

LANGTOFT PRIMARY SCHOOL

Music

OUR INTENT FOR MUSIC

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.



Pupils gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Pupils understand the value and importance of music in the wider world.

Over time, children develop new musical skills and concepts, and also revisit established musical skills and concepts. Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards; it enables them to re-enforce their musical understanding in order to improve the quality of their musicianship. To achieve mastery means gaining both a deeper understanding of musical skills and concepts and learning something new (Charanga, 2020).

The Skills and Knowledge on which our Music Curriculum is Built

Taken from the National curriculum - overview of subject. Highlight any **knowledge** and **skills** in blue

- **Perform, listen to, review and evaluate music** across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to **sing** and to use their voices, to create and **compose** music on their own and with others, have the opportunity to **learn a musical instrument, use technology** appropriately and have the opportunity to progress to the next level of musical excellence.
- **Understand and explore how music is created, produced and communicated**, including the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Knowledge Building and Progress

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EYFS		
	Intent – Knowledge to be gained	Implementation – Application of knowledge as skills
Singing	Sing a range of well-known nursery rhymes and songs;	<ul style="list-style-type: none"> - Learn to sing or sing along to nursery rhymes and action songs. <p style="color: red; margin-top: 10px;">Styles to include: Nursery Rhymes: Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels On The Bus, The Hokey Cokey</p>
Listening and Appraisal	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;	<ul style="list-style-type: none"> - Listen and respond to different styles of music. - Embed foundations of the interrelated dimensions of music (pulse, rhythm and pitch)
Performance	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<ul style="list-style-type: none"> - Learn to sing or sing along to nursery rhymes and action songs and perform these as a group or class.
Skills – Composition and Improvisation	(Continuous provision)	<ul style="list-style-type: none"> - Improvise leading to playing classroom instruments and share/perform the learning that has taken place. - Riff based composition. (A riff is an ostinato – repeated chord, pattern or melody)
Vocabulary	chorus, composing, harmony, improvise, introduction, lyrics, melody, performing, verse	
Year 1		
	Intent – Knowledge to be gained	Implementation – Application of knowledge as skills
Singing	<p>N.C : use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Start to sing songs/raps together in a group/ensemble.</p>	<ul style="list-style-type: none"> - Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone . - Begin to understand the importance of warming up their voices and to establish a good singing position. - Start to consider that words mean something and how they work together with the music. - Sing with a good sense of the pulse internally and try to sing together with the group. - Stop and start as appropriate, begin to follow a leader/conductor.
Listening and Appraisal	<p>N.C: listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussions using musical language.</p>	<ul style="list-style-type: none"> - Start to recognise/identify very simple style indicators and different instruments used. - March, clap, tap your knees, move to find and internalise the pulse. - Begin to understand what it means to find the pulse. - Start using basic musical language to describe the music you are listening to and your feelings towards it. - Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. - Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.

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		<p>Styles include: Hip Hop, Reggae, Western, Classical, Rock, Pop, Beatles, Latin, Film, Big Band, Jazz.</p>
Performance	<p>N.C: play tuned and untuned instruments musically</p> <p>Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble .</p>	<ul style="list-style-type: none"> -Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. -Move between differentiated parts as required using a sound-before-symbol approach. (Hear the music before begin learning to read it.) - Learn to stop/start and respond to basic musical cues from the leader/conductor. - Learn how to treat your instrument with respect and how to play it correctly. - Play as part of your ensemble/group with a sound-before-symbol (by ear) approach.
Skills – composition	<p>N.C :experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way so that you can play/perform them again with your friends.</p>	<ul style="list-style-type: none"> - Create your own very simple melodies (usually in a group) within the context of the song that is being learnt. - Create compositions using one or two notes, increasing to three notes if appropriate. - Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. - Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). - Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.
Skills - Improvisation	<p>N.C :experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</p>	<ul style="list-style-type: none"> - Explore and create simple musical sounds with voices and instruments within the context of the song being learnt. -Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. - Improvise using very simple patterns on your instrument and/or voice. - Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. - Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.
Vocabulary	<p>appraising, arrangement, backing, balance, ballard, band, chord, chorus, cover, composing, dynamics, ending, groove, harmony, improvise, introduction, lyrics, melody, original, performing, phrase, pitch, pre-chorus, pulse/beat, recurring theme, rhythm, solo, style, verse</p>	
Year 2		
	Intent – Knowledge to be gained	Implementation – Application of knowledge as skills
Singing	<p>N.C : use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Continue to sing songs/raps together in a group/ensemble.</p>	<ul style="list-style-type: none"> - Continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone. - Continue to understand the importance of warming up their voices and to establish a good singing position. - Consider that words mean something and how they work together with the music. - Sing with a good sense of the pulse internally and try to sing together and in time with the

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		<p>group.</p> <ul style="list-style-type: none"> - Stop and start as appropriate, begin to follow a leader/conductor.
Listening and Appraisal	<p>N.C: listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>The children will continue to listen to a variety of musical styles from different times, traditions and composers . Learn to recognise the sound of musical instruments and basic features of key musical styles . Encourage discussions using musical language.</p>	<ul style="list-style-type: none"> - Try to recognise/identify very simple style indicators and different instruments used. - March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. - Start using basic musical language to describe the music you are listening to and your feelings towards it. - Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. - Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. <p>Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</p>
Performance	<p>N.C: play tuned and untuned instruments musically</p> <p>Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble .</p>	<ul style="list-style-type: none"> -Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. - Move between differentiated parts as required using a sound-before-symbol approach. - Continue to respond to basic musical cues from the leader/conductor. - Continue to treat your instrument with respect and how to play it correctly. - Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach.
Skills – composition	<p>N.C :experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p>	<ul style="list-style-type: none"> - Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt. - Move beyond composing using one or two notes, increasing to three notes if appropriate. - Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. - Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo). - Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.
Skills - Improvisation	<p>N.C :experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</p>	<ul style="list-style-type: none"> - Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. - Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. - Continue to improvise using very simple patterns on your instrument and/or voice. - Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. - Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using one or two notes.
Vocabulary	<p>appraising, arrangement, backing, balance, ballad, band, chord, chorus, cover, composing, crossover, decks, dynamics, ending, groove, harmony, improvise, introduction, lyrics, melody, original, performing, phrase, pitch, pre-chorus, pulse/beat, recurring theme, rhythm, solo, style, verse</p>	

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Year 3

	Intent – Knowledge to be gained	Implementation – Application of knowledge as skills
Listening and Appraisal	<p>N.C: listen with attention to detail and recall sounds with increasing aural memory</p> <p>N.C appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>N.C develop an understanding of the history of music.</p> <p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p>	<ul style="list-style-type: none"> - Identify basic musical styles through learning about their style indicators and the instruments played. - Find the pulse, the steady beat to the music they are listening to and understand what that means. - More consistently use accurate musical language to describe and talk about music. - Listen to other ideas about music, respect those ideas and feelings. - Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too. (Duration) <p>Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz.</p>
Performance – instrumental	<p>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>- use and understand staff and other musical notations</p> <p>Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.</p>	<ul style="list-style-type: none"> - Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence. - Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. - Continue to respond to basic musical cues from the leader/conductor. - Continue to treat your instrument with respect and care and to play it correctly. - Play more confidently as part of your ensemble/group with a soundbefore- symbol (by ear) approach or, with notation if appropriate.
Performance - Singing	<p>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist or as part of a larger group and/or in parts.</p>	<ul style="list-style-type: none"> - Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone. - Continue to understand the importance of warming up their voices and to establish a good singing position. - Consider that words mean something and project the meaning of the song. - Sing with a good sense of the pulse internally and sing together and in time with the group. - Follow a leader/conductor.
Skills – composition	<p>N.C: - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>- use and understand staff and other musical notations</p> <p>Continue to learn and understand that composition is creating musical ideas, recorded in sound or written using any appropriate notation.</p>	<ul style="list-style-type: none"> - Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt. - Move beyond composing using two notes, increasing to three notes if appropriate. - Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. - Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). - Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.

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Skills - Improvisation	<p>N.C: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. Inventing musical ideas.</p>	<ul style="list-style-type: none"> - Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. - Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. - Continue to improvise using very simple patterns on your instrument and/or voice. - Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. - Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.
Vocabulary	<p>appraising, arrangement, backing, balance, ballad, band, chord, chorus, cover, composing, crossover, decks, dynamics, ending, groove, harmony, improvise, interlude, introduction, lyrics, melody, notation, offbeat, original, performing, phrase, pitch, pre-chorus, pulse/beat, recurring theme, rhythm, sampling, solo, structure/form/shape, style, tag, tempo, verse</p>	

Year 4

	Intent – Knowledge to be gained	Implementation – Application of knowledge as skills
Listening and Appraisal	<p>N.C: listen with attention to detail and recall sounds with increasing aural memory</p> <p>N.C appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>N.C develop an understanding of the history of music.</p> <p>The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language.</p>	<ul style="list-style-type: none"> - Identify basic musical styles through learning about their style indicators and the instruments played. - Find the pulse, the steady beat to the music they are listening to and understand what that means. - More consistently use accurate musical language to describe and talk about music. - Listen to other ideas about music, respect those ideas and feelings. - Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too. (Duration and timbre – colour or tone of the sound) Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music.
Performance – Instrumental	<p>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>- use and understand staff and other musical notations</p> <p>Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.</p>	<ul style="list-style-type: none"> - Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence and ease. - Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. - Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently. - Continue to treat your instrument with respect and care and to play it correctly. - Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.
Performance – Vocal	<p>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts.</p>	<ul style="list-style-type: none"> - Sing in tune within a limited pitch range and continue to understand: - How to work together as part of a group and with their friends, developing the confidence to sing alone. - The importance of warming up their voices and to establish a good singing position. - How to perform a song stylistically and as musically as you can.

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		<ul style="list-style-type: none"> - How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps sing in two parts. - How to follow a leader/conductor with confidence.
Skills – composition	<p>N.C: - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>- use and understand staff and other musical notations</p> <p>Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation.</p>	<ul style="list-style-type: none"> - Compose a section of music that can be added to a performance of a song. - Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt. - Move beyond composing using two notes, increasing to three notes if appropriate. - Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. - Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). - Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.
Skills - Improvisation	<p>N.C: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Continue inventing musical ideas within improvisation.</p>	<ul style="list-style-type: none"> - Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. - Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. - Continue to improvise using very simple patterns on your instrument and/or voice. - Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. - Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.
Vocabulary	<p>appraising, arrangement, back beat, backing, balance, ballad, band, chord, chorus, cover, composing, crossover, decks, drumloops, dynamics, ending, ensemble, groove, harmony, hook, improvise, interlude, introduction, lyrics, melody, melodic, notation, offbeat, original, ostinato, pentatonic scale, performing, phrase, pitch, pre-chorus, pulse/beat, recurring theme, rhythm, riff, sampling, solo, structure/form/shape, style, tag, tempo, verse</p>	

Year 5

	Intent – Knowledge to be gained	Implementation – Application of knowledge as skills
Listening and Appraisal	<p>N.C: listen with attention to detail and recall sounds with increasing aural memory</p> <p>N.C appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>N.C develop an understanding of the history of music.</p> <p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p>	<ul style="list-style-type: none"> - Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. - Find the pulse confidently and innately, of the music they are listening to and understand what that means. - Use accurate musical language to describe and talk about music. - Listen to other ideas about music, respect those ideas and feelings. - Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.

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		<p>Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music.</p>
Performance – instrumental	<p>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>- use and understand staff and other musical notations</p> <p>Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.</p>	<ul style="list-style-type: none"> - Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. - Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. - Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. - Continue to treat your instrument with respect and care and to play it correctly. - Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.
Performance - Vocal	<p>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p>	<ul style="list-style-type: none"> - Understand how to work together as part of a group and in an ensemble or, as a soloist. - Continue to understand the importance of warming up your voice and to establish a good singing position. - Perform and interpret a song stylistically and as musically as you can. - Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. - Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?
Skills – composition	<p>N.C: - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>- use and understand staff and other musical notations</p> <p>Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>	<ul style="list-style-type: none"> - Compose a section of music that can be added to a performance of a song. - Create your own more complex melodies within the context of the song that is being learnt. - Move beyond composing using two notes, increasing to three notes then five if appropriate. - Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. - Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. - Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.
Skills - Improvisation	<p>N.C: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p>	<ul style="list-style-type: none"> - Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. - Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. - Continue to improvise using simple patterns on your instrument and/or voice. - Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. - Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.
Vocabulary	<p>a capella, appraising, arrangement, back beat, backing, balance, ballad, band, bridge/middle 8, chord, chorus, coda, cover, composing, crossover, decks, drumloops, dynamics, ending, ensemble, groove, harmony, hook, improvise, interlude, introduction, lyrics, melody, melodic, notation, offbeat, original, ostinato, outro, pentatonic scale, performing, phrase, pitch, pre-chorus, pulse/beat, recurring theme, rhythm, riff, sampling, secular, solo, structure/form/shape, style, style indicators, syncopation, tag, tempo, texture, timbre, urban contemporary, verse.</p>	

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	Intent – Knowledge to be gained	Implementation – Application of knowledge as skills
Listening and Appraisal	<p>N.C: listen with attention to detail and recall sounds with increasing aural memory</p> <p>N.C appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>N.C develop an understanding of the history of music.</p> <p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p>	<ul style="list-style-type: none"> - Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. - Find the pulse confidently and innately, of the music they are listening to and understand what that means. - Use accurate musical language confidently and with understanding to describe and talk about music. - Listen to other ideas about music, respect those ideas and feelings. - Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible. <p>Styles include: 21st Century Classical Music, Electronic Music, Turntables, Jazz, the music of Benjamin Britten, Rock music, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.</p>
Performance – instrumental	<p>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>- use and understand staff and other musical notations</p> <p>Use glocks, recorders or band instruments. Play together with more confidence and deeper understanding in a band or ensemble.</p>	<ul style="list-style-type: none"> - Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. - Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. - Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. - Continue to treat your instrument with respect and care and to play it correctly. - Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.
Performance - vocal	<p>NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p>	<ul style="list-style-type: none"> - Understand how to work together as part of a group and in an ensemble or, as a soloist. - Continue to understand the importance of warming up your voice and to establish a good singing position. - Perform and interpret a song stylistically and as musically as you can. - Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. - Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together Perhaps lead the group yourself?
Skills – composition	<p>N.C: - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>- use and understand staff and other musical notations</p> <p>Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>	<p>Compose a section of music that can be added to a performance of a song.</p> <ul style="list-style-type: none"> - Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. - Move beyond composing using two notes, increasing to three notes then five if appropriate. - Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. - Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.

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		- Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.
Skills - Improvisation	<p>N.C: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Understand with greater depth that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p>	<ul style="list-style-type: none"> - Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. - Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. - Continue to improvise using simple patterns on your instrument and/or voice. - Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. - Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three or more notes with greater confidence.
Vocabulary	a capella, appraising, arrangement, back beat, backing, balance, ballad, band, bridge/middle 8, chord, chorus, coda, cover, composing, crossover, decks, drumloops, dynamics, ending, ensemble, groove, harmony, hook, improvise, interlude, introduction, lyrics, melody, melodic, notation, offbeat, original, ostinato, outro, pentatonic scale, performing, phrase, pitch, pre-chorus, pulse/beat, recurring theme, rhythm, riff, roots reggae, sampling, secular, solo, structure/form/shape, style, style indicators, syncopation, tag, tempo, texture, timbre, urban contemporary, verse.	

Key Vocabulary	
a capella	Without accompaniment from musical instruments, ie voices only.
appraising	Listening carefully.
arrangement	How voices and instruments are used in a song; where they occur within the song.
back beat	Beats 2 and 4 in a drum-line or if we are clapping along with the music.
backing	The accompaniment to a song.
balance	The level of volume at which players sing or play; if the balance is good then everyone can be heard.
ballad	A gentle love song.
band	Playing/singing/performing together.
bridge/middle 8	Contrasting section which leads back to main material.
chord	More than one note played at the same time.
chorus	A repeated section in a song which gives the main message.
coda	Short section which brings the song or piece to an end.
cover	A version of a song performed by someone other than the original artist that might sound a bit – or very – different.
composing	Creating and developing musical ideas and 'mixing' these.

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crossover	Can be a mixture of different styles which introduces new music to different audiences.
decks	Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.
drumloops	A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.
dynamics	How loud or quiet the music is.
ending	Short section which brings the song or piece to an end.
ensemble	A French word used to describe playing/singing/performing together.
groove	The rhythmic part of the music that makes you want to move and dance.
harmony	Different notes sung or played at the same time, to produce chords.
hook	A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.
improvise	To make up a tune and play it on the spot; there is an assumption that it can never be recreated.
interlude	A passage of music played between the main themes
introduction	Music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.
lyrics	The words of a song.
melody	Another name for a tune.
melodic	Melody or tune.
notation	Ways to visually represent music.
offbeat	If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3.
original	The first ever version of a song.
ostinato	A short repeated pattern.
outro	Short section which brings the song or piece to an end.
pentatonic scale	A mixed five-note pattern eg the five black keys on a piano.
performing	Singing and playing instruments.
phrase	A musical sentence.

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pitch	The range of high and low sounds.
pre-chorus	A short section in a song, before the chorus.
pulse/beat	The heartbeat or steady beat of a song/piece of music.
recurring theme	A tune that repeats again and again in a piece of music.
rhythm	The combination of long and short sounds to make patterns.
riff	A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.
roots reggae	Music that deals with social and racial issues and brings in elements of Rastafari.
sampling	Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.
secular	Non religious
solo	An Italian word used to describe playing/singing/performing on our own.
structure/form/shape	How the sections (verses and choruses etc) of a song are ordered to make the whole piece
style	The type of music eg blues or rock.
style indicators	Identicators that show us the genre of the music.
syncopation	Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.
tag	(Usually) a short ending, tagged on to the main part of the song.
tempo	An Italian word used to describe how fast/slow the music goes.
texture	Layers of sound in music.
timbre	The quality and character of the sound.
urban contemporary	Modern music that uses elements of soul, hip hop, funk, jazz, r&b that appeals to young people.
verse	A section in a song which has the same tune but different words