



# Music at Wolsingham Primary School



Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Hey You!	Xmas Production	Rhythm in the way we walk/ Banana Rap	In the Groove	Round and Round	Your Imagination End of Year Song
Statutory focus / knowledge and skills	<p><i>Focus on keeping the beat and the pulse and following patterns, using different pitch and tempo</i></p> <ul style="list-style-type: none"> <li>➤ Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4</li> <li>➤ Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4</li> <li>➤ Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4</li> <li>➤ Play basic rhythms on untuned percussion instruments and using body percussion NC1.2</li> <li>➤ Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1</li> </ul>	<p><i>Focus on learning words for songs and singing in parts where possible</i></p> <ul style="list-style-type: none"> <li>➤ Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4</li> <li>➤ Sing simple tunes in unison both with and without accompaniment or backing tracks NC1.1</li> </ul>	<p><i>Focus on playing simple rhythms at different pitches using un-tuned percussion instruments</i></p> <ul style="list-style-type: none"> <li>➤ Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4</li> <li>➤ Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4</li> <li>➤ Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4</li> <li>➤ Improvise simple rhythms based on a given stimuli (e.g. rhythm grids) NC1.4</li> <li>➤ Play basic rhythms on untuned percussion instruments and using body percussion NC1.2</li> <li>➤ Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1</li> </ul>	<p><i>Focus on composition and improvisation</i></p> <ul style="list-style-type: none"> <li>➤ Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4</li> <li>➤ Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4</li> <li>➤ Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4</li> <li>➤ Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4</li> <li>➤ Improvise simple rhythms based on a given stimuli (e.g. rhythm grids) NC1.4</li> <li>➤ Play basic rhythms on untuned percussion instruments and using body percussion NC1.2</li> <li>➤ Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1</li> </ul>	<p><i>Focus on composition using rhythm grids and recording music in image form.</i></p> <ul style="list-style-type: none"> <li>➤ Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4</li> <li>➤ Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4</li> <li>➤ Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4</li> <li>➤ Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4</li> <li>➤ Improvise simple rhythms based on a given stimuli (e.g. rhythm grids) NC1.4</li> <li>➤ Play basic rhythms on untuned percussion instruments and using body percussion NC1.2</li> <li>➤ Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1</li> </ul>	<p><i>Focus on bringing all the elements together from the year and ensuring children are pulling all elements together</i></p> <ul style="list-style-type: none"> <li>➤ Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4</li> <li>➤ Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4</li> <li>➤ Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4</li> <li>➤ Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4</li> <li>➤ Improvise simple rhythms based on a given stimuli (e.g. rhythm grids) NC1.4</li> <li>➤ Play basic rhythms on untuned percussion instruments and using body percussion NC1.2</li> <li>➤ Sing simple folk tunes in unison both with and</li> </ul>

						without accompaniment or backing tracks NC1.1
Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Hands, Feet and Heart	Xmas Production	Composition	I wanna play in a band	Percussion	End of Year Song
Statutory focus / knowledge and skills	<p><i>Focus on keeping the beat and the pulse and following longer patterns, using different pitch and tempo. Begin to introduce crotchets and minims for note length</i></p> <ul style="list-style-type: none"> <li>➤ Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4</li> <li>➤ Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g. crotchets, quavers and minims NC1.2/ NC2.1/ NC2.3</li> <li>➤ Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4</li> <li>➤ Identify where elements change (e.g. music gets faster or louder;) replicate these changes in a simple performance NC1.3/ NC1.4</li> <li>➤ Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the</li> </ul>	<p><i>Focus on learning words for songs and singing in parts where possible</i></p> <ul style="list-style-type: none"> <li>➤ Sing simple songs and folk songs in rounds NC1.1</li> </ul>	<p><i>Focus on composition using images on a rhythm grid, moving on to composition using crotchets and minims.</i></p> <ul style="list-style-type: none"> <li>➤ Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4</li> <li>➤ Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g. crotchets, quavers and minims NC1.2/ NC2.1/ NC2.3</li> <li>➤ Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4</li> <li>➤ Identify where elements change (e.g. music gets faster or louder;) replicate these changes in a simple performance NC1.3/ NC1.4</li> <li>➤ Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the</li> </ul>	<p><i>Focus on playing improvised pieces using body and un-tuned percussion instruments in small groups to create simultaneous music including the pulse.</i></p> <ul style="list-style-type: none"> <li>➤ Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4</li> <li>➤ Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g. crotchets, quavers and minims NC1.2/ NC2.1/ NC2.3</li> <li>➤ Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4</li> <li>➤ Identify where elements change (e.g. music gets faster or louder;) replicate these changes in a simple performance NC1.3/ NC1.4</li> <li>➤ Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the</li> </ul>	<p><i>Focus on composing and playing longer pieces of melodies accompanied by a piece of music using body and un-tuned percussion instruments.</i></p> <ul style="list-style-type: none"> <li>➤ Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4</li> <li>➤ Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g. crotchets, quavers and minims NC1.2/ NC2.1/ NC2.3</li> <li>➤ Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4</li> <li>➤ Identify where elements change (e.g. music gets faster or louder;) replicate these changes in a simple performance NC1.3/ NC1.4</li> <li>➤ Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the</li> </ul>	<p><i>Focus on learning words for songs and singing in parts where possible</i></p> <ul style="list-style-type: none"> <li>➤ Sing simple songs and folk songs in rounds NC1.1</li> </ul>

	<ul style="list-style-type: none"> <li>➤ rhythms as improvisation NC1.4</li> <li>➤ Play longer phrases on untuned percussion instruments and body percussion NC1.2</li> <li>➤ Sing simple songs and folk songs in rounds NC1.1</li> </ul>		<ul style="list-style-type: none"> <li>➤ rhythms as improvisation NC1.4</li> <li>➤ Play longer phrases on untuned percussion instruments and body percussion NC1.2</li> <li>➤ Sing simple songs and folk songs in rounds NC1.1</li> </ul>	<ul style="list-style-type: none"> <li>➤ rhythms as improvisation NC1.4</li> <li>➤ Play longer phrases on untuned percussion instruments and body percussion NC1.2</li> <li>➤ Sing simple songs and folk songs in rounds NC1.1</li> </ul>	<ul style="list-style-type: none"> <li>➤ rhythms as improvisation NC1.4</li> <li>➤ Play longer phrases on untuned percussion instruments and body percussion NC1.2</li> <li>➤ Sing simple songs and folk songs in rounds NC1.1</li> </ul>	
<b>Year 3</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Title</b>	Garage Band	Xmas Production	Three Little Birds		Glockenspiel Stage 1	End of Year Song
<b>Statutory focus / knowledge and skills</b>	<p><i>Focus on composition, improvisation and using rhythm grids to record music patterns, including using music notation with crotchets, minims, quavers and rests.</i></p> <ul style="list-style-type: none"> <li>➤ Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, ¾ and 4/4 in at least 3 different tempos NC2.1/ NC2.3</li> <li>➤ Perform more extended rhythms that use crotchets, quavers, minims and their rests NC2.1/ NC2.4</li> <li>➤ Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4</li> <li>➤ Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are</li> </ul>	<p><i>Focus on singing in parts and with harmonies within ensemble performances</i></p> <ul style="list-style-type: none"> <li>➤ Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1</li> </ul>	<p><i>Focus on extending using music notation using un-tuned percussion instruments.</i></p> <ul style="list-style-type: none"> <li>➤ Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, ¾ and 4/4 in at least 3 different tempos NC2.1/ NC2.3</li> <li>➤ Perform more extended rhythms that use crotchets, quavers, minims and their rests NC2.1/ NC2.4</li> <li>➤ Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4</li> <li>➤ Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6</li> <li>➤ Create basic 3 note tunes and simple rhythms using</li> </ul>		<p><i>Focus on composition with a tuned instrument and learning the scales of notes. Chn will need to consolidate recording using music notation using a variety of different music grids.</i></p> <ul style="list-style-type: none"> <li>➤ Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, ¾ and 4/4 in at least 3 different tempos NC2.1/ NC2.3</li> <li>➤ Perform more extended rhythms that use crotchets, quavers, minims and their rests NC2.1/ NC2.4</li> <li>➤ Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4</li> <li>➤ Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are</li> </ul>	<p><i>Focus on learning a song that could be used as a round and understanding timing and include un-tuned percussion ostinatos.</i></p> <ul style="list-style-type: none"> <li>➤ Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1</li> </ul>

	<p>heard NC2.3/ NC2.5/ NC2.6</p> <ul style="list-style-type: none"> <li>➤ Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2</li> <li>➤ Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1</li> <li>➤ Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1</li> </ul>		<p>crotchets, quavers, minims and their rests NC2.2</p> <ul style="list-style-type: none"> <li>➤ Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1</li> <li>➤ Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1</li> </ul>		<p>heard NC2.3/ NC2.5/ NC2.6</p> <ul style="list-style-type: none"> <li>➤ Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2</li> <li>➤ Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1</li> <li>➤ Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1</li> </ul>	
<b>Year 4</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Title</b>	Recorders {Music Services}	Recorders {Music Services} Xmas Production	Recorders {Music Services}	Recorders {Music Services}	Garage Band	End of Year Song
<b>Statutory focus / knowledge and skills</b>	<p><i>Focus on beat work with music – 4/4, notation using hands, rhythm grids, music maths and syncopation</i></p> <ul style="list-style-type: none"> <li>➤ On a tuned instrument, keep a steady pulse in: 2/4, 3/4- and 4/4-time signatures and in different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3</li> <li>➤ Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3</li> <li>➤ Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/</li> </ul>	<p><i>Focus on beat work with music with 3 and 4, notation using a staff, using note names, change tempo in 4/4 and add ostinato, syncopation, improvisation, ostinato and drone ensemble</i></p> <ul style="list-style-type: none"> <li>➤ On a tuned instrument, keep a steady pulse in: 2/4, 3/4- and 4/4-time signatures and in different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3</li> <li>➤ Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using</li> </ul>	<p><i>Focus on chn deciding how many beats are in the bar, developing fluency and confidence with the fab five, new notes D and C, quaver rests, 3 time syncopation and improvisation.</i></p> <ul style="list-style-type: none"> <li>➤ On a tuned instrument, keep a steady pulse in: 2/4, 3/4- and 4/4-time signatures and in different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3</li> <li>➤ Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3</li> </ul>	<p><i>Focus on consolidating beats in a bar and add 2 in a bar, notes on the recorder: GABCD, playing duets with flutes, composition using rhythm grids.</i></p> <ul style="list-style-type: none"> <li>➤ On a tuned instrument, keep a steady pulse in: 2/4, 3/4- and 4/4-time signatures and in different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3</li> <li>➤ Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3</li> <li>➤ Perform from and compose using 5</li> </ul>	<p><i>Focus on using the notation and beats in a bar to create composition using rhythm grids on Garage band and create a full piece of music with different layers, pitch and tempos.</i></p> <ul style="list-style-type: none"> <li>➤ On a tuned instrument, keep a steady pulse in: 2/4, 3/4- and 4/4-time signatures and in different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3</li> <li>➤ Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3</li> </ul>	<p><i>Focus on singing songs with more than one part and adding in harmonies.</i></p> <ul style="list-style-type: none"> <li>➤ Sing pieces in two parts that have melodies and counter-melodies NC2.1</li> </ul>

	<p>NC2.2/ NC2.3/ NC2.4</p> <ul style="list-style-type: none"> <li>➤ Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6</li> <li>➤ Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars) NC2.2</li> <li>➤ Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1</li> <li>➤ Sing pieces in two parts that have melodies and counter-melodies NC2.1</li> </ul>	<p>single quaver rests NC2.1/ NC2.3</p> <ul style="list-style-type: none"> <li>➤ Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4</li> <li>➤ Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6</li> <li>➤ Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars) NC2.2</li> <li>➤ Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1</li> <li>➤ Sing pieces in two parts that have melodies and counter-melodies NC2.1</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4</li> <li>➤ Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6</li> <li>➤ Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars) NC2.2</li> <li>➤ Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1</li> <li>➤ Sing pieces in two parts that have melodies and counter-melodies NC2.1</li> </ul>	<p>pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4</p> <ul style="list-style-type: none"> <li>➤ Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6</li> <li>➤ Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars) NC2.2</li> <li>➤ Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1</li> <li>➤ Sing pieces in two parts that have melodies and counter-melodies NC2.1</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4</li> <li>➤ Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6</li> <li>➤ Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars) NC2.2</li> <li>➤ Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1</li> <li>➤ Sing pieces in two parts that have melodies and counter-melodies NC2.1</li> </ul>	
<b>Year 5</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Title</b>	<b>Living on a Prayer</b>	<b>Xmas Production</b>	<b>Classroom Jazz 1</b>		<b>Fresh Prince of Bel Air</b>	<b>End of Year Song</b>
<b>Statutory focus / knowledge and skills</b>	<p><i>Focus on listening skills and understanding music, listening for changes in tempo and time signatures. Children should be able to pick out and perform syncopated and off-beat rhythms.</i></p> <ul style="list-style-type: none"> <li>➤ On a tuned instrument, regularly and accurately</li> </ul>	<p><i>Focus on singing traditional songs with at least two parts, e.g. harmonies.</i></p> <ul style="list-style-type: none"> <li>➤ Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1</li> </ul>	<p><i>Focus on composition and improvisation using a specific style of music, look at performing pieces which use off-beat and dotted rhythms and single quaver rests.</i></p> <ul style="list-style-type: none"> <li>➤ On a tuned instrument, regularly and accurately</li> </ul>		<p><i>Focus on using tuned instruments and un-tuned percussion to create four bar melodies in different tempo and time signatures.</i></p> <ul style="list-style-type: none"> <li>➤ On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting</li> </ul>	<p><i>Focus on singing more complex songs with different parts to perform.</i></p> <ul style="list-style-type: none"> <li>➤ Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1</li> </ul>

	<p>perform pieces in at least 3 contrasting tempos and time signatures NC2.1</p> <ul style="list-style-type: none"> <li>➤ Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4</li> <li>➤ Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms NC2.2/ NC2.5/ NC2.</li> <li>➤ Create four bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6</li> <li>➤ Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1</li> </ul>		<p>perform pieces in at least 3 contrasting tempos and time signatures NC2.1</p> <ul style="list-style-type: none"> <li>➤ Perform pieces which use offbeat and dotted rhythms and single quaver rests NC2.1</li> <li>➤ Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4</li> <li>➤ Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms NC2.2/ NC2.5/ NC2.</li> <li>➤ Create four bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6</li> <li>➤ Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1</li> </ul>		<p>tempos and time signatures NC2.1</p> <ul style="list-style-type: none"> <li>➤ Perform pieces which use offbeat and dotted rhythms and single quaver rests NC2.1</li> <li>➤ Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4</li> <li>➤ Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms NC2.2/ NC2.5/ NC2.</li> <li>➤ Create four bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6</li> <li>➤ Perform 8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1</li> <li>➤ Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1</li> </ul>	
<b>Year 6</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Title</b>	WW1 Songs	Xmas Production		Keyboards	Jackson 5	End of Year Song
<b>Statutory focus / knowledge and skills</b>	<i>Focus on listening to different types of music and understanding the</i>	<i>Focus on singing for performance purposes, including</i>		<i>Focus on composition and performance using rhythm grid to record</i>	<i>Focus on all aspects of music to recreate a composition based on a given music</i>	<i>Focus on singing more complex songs with extended harmony parts.</i>



	<p><i>key features, then improvising and composition of own pieces within an ensemble.</i></p> <ul style="list-style-type: none"> <li>➤ Talk about the key features of music including: <ul style="list-style-type: none"> <li>● Tempo</li> <li>● Metre</li> <li>● Instrumentation</li> <li>● Melody</li> </ul> </li> <li>Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6</li> <li>➤ Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.</li> <li>➤ Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4</li> <li>➤ Sing musically responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4</li> </ul>	<p><i>phrases and multiple harmony parts.</i></p> <ul style="list-style-type: none"> <li>➤ Sing musically responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4</li> </ul>		<p><i>notation, moving on to using note formation on the stave.</i></p> <ul style="list-style-type: none"> <li>➤ When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3</li> <li>➤ Perform pieces which use offbeat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1</li> <li>➤ Perform from and compose with 8 different notes; Capture the work in different formats including staff notation so it can be recreated NC2.4</li> <li>➤ Talk about the key features of music including: ● Tempo ● Metre ● Instrumentation ● Melody Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6</li> <li>➤ Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.</li> <li>➤ Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4</li> <li>➤ Sing musically responding to the performance directions of the piece e.g. phrasing;</li> </ul>	<p><i>style, recording on the stave using accurate notation and in the correct time signature and tempo.</i></p> <ul style="list-style-type: none"> <li>➤ When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3</li> <li>➤ Perform pieces which use offbeat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1</li> <li>➤ Perform from and compose with 8 different notes; Capture the work in different formats including staff notation so it can be recreated NC2.4</li> <li>➤ Talk about the key features of music including: ● Tempo ● Metre ● Instrumentation ● Melody Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6</li> <li>➤ Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.</li> <li>➤ Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4</li> <li>➤ Sing musically responding to the performance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sing musically responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4</li> </ul>
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				sing more extended harmony parts NC2.1/ NC2.4	directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4	
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