handle and produce different sounds on untuned percussion instruments (P1) * To respond to questions about a piece of music they have listened to i.e. How does it make you feel? Giving a reason linked to music (L1) * Sing simple songs with a range of up to three notes (G-E) (P1) * Participate in singing games (P1) * Identify high and low (pitch), fast and slow (tempo) when listening to music (L1) * Collect and create sounds for a known story or poem (C1) | By the end of the unit:   * **All pupils will:** Sing in unison with others and play in response to a picture stimulus * **Most pupils will:** Sing in unison with others, starting to move to the pulse of the music and select sounds to make a picture stimulus * **Some pupils will have progressed further and will:** Sing tunefully and rhythmically with others and manipulate musical sounds to illustrate a picture stimulus |

|  |  |  |
| --- | --- | --- |
| Music Curriculum Planning (Love Music Trust)  *‘Being Our Best Selves’* | | |
| **Year group 1** | **Skills overview** | **End points** |
| **Autumn 1**  **Blast off!** | Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Improvise simple vocal chants using question and answer phrases (Y1 C) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C) Use music technology to capture, change and combine sounds (Y1 C) Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) Understand that symbols (pictures) can be used to represent and organise sound (Y1 U) Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U) | By the end of the unit:   * All pupils will be able to sing a song keeping to the pulse on untuned percussion and play an instrument as part of a group composition; * Most pupils will be able to sing a song with a simple accompaniment, select instruments appropriate for a space composition and use pictures to organise their music; * Some pupils will have progressed further and will be able to suggest new words for a song, keeping the original rhythm; they will be able to play their instrument with control of tempo and dynamics. |
| **Spring 1**  Barnaby Bear | Begin with simple songs with a small range (mi-so / a third/ C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E. (Y1 P)  Identify the pulse (Y1 L)  Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P)  Perform chants (Y1 P)  Recognise the changes in pitch between high and low pitch within a small section of melody (Y1 L) | By the end of the unit:   * All pupils will be able to sing a song in unison and play instruments for a class composition; * Most pupils will be able to sing a song in unison; use instruments to illustrate a story, suggest which instruments to use in a class composition; * Some pupils will have progressed further and suggest ways of improving their performance. |
| **Spring 2**  **Changes** | Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C D and E (Y1 C) Use basic dynamics and tempo for musical expression e.g., piano, forte, fast, slow (Y1 C) Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) Understand the difference between creating a rhythm pattern and a pitch pattern (Y1 U) Understand that symbols (pictures) can be used to represent and organise sound (Y1 U) Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U) | By the end of the unit:   * All pupils will be able to sing a song in unison and play instruments for a class composition; * Most pupils will be able to sing a song in unison; use instruments to illustrate a story, suggest which instruments to use in a class composition; * Some pupils will have progressed further and suggest ways of improving their performance. |
| **Summer**  **Get on board** | Walk, move or clap a steady beat with others and perform a steady pulse on untuned percussion instruments (Y1 P) Perform short copycat rhythms accurately (Y1 P) Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P) Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) Respond to the pulse in recorded / live music through movement and dance (Y1 L) Listen to sounds in the local environment and compare high and low sounds and long and short (Y1 L) | By the end of the unit:   * All pupils will be able to sing a song in unison and play percussion instruments to create a particular mood; * Most pupils will be able to sing a song in unison; suggest new words to fit a well-known tune; describe a sound they have heard; * Some pupils will have progressed further and will be able to lead a well-known song; use music vocabulary correctly to describe the pitch, dynamics and tempo. |

|  |  |  |
| --- | --- | --- |
| Music Curriculum Planning (Love Music Trust)  *‘Being Our Best Selves’* | | |
| **Year group 2** | **Skills overview** | **End points** |
| **Autumn 1**  **Around the World** | * To sing songs regularly with a pitch range of do - so (a 5th / C - G) with increasing vocal control (P3) * To sing short phrases independently / small groups within a singing game (P3) * Change the way music is performed to reflect occasion e.g. lullaby (P3) * Perform actions confidently and in time to a range of action songs (P3) * Change words to songs and rhymes whilst maintaining rhythmic patterns (C3) * Respond to the leader's directions and visual symbols for dynamics and tempo (U3) * Move to the music, responding to the mood and emotion (L3)   Additional…   * Perform rhythmic accompaniments using a range of untuned percussion instruments (Y2 P) * Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets, quavers and crotchet rests (Y2 C) * Tap or clap the beat of a listening piece and recognise the tempo and any changes (Y2 L) Understand the speed of the music can change (Y2 U) | By the end of the unit:   * All pupils will be able to sing a song in unison with a sense of steady pulse; * Most pupils will be able to sing a song in unison following the shape of the melody; accompany singing with a steady beat on an untuned instrument; * Some pupils will have progressed further and will be able to sing a song in unison singing entirely in tune; accompany singing with an ostinato; suggest ways to change performance so it suits the occasion. |
| **Spring 1**  **Fire! Fire!** | * To select, organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved (P3) * To create rhythms using word phrases as a starting point and use these as an ostinato (C3) * To use graphic scores to reflect pitch and dynamics (C3) * To understand that different sounds suit different moods (U3) * To comment constructively on the music produced by others and begin to use the interrelated dimensions in music in their answers (U3) * To begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass), dynamics and texture (solo, multiple instruments) (L3) | By the end of the unit:   * All pupils will be able to sing a song in unison and select appropriate instruments and sounds for a particular effect; they will be able to use words to create a rhythm. * Most pupils will be able to sing a song as a two-part round keeping to a steady pulse; select appropriate percussion instruments to compose a piece of music about the Great Fire of London; use symbols to represent the sounds; * Some pupils will have progressed further and will be able to sing a song as a four part round; use symbols to represent sounds and organise them on a graphic score to show layers of sound (texture) and comment constructively on their own and others' music |
| **Spring 2**  **Down to the woods** | * Sing songs regularly with a pitch range of do-so (a 5th / C-G) with increasing vocal control (P3) * Create music in response to a non-musical stimulus (C3) * Create rhythms using word phrases as a starting point and use these as an ostinato (C3) * Create and perform their own chanted rhythms with the corresponding stick notation (C3) * Use graphic scores to reflect pitch and dynamics (C3) * Recognise dot notation and match it to 3 note tunes played on tuned percussion (U3) * Understand that music can be structured in different ways (U3) * Respond independently to pitch changes heard in short melodic phrases indicating with actions (e.g., stand up / sit down, hands high /hands low) (L3) | By the end of the unit:   * All pupils will be able to sing a song in unison; identify high and low pitch; copy a 4 beat rhythm; * Most pupils will be able to sing a song in unison following the shape of the melody; show high and low pitch on a score; create a simple 4 beat rhythm; * Some pupils will have progressed further and will be able to sing a song in unison singing entirely in tune; will be able to create a score for 3 pitches; create a more complicated 4 beat rhythm. |
| **Summer**  **Down in the Jungle** | * To select, organise and order sounds to perform, suggesting how they should be played and discussing the effects achieved (P3); * To use graphic scores to reflect mood, themes, movement and character (C3); * Understand that symbols can be used to represent specific sounds (U3); * To identify the different parts of a song e.g. the verse and chorus (L3).   Additional   * Work with a partner to improvise simple rhythmic and melodic question and answer phrases (Y2 C) * Use music technology to capture, change and combine sounds e.g., Chrome Music Lab or Scratch Junior (Y2 C) * Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece (Y2 C) * Read and respond to chanted rhythmic patterns and represent them with stick notation (crotchet, quaver, crotchet rest) (Y2 U) | By the end of the unit:   * All pupils will be able to recognise that the chorus in a song is repeated; will select sounds to be played for a piece and will follow symbols on a grid; * Most pupils will be able to correctly identify the verse and chorus in a song; select and organise sounds to be played discussing the effect created; suggest symbols to represent sound; * Some pupils will have progressed further and will be able to select sounds and suggest how they are played to create a desired effect; they will suggest and use symbols in a grid to create a score. |

|  |  |  |
| --- | --- | --- |
| Music Curriculum Planning (Love Music Trust)  *‘Being Our Best Selves’* | | |
| **Year group 3** | **Objectives** | **End points** |
| **Autumn 1**  **Stone age man** | * Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round (Y3 P) * Become more skilled in improvising inventing short on the spot responses using a limited note range (Y3 C) * Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (F, G and A are a good place to start) (Y3 C) * Compose song accompaniments on untuned and tuned percussion using known rhythms, note values and simple chords (Y3 C) * Revise the stave, lines and spaces, and use treble clef. Use notation to show higher or lower pitch (Y3 U) * Apply word chants to rhythms understanding how to link each syllable to a musical note (Y3 U) * Use listening skills to correctly order phrases using dot notation showing different arrangements of 3 notes C D E (Y3 L) * Individually copy a short melodic phrase with stepwise movement using a range of 5 notes and beginning on C. * Begin with singing and when confident, progress to a melodic instrument (Y3 L) Identify silent beats in music (rests) (Y3 L) * Additonal * Perform with a greater awareness of the inter-related dimensions of music (Y3 P) * Understand how sounds combine and create different effects on mood referring to the inter-related dimensions of music (Y3 U) | By the end of the unit:   * All pupils will be able to produce a simple rhythm and suggest lyrics to match a given rhythm; * Most pupils will be able to read and write rhythmic patterns using rhythmic notation; * Some pupils will have progressed further and will use a stave to write their rhythms and demonstrate a sense of pitch |
| **SpringTerm**  **Sing fest**  **violins** | Singfest   * Perform with a greater awareness of the inter-related dimensions of music (Y3 P) * Sing a widening range of unison songs of varying styles and structures with a pitch of a 5th (C – G), tunefully and with expression. * Perform using Italian terms such as forte (loud) and piano (quiet) (Y3 P) * Provide more opportunities to sing as a choir to an audience (Y3 P) Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder (Y3 P) * Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round (Y3 P) * Have clear diction when singing to communicate lyrics effectively (Y3 P) Understand and identify different sections of a song e.g. intro, verse, chorus & bridge (Y3 U) * Understand a rest indicates silence in music (crotchet rest) (Y3 U) Identify silent beats in music (rests) (Y3 L) * Provide more opportunities to sing as a choir to an audience (Y3 P) * Develop an ability to evaluate their own music and suggest improvements (Y3 U) | By the end of the unit:   * All pupils will: sing with expression * Most pupils will: sing in tune and with expression, they will understand the Italian terms forte and piano; they will be able to perform a simple accompaniment * Some pupils will have progressed further and will: sing in tune and with expression and describe their songs using musical vocabulary referring to the inter related dimensions of music; they will begin to identify different styles of music |
| **Summer**  **Planets exploration** | * Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder (Y3 P) * Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round (Y3 P) * Select, organise & order sounds, structuring musical ideas (e.g. beginning, middle and end) (Y3 C) * Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning (Y3 C) * Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (F, G and A are a good place to start) (Y3 C) * Use rests in simple rhythms recorded on a grid and link to music technology (Y3 C) * Use music technology e.g. keyboards, Garage Band and electronic sounds when composing (Y3 C) * Present multiple layers on graphic scores or rhythm grids (Y3 C) * Explain how different interrelated dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (Y3 U) * Introduce the stave, lines and spaces, and use clef. Use notation to show higher or lower pitch (Y3 U) * Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (Y3 U) * Develop an ability to evaluate their own music and suggest improvements Y3 U) * Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (Y3 L) | By the end of the unit:   * All pupils will: have performed an ostinato as part of a group composition; they will describe the mood created by their music * Most pupils will: be able to use standard notation to record their ostinato; will be able to select sounds to create a desired effect * Some pupils will have progressed further and will: be able to suggest how the interrelated dimensions of music contribute to the overall effect. |

|  |  |  |
| --- | --- | --- |
| Music Curriculum Planning (Love Music Trust)  *‘Being Our Best Selves’* | | |
| **Year group 4** | **Objectives** | **End points** |
| **Autumn 1**  **Folk music** | Continue to sing a broad range of unison songs with the range of an octave (Y4 P)  Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (Y4 P)  Perform in 2 or more parts from simple notation (Y4 P)  Combine known rhythmic notation with letter names to create short (pentatonic) phrases using a limited range of 5 pitches (Y4 C)  Arrange individual notation cards of known note values (minim, crotchet, quavers and crotchet rests) to create 4 bar phrases consisting of different note values with 2, 3 or 4 beats per bar (2/4, 3/4, 4/4) (Y4 C)  Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology (Y4 C)  Read and perform pitch notation within a defined range (octave) (Y4 C)  Identify chordal accompaniment and melody understanding static and moving parts when listening (Y4 U)  Copy short melodic phrases including those using the pentatonic (Y4 L)  Identify and discuss the interrelated dimensions of music when listening to a piece of music (Y4 L)  Begin to identify key stylistic features within a genre of music (Y4 L)  Begin to develop a chronological understanding of different styles of music (Y4 L)  Listen to a broad range of music from different times and places (Y4 L) | By the end of the unit:   * All pupils will: sing a simple folk melody; be able to describe a piece of music they have listened to * Most pupils will: sing a given part; use musical vocabulary to describe a piece of music they have listened to * Some pupils will have progressed further and will: have an awareness of the different parts; play a simple accompaniment to a folk tune; evaluate the style of music using musical vocabulary |
| **SpringTerm**  **Brass** | Sing rounds and partner songs in different time signatures (Y4 P)  Identify and discuss the interrelated dimensions of music when listening to a piece of music (Y4 L)  Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology (Y4 C)  Identify and name crotchet and quavers in rhythmic patterns ( Y4 L)  Improvise on a limited range of pitches on any melodic instrument, making use of staccato (detached) and legato (smooth) (Y4 C)  Follow and perform simple rhythmic notation to a steady beat (Y4 C)  Introduce the term ‘chromatic’ (Y4 U) Identify and discuss the interrelated dimensions of music when listening to a piece of music (Y4 L) | By the end of the unit:   * All pupils will: identify how music creates effect for the listener and will be able to play simple notes on a brass instrument. * Most pupils will: identify how musical effects are created and describe them, and play along with simple backing tracks. * Some pupils will have progressed further and will: identify how musical effects are created and describe them using musical vocabulary; will suggest how to use instruments in their own composition to create a desired effect. |
| **Spring**  **Adverts** | Play and perform melodies following stave notation using a small range of notes (Y4 P)  Perform in 2 or more parts from simple notation (Y4 P)  Use music technology e.g., keyboards, Garage Band, electronic sounds when composing (Y4 C)  Begin to make decisions about the overall structure of compositions (Y4 C)  Combine known rhythmic notation with letter names to create short (pentatonic) phrases using a limited range of 5 pitches (Y4 C)  Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C)  Include a range of different instruments to create small ensembles when composing (Y4 C)  Read and perform pitch notation within a defined range (octave) (Y4 C)  Copy short melodic phrases including those using the pentatonic (Y4 L)  Identify and discuss the interrelated dimensions of music when listening to a piece of music (Y4 L)  Begin to identify key stylistic features within a genre of music (Y4 L) | By the end of the unit:   * All pupils will be able to explain and compose contrasting sections of music; * Most pupils will be able to explain and compose contrasting sections of music using musical vocabulary; * Some pupils will have progressed further and will be able to identify, describe and compose pieces of music in ternary form using musical vocabulary. |
| **Summer**  **Say hello wave goodbye** | Continue to sing a broad range of unison songs with the range of an octave (Y4 P)  Perform in a variety of settings with an awareness of occasion and audience (Y4 P)  Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C)  Introduce major and minor chords and use technology to demonstrate e.g. interactive keyboard (Y4 U)  Identify chordal accompaniment and melody understanding static and moving parts when listening (Y4 U)  Introduce and understand the relationship between minims, crotchets, paired quavers and rests (Y4 U)  Copy short melodic phrases including those using the pentatonic (Y4 L)  Identify and discuss the interrelated dimensions of music when listening to a piece of music (Y4 L) | By the end of the unit:   * All pupils will perform their own part in a rap * Most pupils will perform their own part in a rap and describe how the performance evokes emotions. * Some pupils will have progressed further and will perform their own part in a rap, describe how the performance evokes emotions and direct other performers. |

|  |  |  |
| --- | --- | --- |
| Music Curriculum Planning (Love Music Trust)  *‘Being Our Best Selves’* | | |
| **Year group 5** | **Objectives** | **End points** |
| **Autumn Term**  **Getting Loopy** | Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P)  Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments (Y5 C)  Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox) (Y5 C)  Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C)  Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)  Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band (Y5 C)  Recognise simple structures in the music that is being performed / listened to e.g. binary, ternary, verse / chorus etc (Y5 L)  Develop awareness of the interrelated dimensions of music and use the correct vocabulary in their responses (Y5 L)  Develop a cultural respect and celebrate differences in the music listened to (Y6 L)  Sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places (Y5 P)  Perform simple, chordal accompaniments to familiar songs – (3 chord songs) (Y5 P)  Perform simple, chordal accompaniments to familiar songs – (3 chord songs) (Y5 P) | By the end of the unit:   * All pupils will understand how loops can be used to structure a piece of music; * Most pupils will understand how loops can be used to structure a piece of music, compose original sounds and transform them, perform confidently as part of a group; * Some pupils will have progressed further and will achieve all this, and be critical about the expressive impact of their own and their group's performance and use musical vocabulary to justify their musical choices. |
| **Spring Term**  **Performance Poetry** | Sing a broad range of songs, observe phrasing, accurate pitching and appropriate style e.g. raps / chants (Y5 P)  Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox) (Y5 C)  Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C)  Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)  Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses (Y5 L)  Listen to music from different times and places and identify their own uniqueness (Y5 L)  Develop a cultural respect and celebrate differences in the music listened to (Y6 L) | By the end of the unit:   * All pupils will understand how the voice is a powerful tool for musical and poetic expression; * Most pupils will be imaginative in the creation and combination of a range of vocal sounds using techniques drawn from various vocal production methods; * Some pupils will have progressed further and, in addition to the above, will be able to use a range of musical techniques to heighten the impact of their composition and performance work as well as lead others in it. |
| **Summer Term**  **Improvising colour** | Introduce semibreves and semiquavers and understand the relationship between semibreves, minims, crotchets and crotchet rest, paired quavers and semiquavers (Y5 U)  Understand the difference between 2/4, 3/4 and 4/4 time signatures (Y5 U)  Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P)  Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C)  Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)  Introduce a major and minor scale e.g. C major and A minor and identify which notes are different (Y5 U)  Develop understanding of triads and play them on tuned percussion, melodic instruments or keyboards (Y5 U)  Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses (Y5 L)  Recognise simple structures in the music that is being performed / listened to e.g. binary, ternary, verse / chorus etc (Y5 L)  Develop a cultural respect and celebrate differences in the music listened to (Y6 L) | By the end of the unit:   * All pupils will be able to improvise in simple ways; * Most pupils will be able to improvise coherent rhythms and melodies and combine these together with the work of other pupils in a small group; * Some pupils will have progressed further and will improvise confident and be able to justify their decisions as improvisers and composers using appropriate musical vocabulary. |

|  |  |  |
| --- | --- | --- |
| Music Curriculum Planning (Love Music Trust)  *‘Being Our Best Selves’* | | |
| **Year group 6** | **Objectives** | **End points** |
| **Autumn 1**  **Codebreakers** | * Play a melody following a stave notation written on one stave (P7) * Perform with control and sensitivity with some pupils leading and supporting others (P7) * Compose melodies using major or minor scales i.e. C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment (C7) * Create music with multiple sections that include repetition and contrast (C7) * Listen to a diverse range of genres, styles and traditions and identify stylistic features (L7) * Listen to a wide range of live and recorded musicians (L7) * Develop a cultural respect and celebrate differences in the music listened to (L7) * Listen to music from different times and places and identify their own uniqueness (L7) | By the end of the unit:   * **All** pupils will be able to use basic codes to produce various forms of musical material including rhythms and melodies; * **Most** pupils will be able to create these materials and combine them into musical structures with an expressive purpose ; * **Some** pupils will have progressed further and will complete the above and also provide a fluent and convincing account of their work and its musical impact. They will show a willingness to innovate and adapt their work in response to their own and others' ideas about their composition and performance. |
| **Spring 1**  **Sounds of the Future** | * To compose sounds suitable for a particular film (C7) * Identify how specific musical techniques and devices contribute to the impact of their piece of sound design (L7); * Evaluate choices in composition and justify them in appropriate musical vocabulary (URE8). | By the end of the unit:   * **All** pupils will understand how sound design contributes to the expressive power of film ; * **Most** pupils will be able to apply the processes of sound design to the creation of a unique sound design of their, and justify their compositional choices within this process using musical vocabulary ; * **Some** pupils will have progressed further and will show a keen ear for the process of sound design and present imaginative and creative approaches within their sound design drawing on the work of contemporary sound designers. |
| **Summer 1**  **Your Song** | * To perform with control and sensitivity (P7); * To perform longer parts from memory that contribute to an intended outcome (P8); * To evaluate musical choices in performance and composition and justify them in appropriate musical vocabulary (URE8 | By the end of the unit:   * **All** pupils will have written their own song as part of a group; * **Most** pupils will written their own song and performed it confidently with others; * **Some** pupils will have progressed further and will, as well as completing the above, have shown an ability to lead and support others in the various tasks, as well as evaluate their musical choices critically and justify them in appropriate musical vocabulary. |