



Music at Moat Hall Primary School

Intent

The National Curriculum for music aims to ensure that all children in KS1:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

The National Curriculum for music aims always wants to ensure that all children in KS2:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and control/expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

At Moat Hall, children 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. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, vocabulary and experiences to involve themselves in music, in a variety of different contexts.

Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom through the structured music programme provided by Rock It Music Projects Ltd, as well as the weekly hymn practises. Moat Hall will also be providing opportunities for various concerts and performances such as choir competitions (Young Voices). The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. They will also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.



Impact

The impact of the teaching of music will be seen across the school with an increase in the profile of music. Whole school and parental engagement will be through performances, assemblies, in church performance – harvest festival/Christmas. The participation in music will promote the essence of well-being which a child may access building fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They will understand how to further develop skills less known to them, should they ever develop an interest in their lives.



Music overview of topics

2023 – 2024

	Autumn term 1	Autumn term 2	Spring term 1	Spring Term 2	Summer term 1	Summer term 2
Reception	<p>Listening and responding to different styles of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs.</p>	<p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place.</p>	<p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place.</p>	<p>Playing instruments within the song</p> <p>Improvisation using voices and instruments.</p>	<p>Listen and Appraise a range of music pieces.</p>	<p>Practise, share and perform in a group.</p>
Year 1	<p>Discuss music the children like (pop music). Give reasons why. Play keyboard and percussion instruments using a range of three notes.</p>	<p>Increase the range of notes and swap instruments within peer group. Begin to follow direction during a performance, louder, softer etc.</p>	<p>Increase the range of simple songs, using voices. Control voices, singing softly or loudly as required. Introducing signing in songs.</p>	<p>Listening skills will be developed using different sounds on electronic keyboards and also by introducing live music and recorded audio performances by known bands/singers.</p>	<p>Simple ensemble pieces will be played to develop a repertoire of pieces in advance of the LCM ensemble Examination. Children will be taught presentation skills.</p>	<p>Cross-Curricular links to art/technology in the form of making a music programme. A range of World Music instruments will be used to broaden the musical experiences of the children.</p>
Year 2	<p>Songs, many original compositions to be sung. These reflect the values, aims and mission statement of the school.</p>	<p>Through instrumental performance, children will learn a repertoire of pieces in an ensemble setting. Pieces include: Reggae Four, Rise and Fall.</p>	<p>Children will begin to learn composition skills, having been given a framework and guidance, initially restricted to five notes on a keyboard instrument.</p>	<p>The Rock it teacher will demonstrate skills on the full range of classroom instruments (Drum kit, Keyboard, Glockenspiel, Melodica). Students will have the opportunity to try each one.</p>	<p>Ukuleles will be played by the whole class. By adding a string instrument, the children will develop a greater understanding of the different elements of music making.</p>	<p>Classes will sing and provide their own accompaniment. Songs from Autumn 1 will be re-visited and improved using instrumental accompaniment and enhanced vocal skills. (Shosholozza, My School)</p>
Year 3	<p>The advantages and benefits of playing a musical instrument will be discussed. Children will listen to recorded music and asked to decide which instrument is</p>	<p>Traditional notation will be taught. Children will have a working knowledge of Italian Musical terms: piano, forte, repeat marks, etc. Through singing as a choir,</p>	<p>History of music, relative to the pieces played in class orchestra will be discussed. Rock and Roll from 1950s will be the first topic. Shake, Rattle and</p>	<p>Individual skills will be improved and developed on each instrument. Sound technique will be reinforced in each discipline. From percussion (drum</p>	<p>Classes will prepare a repertoire of pieces for the London College Examination and assessment. Harmonies will be introduced to previously taught</p>	<p>A London College of Music Ensemble Examination will be taken. Children will be invited to perform in concerts in and out of the school setting. KS2 children</p>



	<p>their favorite. Ensemble skills through practical performance encouraged.</p>	<p>classes will use their voices expressively. Search for the hero.</p>	<p>Roll, etc Elvis Presley and America in 1950s.</p>	<p>kit), to keyboard (correct hand position and fingering).</p>	<p>repertoire and children and children encouraged to challenge themselves to achieve the best possible performance.</p>	<p>will be invited to perform as part of an area steel band.</p>
Year 4	<p>Children will be encouraged to play solo sections in pieces, thus gaining confidence and raising self-esteem.</p>	<p>Live and recorded music will be played to the class. They will be asked to recall details of the performance they have just heard, to include instruments used, tempo, etc.</p>	<p>Harmonies will be explained and used to enhance the class performance. Notated sheets will be used, along with worksheets relating to the theory of music.</p>	<p>Composition and improvisation will be explored by working in small groups. When complete, the class composition will be recorded onto CD. The technology will be explained.</p>	<p>An advanced level of World Music percussion styles will be played, using Djembe, Samba and Asian drums. Authentic African Patterns (IBO) will be played.</p>	<p>A varied selection of styles and pieces will be presented for the end-of-year assessment to include and reflect string, percussion and world music instruments.</p>
Year 5	<p>Through class performance and music topics, famous composers and their styles will be discussed and played. Social and music impact will be discussed. Beatles, Queen< Brit Pop.</p>	<p>Students will understand traditional music notation including note values, pitch names and time signatures. This knowledge will be applied to practical performances in the class band.</p>	<p>By splitting into small groups, children will compose a class piece of music in a style of their choice (Rock, Pop, Ballad, etc) This will then be played and record, discussing the structure and texture of the piece.</p>	<p>By singing Blinded by Your Grace and signing the song, increasing accuracy will be evident in the performances. The ability to accompany will be explained and timbre, balance and relative volume taught.</p>	<p>Improvisation in the form of solo sections within a 12 bar chord sequence will be played. Blues and Rock and Roll music, when played by the class, will contain improvised solos. History of blues to be discussed and appraised.</p>	<p>In preparing for a Level 3 LCM Exam, the class will include: Harmony, presentation skills, solo performance, sound technique, advanced drum kit skills, knowledge of pulse and tempo.</p>
Year 6	<p>Traditions in music and classical composers will be studied, with appropriate places performed. (Pachelbel's Canon)</p>	<p>Keyboard and other instrumental skills will be developed. Students to play with both hands together in certain, selected passaged of music. The full drum kit, including feet pedals will be used to create rhythmic variation.</p>	<p>Traditional notation will be used for most pieces. Graphic scores will be made too and the difference/applications discussed.</p>	<p>Composition using a full a range of chromatic notes will be taught for the first time. Structure will be relaxed, giving the student more freedom to express musical ideas and influences.</p>	<p>In preparing for Level 3 LCM Ensemble Examination, classes will produce and demonstrate excellent ensemble skills, listening and evaluating their performances throughout. (NQF AS Level)</p>	<p>The opportunity to take part in a variety of live music performances will be offered in and out of school. Musicians from Year 6 will experience performing as part of an area band at carnivals and festivals, raising confidence and self-esteem.</p>



Music Progression Document

EYFS

Expressive Arts and Design (Exploring and Using Media and Materials)

Children sing songs, make music, dance and experiment with ways of changing them.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

- Pupils should be taught:
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Key Stage 2 National Curriculum Expectations


- Pupils should be taught:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

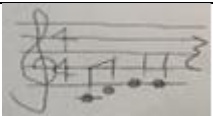


	EYFS	Year 1	Year 2
Singin	Begin to understand warming up their voices	Understand how to warm up their voices	Suggest ways to warm up their voices, based on their prior experiences
	Begin to establish a good singing position (develop basic posture with relaxed shoulders)	Establish a good singing position (developing basic posture with relaxed shoulders)	Establish a good singing position (posture and breathing)
	Sing a range of well-known nursery rhymes and songs	Begin to understand working together as part of a group when singing	Further develop working together as a group, developing confidence to sing alone in front of others
	Sing along on their own or in a small, increasingly matching the pitch and showing an awareness of the melody	Use voices in different ways, such as singing simple songs, chants and rhymes from memory (see Appendix A for Y1 examples)	Sing songs and chants, including substituting actions for words
	Remember and sing entire songs (i.e. simple nursery rhymes and counting songs)	Sing a wide range of call and response songs to control vocal pitch and match the pitch they hear with accuracy	Sing songs with a pitch range of do-so with increasing vocal control Sing songs with a small pitch range (e.g. Rain, Rain, Go Away), pitching accurately Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) Demonstrate understanding of dynamics and tempo when singing by responding to the teacher's (conductor's) direction and visual symbols
	Stop and start following their 'conductor' with increasing accuracy	Match the pitch and follow the melody with increasing confidence and accuracy when singing Stop and start following their 'conductor' with increasing accuracy, responding to simple visual directions	Stop and start following their 'conductor' as appropriate, responding to simple visual directions









	<p>The chosen songs will be many popular nursery rhymes. Increasingly, as the attention of the students is gained, these may be performed to a pre-recorded backing track. Wheels on the Bus, Clap hands, Baby Shark etc.</p>	<p>Song List - Year 1 – Learning songs in unison (clean entry into phrase) following the melody:</p> <p>Three Little Birds Shosholoza Rain Forest Africa Song – Learning song in unison (rhythmical singing) African chants (African Sanctus – chanted in unison) You Are My Sunshine</p>	<p>Song List – Year 2 – Progression in developing diction when singing in unison, following the melody:</p> <p>Gospel Medley (Amen, Down By The Riverside, We Shall Not Be Moved) When the Saints Search For The Hero Blinded By Your Grace Africa Song – Learning song in unison (rhythmical singing) African chants (African Sanctus – chanted in unison)</p>
Playing tuned and untuned instruments	Copy and clap short rhythmic patterns	Clap rhythmic patterns with increasing independence	Clap rhythmic patterns and make up some of their own
	Copy and repeat holding notes and stopping on direction	Copy and repeat holding notes and stopping on direction (increasing in complexity)	Copy and repeat holding notes and stopping on direction (increasing in complexity)
	Create sounds with different instruments	Create sounds with different instruments	Create sounds with different instruments
		Play instruments with increasing control	Play instruments with increasing control
	Practise copying sounds (voices and instruments) to improve accuracy and confidence	Practise (copy and repeat) and rehearse with a performance in mind	Copy and repeat, practising holding notes and stopping on direction (the range of notes will be widened to include a basic harmony)
		Follow the teacher's (conductor's) signs and verbal prompts when playing (letter names/sounds)	Respond to the teacher's (conductor's) signs and verbal prompts when playing (letter names/sounds)
	Talk about what they hear and the sounds they make	Talk about the different sounds percussion instruments make	Identify an instrument by listening carefully
	Stop and start following their 'conductor' as appropriate	Follow the teacher's (conductor's) signs and verbal prompts when playing (letter names/sounds)	Discuss the sounds produced by different percussion instruments and explain preferences
		Play simple tunes in unison on a range of instruments whilst following direction	Play simple tunes in unison on a range of instruments at the same time whilst following direction and beginning to use dynamics - loud and soft sections (i.e. steel pans)
		Stop and start following their 'conductor' as appropriate	Stop and start following their 'conductor' as appropriate
Follow basic rules and instructions to ensure the instruments are looked after	Follow rules and instructions to look after the instruments (resting position, playing position both standing/sitting)	Talk about how we take care of instruments (resting position, playing position both standing/sitting)	

		Instruments: <ul style="list-style-type: none"> • Keyboard • Steel Pans • Ukulele (children play all of the same pieces – use all the strings or a plucked string along to backing tracks) • Glockenspiels • Drum kit 	Instruments: <ul style="list-style-type: none"> • Keyboard • Steel Pans • Ukulele (children play all of the same pieces – use all the strings or a plucked string along to backing tracks) • Glockenspiels • Drum kit • Djembe drums
Listening	Listen with increased attention to sounds	Listen attentively to a range of recorded and live music, moving in accordance with the mood of the piece (freedom to interpret individually is encouraged)	
	Listen to music from different celebrations e.g. birthdays, weddings, parties, other celebrations, such as Eid, Holi	Talk about how the music makes them feel and express their opinions about different musical pieces	Listen to a recording of a musical performance and offer thoughtful and considered feedback, relating to what they know about tempo, pitch and rhythm
	Listen, move to and talk about music, expressing their feelings and responses	Understand what makes a good performance and make thoughtful responses	Listen to a live performance (African drumming session) and offer thoughtful feedback
		Composers/ Artists list <ul style="list-style-type: none"> • Mozart – Eine Kleine Nachtmusik • Johann Sebastian Bach – Air on a G String • Sergei Prokofiev – Lieutenant Kije • Queen – I Want to Break Free 	Composers/Artists list <ul style="list-style-type: none"> • J S Bach – Jesu, Joy of Man’s Desiring • Dvorak – New World Symphony • Tchaikovsky – Swan Lake • Robbie Williams - Millennium
Composing	Experiment with sounds and begin to create pattern	Make different sounds with their voices and instruments	
	Recognise that sounds can be sorted	Identify changes in sound	
	Explore, choose and organise sounds and musical ideas with sound	Repeat short rhythmic and melodic patterns with increasing accuracy	
	Explore and create simple musical sounds with voices and instruments	Create musical sound effects and short sequences of sound in response to stimuli (i.e. a woodland walk, a windy day, a journey)	Compose their own patterns to be copied or improvised, individually and in group composition
	Identify and sort sounds using simple criteria: loud, quiet	Recognise how graphic notation can represent created sounds introduced, for example: 	

			
	Use percussion instruments to create patterns, sounds and combinations in small groups and as a whole class (directed)	Use percussion instruments to create patterns, sounds and combinations in small groups and as a whole class (directed)	Practise being an “orchestra” (some remain silent and others play, or children play different parts) and discuss the overall effect
	Follow hand gestures and actions that represent sounds	Use Glockenspiels (and similar tuned percussion instruments) to explore patterns, both rhythmic and melodic	
Performing	Perform songs, with others, with developing confidence and – when appropriate – try to move in time with music	Sing and chant songs in unison	Sing and chant in unison, developing an awareness of diction when singing
	Present what they have learnt to other people (songs and instruments)	Present what they have learnt to other people with some awareness of an audience performing to staff and children in class/another class (songs and instruments)	Practise, rehearse and present performances with an awareness of an audience – performing to staff and children in class/another class (songs and instruments)
		Follow the music teacher’s (conductor’s) signs when performing as a group (songs and instruments)	
		Recognise visual signs for start, stop (songs and instruments)	
	Practise starting and ending together (songs and instruments)	Practise and understand the importance of starting and ending together (songs and instruments)	Remember and explain the importance of starting and ending together (songs and instruments)
	Begin to understand what makes a good performance	Recognise what makes a good performance and begin to comment on their musical performance as an ensemble (songs and instruments)	Recognise what makes a good performance and offer feedback on the group performance, drawing on their growing knowledge of pulse/beat, rhythm, pitch and tempo
	Copy, repeat and practise, preparing for a performance	When performing to the interactive backing track, the track plays for the whole performance	When performing to the interactive backing track, the track plays for the whole performance
	Perform to parents/audiences	Perform to parents twice per year (Christmas play and Rockitt concert)	Perform to parents twice per year (Christmas play and Rockitt concert)
Musicians	Pulse/Beat Move or clap to a steady beat with increasing confidence	Pulse/Beat Walk, move or clap to a steady beat with others, changing the speed of the beat as the tempo of the music changes	Pulse/Beat Understand that the speed of the beat can change, creating a faster or slower pace (tempo)



Play repeated patterns using body percussion	Play repeated rhythm patterns using body percussion and classroom percussion	Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo
	Play short, pitched patterns on tuned instruments (glockenspiels) to maintain a steady beat	Move or clap in time to the beat of a piece of music or song
Copy and respond to the pulse in recorded or live music through movement	Respond to the pulse in recorded or live music through movement or dance	Know the difference between left and right to support coordination and shared movement with others
		Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
		Identify the beat groupings in familiar music that they sing regularly and listen to
Rhythm Perform short copycat rhythm patterns with increasing confidence and accuracy, led by the teacher	Rhythm Perform short copycat rhythm patterns accurately, led by the teacher	Rhythm Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Perform word-pattern chants <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>MOTH</p>  </div> <div style="text-align: center;"> <p>SPIDER</p>  </div> <div style="text-align: center;"> <p>CATERPILLAR</p>  </div> </div>
Perform short repeating rhythm patterns, developing awareness of a steady beat	Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat	Read and respond to chanted rhythm patterns, and begin to represent them with stick notation including crotchets, quavers and crotchets rests
	Perform word-pattern chants <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>MOTH</p> </div> <div style="text-align: center;">  <p>SPIDER</p> </div> <div style="text-align: center;">  <p>CATERPILLAR</p> </div> </div>	Create and perform their own chanted rhythm patterns



	Pitch Listen carefully to sounds in the local school environment and identify what has made them	Pitch Listen to sounds in the local school environment, comparing high and low sounds	Pitch Sing short phrases independently within a singing game or short song.
	Sing familiar songs	Sing familiar songs in both low and high voices and talk about the difference in sound	Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low)
	Explore percussion sounds to represent experiences or stories	Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk / quiet sounds created on a rainstick or shakers to depict a shower / regular strong beats played on a drum to replicate menacing footsteps	



	Year 3	Year 4	Year 5	Year 6
Singing	Teacher led call and response.	Class led call and response.	Class led call and response.	Class led call and response.
	Teacher supported and instrumental scaffold 2-part melody.	Class led 2-part melody.	Teacher supported and instrumental scaffold 3-part melody.	Class led 3-part melody.
	Teacher supported and instrumental scaffold 2-part harmony.	Class led 2-part harmony.	Teacher supported and instrumental scaffold 3-part harmony.	Class led 2-part harmony.
	Encourage solo performances from children.	Solo performances expected from the class.	Children begin to learn how to control their voices through placement, support, breathing, posture and vowel manipulation.	Children control their voices through placement, support, breathing, posture and vowel manipulation.
	For songs that are sung in previous year groups or key stages instrumental scaffold is removed and more complex melodies introduced.	For songs that are sung in previous year groups or key stages instrumental scaffold is removed and more complex melodies introduced.	For songs that are sung in previous year groups or key stages instrumental scaffold is removed and more complex melodies introduced.	For songs that are sung in previous year groups or key stages instrumental scaffold is removed and more complex melodies introduced.
Playing tuned and untuned instruments	Clapping and using body percussion to create rhythmic patterns as a whole class with variety in tempo and speed and recognising this change. Expectation to maintain rhythm over a whole piece with a drum track.	Clapping and using body percussion to create rhythmic patterns as a whole class with variety in tempo and speed and recognising this change. Expectation to maintain the rhythm over a whole piece with instrumental backing.	As previous year groups and: Beginning to use different groups doing different rhythmic patterns to create a polyrhythm with up to 4 groups.	As previous year groups and: As a class confidently use different groups creating different rhythmic patterns to create a polyrhythm with up to 4 groups.
	Children will have access to apply these skills on: <ul style="list-style-type: none"> • Keyboards • Glocks • Steel drums • Drum kit • Ukuleles • Djembe drums 	Children will have access to apply these skills on: Children will have access to apply these skills on: <ul style="list-style-type: none"> • Keyboards • Glocks • Steel drums • Drum kit • Ukuleles • Djembe drums 	Children will have access to apply these skills on: <ul style="list-style-type: none"> • Keyboards • Glocks • Steel drums • Drum kit • Djembe drums 	Children will have access to apply these skills on: <ul style="list-style-type: none"> • Keyboards • Glocks • Steel drums • Drum kit • Djembe drums
	Left hand on ukulele	Left hand on ukulele	Left hand on ukulele	Left hand on ukulele



	On tuned instruments they children will use verbal prompts and Makaton signs and letters on the board with a teacher conductor to lead the piece (pointing and saying) to play the piece.	On tuned instruments they children will use letters on the board with a teacher conductor to lead the piece (pointing) to play the piece.	On tuned instruments they children will use letters as well as introducing the traditional notation with a teacher conductor to lead the piece (pointing) to play the piece.	On tuned instruments they children will use traditional notation with a teacher conductor to lead the piece (pointing) to play the piece.
	Expectations of use of dynamics to be used where appropriate as taught in previous year group.	Expectations of use of dynamics to be used where appropriate as taught in previous year group.	Expectations of use of dynamics to be used where appropriate as taught in previous year group.	Expectations of use of dynamics to be used where appropriate as taught in previous year group.
	Simple harmonies of two parts will be added to pieces played on tuned instruments.	Simple harmonies of two parts will be added to pieces played on tuned instruments with greater confidence.	Complexity of the arrangements of the pieces played will increase through melodic and harmonic complexity with Obligato line and Ostinato line.	Complexity of the arrangements of the pieces played will increase through melodic and harmonic complexity with Obligato line and Ostinato line with increased confidence and independence in small groups.
Listening	Begin to discuss the mood of a piece of music and how this is made through instrument choice, and composition (note: this is more than just happy/sad, children are encouraged to make comparisons about mood e.g. how a music piece sounds darker or brighter). Minor and major.	Discuss, with more confidence, the mood of a piece of music and how this is made through instrument choice, and composition (note: this is more than just happy/sad, children are encouraged to make comparisons about mood e.g. comparing the mood to weather. Minor and major.	As previous year groups and: Pieces that are listened to will have a technical element that they children will then be applying to their own performance and playing. They will begin to identify this in the pieces.	As previous year groups and: Pieces that are listened to will have a technical element that they children will then be applying to their own performance and playing. They will identify this in the pieces independently.
	Ask children to identify instruments they hear. Children are asked to listen carefully to identify the number of instruments playing, discussing how this effects texture of the pieces	Ask children to identify instruments they hear. Children to listen to the number of instruments playing and discuss how this effects texture of the pieces.	When listening children are introduced to the technical aspects of the piece for example: <ul style="list-style-type: none"> • Concerto • Symphony • Eras in music • Instrument choice • Composition choices 	When listening children discuss with confidence the technical aspects of the piece for example: <ul style="list-style-type: none"> • Concerto • Symphony • Eras in music • Instrument choice • Composition choices



			<ul style="list-style-type: none"> Form (binary and ternary, coda, middle eight, bridge etc) 	<ul style="list-style-type: none"> Form (binary and ternary, coda, middle eight, bridge etc)
	Children are beginning to find out about the origin of the music that they are listening to.	Children are developing their understanding further about the origin of the music that they are listening to.	Children are beginning to discuss independently the origin of the music that they are listening to including social and cultural impact of the music.	Children discuss independently the origin of the music that they are listening to including social and cultural impact of the music.
Composing	Children are guided in their composition through restriction of note choice (5 notes) and phrase length (8 beats at a time)	As previous but with embedding and more confidence.	Children are guided in their composition through restriction of note choice (an octave) and phrase length (8 beats at a time)	As previous but with embedding and more confidence.
	Children use rhythm manipulation to alter the phrases that they compose.		Children will confidently discuss the ways in which notes work together: Cadence points and the chords that effect that has on the composition.	
	The children will use traditional notation to record their composition these will include: Crochet Minim Semi breves Rests		Children will work on different sections of a song to deepen their understanding. The children will use traditional notation to record their composition these will include a full range of note choices.	
	Time signature for their compositions with always be in 4/4		Time signature for their compositions will be in $\frac{3}{4}$ or 4/4.	
	Each phrase the class comes up with will be but in the class composition to be played as an ensemble and recorded professionally using music technology.		Each phrase the class comes up with will be but in the class composition to be played as an ensemble and recorded professionally using music technology.	



			These may become a part of their examinations.	
Performing	Practise, rehearse and present performances with an awareness of an audience (songs and instruments) with increasing confidence.	As all previous year groups as well as: Slow removal of scaffold of the interactive backing track.	Children will begin to change the sound of their instrument (keyboards) the enhance the sound of the performance.	As all previous year groups as well as: Children will be expected to confidently change the sound of their instrument (keyboards) the enhance the sound of the performance.
	Remember and explain the importance of starting and ending together (songs and instruments) and they will be expected to do so independently.		Children learn about the technical aspects that improve a performance – drummer will roll and crash and choke to develop a more professional performance.	Children learn about the technical aspects that improve a performance – drummer will roll and crash and choke to develop a more professional performance
	Recognise what makes a good performance and offer feedback on the group performance, drawing on their secure knowledge of pulse/beat, rhythm, pitch and tempo.		Discuss clearly and confidently what makes a good performance and offer feedback on the group performance, drawing on their secure knowledge of pulse/beat, rhythm, pitch and tempo.	
	Children will begin to lead and conduct the class in whole class performances.		Children will have the opportunity to accompany a vocalist in their performances.	Perform for the London College of Music examinations.
	Children are introduced to the 'level of performance' (the ability to play something correctly and consistently) and improve on this.		Removal of more elements of the scaffold (interactive backing track).	Complete removal of scaffold of the interactive backing track.