



## Music Programme of Study 2021

### Purpose of Study

***Our school's ethos to music is founded on the belief that music enriches individual lives as well as a school's wider community. Music is crucial cultural capital in understanding where we came from and our place in the world. MMC 2021***

**Our school curriculum will ensure;**

Children will be taught music with a sense of purpose and understanding and will be given the freedom to appreciate music in all forms. They will be given the opportunity to listen and appraise throughout the school week. Children will gain the skills they need to perform, compose and improvise through a cross curricular music approach, and will be given opportunities to perform in various ways, including on express days.

Children will be given the knowledge they need to write music, including note names and rhythm lengths. Children will absorb the classical timeline of music historically throughout their school life and make links between composers.

Children will be given the skills to confidently explore music for their own enjoyment and be encouraged to immerse themselves in the music they enjoy.

We believe in the power of music, "It is creative, collaborative, celebratory and challenging) MMC 2021. We will ensure that children will experiment with the creative process and the love of listening to fellow pupils performing. "The sheer joy of music making can feed the soul of a school community." MMC 2021.

**The national curriculum states that;**

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.



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### Aims

#### Our school curriculum will ensure;

- Children have the opportunity to listen to a variety of musical genres, appraise music and discuss their likes and dislikes. Children will be given opportunities to perform in different settings including in their class, before other classes and parents and at venues outside the school.
- *Children will receive a minimum of **one hour of teaching a week**: this may take the form of short sessions spread across the week.* MMC 2021
- *Children will **perform** both in class and to wider school audiences at **least once a term**.* MMC 2021
- Children will build up a knowledge of the history of music as they move through school. This will be displayed in all KS2 classrooms and referred to as children move throughout school as they learn the progression of music. Children will learn about a key classical composer in each year and also other composers from contrasting genres each year.
- Children will be given the opportunity and confidence to sing in a range of ways. They will learn the skills needed and breathing techniques as they move through school.
- Children will build upon their musical ability by composing music in various ways with support of the teacher. They will be given opportunities to use technology to aid their compositions where appropriate.
- Children will be given the opportunity to learn a **musical instrument** through school. This will start in **Y1** where they will introduce the **recorder**. Their **recorder skills will be built upon in Y3** before children will access **whole class brass lessons in y4** taught by Doncaster music service. An opportunity for those who wish to **pursue this further in y5 and beyond** will be available for those gifted and talented.
- Children will build upon all the skills they need in each year group to become a whole, well rounded musician using all elements of music set out in the national curriculum aims.
- Teacher will use *assessment that is deliberately ambitious* MMC 2021



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### The national curriculum for Music aims to ensure that all pupils:

- to 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
- to 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
- to understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Terminology

**Compose** - to write or create a new piece of music

**Improvise** - to play or sing using the imagination on the spot

**Pitch** - how high or low the notes

**Duration** - how long a piece is or phrase

**Dynamics** - how loud or quiet parts of the song are and effects

**Tempo** - the beat and how fast or slow a song is

**Timbre** - the sound quality and changes in sounds or instrument effects

**Texture/structure** - how a piece of music is made up

**Musical notations** - notes on a staff and/ or graphic representations of music.



### Programmes of Study - Key Stage 1 and 2

#### KS1

##### **Our school curriculum will ensure children are taught:**

- Children will learn a range of familiar songs to work on breathing and singing melodically. Children will be able to sing with freedom and for pleasure. Children will be introduced to unfamiliar songs and learn them as a class, this will include a variety of songs linked to the topic and religious songs including harvest and nativity songs.
- Children will be given the opportunity to use recorders and Glockenspiels in KS1 in a variety of lessons. Introductory guided lessons using recorders will begin in Y1 and this will progress into lower KS2.
- Children will be given two key contrasting composers per year group to explore their personal history and listen and appraise a range of their music. Their birth/death will be plotted on a music timeline.
- Children will be given opportunities to listen to a range of high-quality live and recorded music including pieces that are by the composers that have been chosen for each year group.
- Children will be given the opportunity to perform rehearsed music to their class and to a wider audience, (including singing assemblies/ harvest festivals and nativities.)
- Children will be given the opportunity to compose, produce and perform their own compositions to their class and to a wider audience.

##### **The National Curriculum states pupils should be taught to:**

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



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| <p><b>Year 1</b></p> <p><b>In year 1 children will be taught to:</b></p> <ul style="list-style-type: none"> <li>- play sounds and silence using untuned instruments given direction by the teacher.</li> <li>- <i>Sing simple songs, chants and rhymes with a small range (mi-so), (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</i> MMC 2021</li> <li>- <i>Sing songs including pentatonic songs (e.g. Dr Knickerbocker)</i> MMC 2021 (see singing strategy for other song choices)</li> <li>- move and perform with an understanding of <b>beat</b> and <b>tempo</b></li> <li>- demonstrate the difference between singing and speaking voice</li> <li>- discriminate between loud and soft, long and short, high and low</li> <li>- recognise familiar instrument <b>timbres using instrument families</b> (such as, voices, strings, percussion, woodwind, brass.)</li> <li>- use technology as a tool for music learning including recording videos on an ipad.</li> <li>- hold and play classroom instruments safely and correctly</li> <li>- understand turn-taking in group music making</li> <li>- clapping in time to the beat</li> <li>- <i>recognise how graphic notation can represent created sounds. Explore and invent own symbols</i> MMC 2021</li> <li>- <i>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips) create, retain and perform their own rhythm patterns.</i> MMC 2021</li> <li>- <i>mimic teacher to copy holes on a recorder A and C (Recorder Boppers Get Rapping/ I'm easy)</i></li> </ul> | <p><b>Year 2</b></p> <p><b>In year 2 children will be taught to:</b></p> <ul style="list-style-type: none"> <li>- create sounds and silence using untuned instruments and conduct a peer when to start and stop</li> <li>- <i>Sing songs with a pitch range of do-so with increasing vocal control.</i> MMC 2021</li> <li>- <i>Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</i> MMC 2021(see singing strategy for other song choices)</li> <li>- Have an increased understanding of beat and <b>tempo</b> and be able to keep a simple 44 beat by clapping, <i>mark the beat of a listening piece (e.g. Bolero by Ravel)</i> MMC 2021</li> <li>- <i>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats</i> MMC 2021</li> <li>- Sing confidently loud and soft, long and short, high and low in songs and when conducted by the teacher</li> <li>- Respond to leader's directions and visual symbols <b>crescendo, decrescendo, pause</b></li> <li>- Learning to sing in <b>unison</b> and in a round. (e.g. London's Burning/ oh when the saints)</li> <li>- recognise familiar instruments in an orchestra within <b>timbres naming specific instruments</b> (such as male/female voices, violin, trumpet, clarinet, drum kit.)</li> <li>- look at the importance of the conductor</li> <li>- use technology as a tool for music learning including recording on a specific recording app</li> <li>- Begins to play collaboratively with peers</li> <li>- playing untuned instruments in time to the beat</li> <li>- <i>Recognise dot notation and match it to 3-note tunes played on tuned percussion</i> MMC 2021</li> <li>- have some understanding of note name and where they are placed on a recorder when playing</li> </ul> |
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|   | <p>- Learn note names A and C and where they are placed on a recorder when playing (Recorder Boppers Samba C A)</p> <p>-</p>   |
| <p><b>Musical Composers</b></p>   |  |
| <p><b>Year 1</b><br/>Children will be taught about key composers and pieces, a brief history of their life, where they fit on the musical timeline and listen to a range of their musical compositions.</p> <p><b>Antonio Vivaldi</b> Linked with weather <i>Splendid Skies</i> (cornerstones)<br/><b>Key pieces: Four seasons</b><br/><b>Educational links:</b> <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-antonio-vivaldi-winter-from-the-four-seasons/zf98bdm">https://www.bbc.co.uk/teach/ten-pieces/classical-music-antonio-vivaldi-winter-from-the-four-seasons/zf98bdm</a></p> <p><b>Cartola</b> Linked with Samba and percussion <i>Rio de Vida</i> (cornerstones)<br/><b>Beth carvalho</b> Linked with Samba and percussion <i>Rio de Vida</i> (cornerstones)</p> <p>Samba – Fanfarra (<i>Cabua-le-le</i>) Sergio Mendez/ Carlinhos Brown</p> | <p><b>Year 2</b><br/>Children will be taught about key composers and pieces, a brief history of their life, where they fit on the musical timeline and listen to a range of their musical compositions.</p> <p><i>African drumming-</i></p> <p><b>Famoudou Konate- master drummer and djembe player</b></p> <p>Sounds and silence, the use of drones, unison and names of a variety of African drums</p> <p>South African Choral <i>Inkanyezi Nezazi</i> Ladysmith Black Mambazo</p> <p>Glenn Miller- <b>Linked with beat band boogie (cornerstones)</b><br/>Duke Ellington-<br/>Take the A train Billy Strayhorn/ Duke Ellington Orchestra <b>Linked with beat band boogie (cornerstones)</b></p> |
| <p><b>Key Vocabulary – to be revisited each year to embed</b></p>   |  |
| <p><b>Year 1</b><br/><b>Rhythm</b><br/>sound/silence, long/short, fast/slow, beat and rhythm, rest</p>  | <p><b>Year 2</b><br/><b>Rhythm</b></p>   |



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| <p><b>Pitch</b><br/>high/low, pitch direction (going up or down)</p> <p><b>Dynamics and expression</b><br/>loud (forte) f and soft (piano) p</p> <p><b>Form</b><br/>same/different, patterns, repetition</p> <p><b>Timbre</b><br/>every voice and instrument has its own distinct sound, how sound is produced including hit, blown, plucked and shaken <b>Linked with Samba Rio de Vida (cornerstones)</b></p>                     | <p>sound/silence, long/short, fast/slow, beat and rhythm, rest, ostinato, tempo, crotchet, crotchet rest, quavers in pairs, experience of duple and triple metres, pause</p> <p><b>Pitch</b><br/>high/low, pitch matching, unison</p> <p><b>Dynamics and expression</b><br/>loud (forte) f and soft (piano) p<br/>crescendo, decrescendo</p> <p><b>Form</b><br/>echo, introduction, verse, chorus, round</p> <p><b>Timbre</b><br/>how sound is produced including hit, blown, plucked and shaken</p> <p><b>Texture</b><br/>unison, melody and accompaniment, round,</p> |
| <p><b>Spiritual and Emotional Engagement</b></p>  |   |
| <p>Listening and appraising music from different genres children can confidently express themselves through listening to music and form their own opinions in a safe environment. Children will have the opportunity to learn a tuned instrument (Recorder) and broaden their musical tastes.</p> <p>Children in KS1 will engage with a range of secular and non-secular songs including nativities and harvest festival songs.</p> | <p>Children work together to create music in unison, singing in a round having to listen intently to their part to make the round effective. Children will be learning about African drumming and how early drumming was the starting foundations of music and the modern drum kit.</p> <p>Children will have access to djembes and other African drums to play in class.</p>   |



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**Children in KS1 will engage with a range of secular and non-secular songs including nativities and harvest festival songs.**

### KS2

#### **Our school curriculum will ensure children are taught:**

- Our pupils will learn a range of unfamiliar songs to work on singing techniques and styles. They will sing with increased control and sing songs from aural memory. Children will be able to sing with freedom and for pleasure.
- Children will be given the opportunity to use recorders and Glockenspiels in KS2 in a variety of lessons. Year 4 pupils will learn to play brass instruments through Doncaster Music service weekly building on recorder skills previously learned. Y5 gifted and talented children will have the opportunity to pursue these skills through further brass lessons.
- Children will be given two key contrasting composers per year group to explore their personal history and listen and appraise a range of their music. Their birth/death will be plotted on a music timeline and discussions will be had on how their life changed music and the genre of music they composed. Children will learn about how genres of music formed and changed over time building on previous knowledge. The composers highlighted in yellow are the key composers for each year group to study to build up a chronological timeline of music.
- Children will be given opportunities to listen and appraise to a range of high-quality live and recorded music including pieces that are by the composers that have been chosen for each year group.
- Children will be given the opportunity to perform rehearsed music to their class and to a wider audience, (including singing assemblies/ harvest festivals and singing assemblies.)
- Children will be given opportunities to perform in school productions using junior stage plays. Children will have opportunities to sing in the local music venues including The Doncaster Dome for Sing out and links with Opera North.
- Children will be given the opportunity to compose notation using note names as they progress through ks2 building on prior knowledge and learning to read notes on a **stave**, produce and perform their own compositions to their class and to a wider audience.



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### The national curriculum for music aims to ensure that all pupils:

- to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- 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 inter-related 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.

#### Year 3

- matching **pitch** and showing the direction of a tune with gesture or drawings
- sing a widening range of unison songs of varying styles and structures
- recognising the differences between notes moving by steps and leaps
- discriminating between **rhythm** and beat
- demonstrating beat and **tempo** changes and creating **drones**
- matching and varying **dynamics**

#### Year 4

- matching pitch and showing the direction of a tune on a scale.
- *Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind). MMC 2021*
- recognising the notes on a **treble clef staff** using rhymes to remember. (E.g. every, good, boy, deserves, football. FACE)
- keeping a beat and playing/clapping a 4 bar rhythm back
- introduce **major** and **minor** chords.
- matching and varying **dynamics** while playing

#### Year 5

- identifying and **notating metre** and rhythmic groupings
- *sing songs with a verse and a chorus MMC 2021*
- singing and playing independent parts against contrasting parts
- recognising instrumental and **vocal timbres** and digitally generated sounds
- using available technology and digital media as a tool for music learning
- holding and playing instruments and using their voices safely and correctly
- listening to others controlling volume and tone in ensemble activities.
- *Improvise freely over a drone, developing a sense of shape and*

#### Year 6

- identifying and **notating rhythms** and simple notes on a staff
- *sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. MMC 2021*
- *sing by experimenting with positioning singers randomly within the group- in order to develop greater listening skills, balance between parts and vocal independence MMC 2021*
- singing and playing independent parts using simple **harmonies**



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| <ul style="list-style-type: none"> <li>• varying instrumental <b>timbres</b> to create expressive effects using instruments and voices safely and correctly in the classroom</li> <li>• taking on different roles in group music making, for example, <b>accompaniment</b>, lead</li> <li>• using technology as a tool for music making and performance.</li> <li>• <i>Compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. MMC 2021</i></li> <li>• <i>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E MMC 2021</i></li> <li>• <i>Learn note names B,A,C and where they are placed on a recorder when playing (Recorder Boppers B in my Bonnet/ Coconut calypso/ Lonely Mountain/ Walking Talking Robot)</i></li> </ul> | <ul style="list-style-type: none"> <li>• listening to musicians using varying instrumental <b>timbres</b> to create expressive effects using instruments and voices and how these are achieved.</li> <li>• taking on different roles in group music making, conducting others</li> <li>• using technology as a tool for music making and performance.</li> <li>• <i>Compose and capture creative ideas using rhythm notation using a small range (C-G), staff notation and recording technology MMC 2021</i></li> <li>• <i>Explore developing musical knowledge by composing music to create an accompaniment to a short film clip. MMC 2021</i></li> </ul> <p>- <i>Learn to play a brass instrument with Doncaster music service</i></p> | <p><i>character, using tuned percussion MMC 2021</i></p> <ul style="list-style-type: none"> <li>• <i>Experiment with using a wider range of dynamics, including <b>fortissimo</b>, <b>pianissimo</b>, <b>mezzo forte</b>, <b>mezzo piano</b> MMC 2021</i></li> <li>• <i>Compose a short <b>ternary</b> piece MMC 2021</i></li> <li>• <i>Compose music to evoke a specific atmosphere, create music to accompany a silent film or a scene in a play or book MMC 2021</i></li> <li>• <i>Understand how <b>triads</b> are formed MMC 2021</i></li> <li>• <i>Read and perform pitch notation within an octave (e.g. C-C) MMC 2021</i></li> </ul> <p>- <i>Read and perform pitch notation within an octave (e.g. C-C) using glockenspiels</i></p> | <ul style="list-style-type: none"> <li>• recreating and using instrumental and <b>vocal timbres</b> and digitally generated sounds</li> <li>• holding and playing instruments and using their voices safely and correctly</li> <li>• conducting others controlling volume and tone in <b>ensemble</b> activities.</li> <li>• <i>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Notate this melody.</i></li> <li>• <i>Compose a <b>ternary</b> piece using music software to create and record it MMC 2021</i></li> <li>• <i>Play a melody following staff notation written on one stave and using notes within an <b>octave</b> range MMC 2021</i></li> </ul> <p><i>Play a melody following staff notation written on one stave and using notes within an octave range using glockenspiels</i></p> |
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**Musical Composers**

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| <p><b><u>Year 3</u></b><br/>Children will be taught about key composers and pieces, a brief history of their life, where they fit on the musical timeline and listen to a range of their musical compositions.</p> | <p><b><u>Year 4</u></b><br/>Children will be taught about key composers and pieces, a brief history of their life, where they fit on the musical timeline and listen to a range of their musical compositions.</p> | <p><b><u>Year 5</u></b><br/>Children will be taught about key composers and pieces, a brief history of their life, where they fit on the musical timeline and listen to a range of their musical compositions.</p> | <p><b><u>Year 6</u></b><br/>Children will be taught about key composers and pieces, a brief history of their life, where they fit on the musical timeline and listen to a range of their musical compositions.</p> |
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| <p><b>Indian Music:</b><br/><b>Drones/ traditional indian drumming music (linked to Bollywood in PE.</b></p> <p><b>Indian Classical Ravi Shankar</b></p> <p><b>Jai Ho FROM Slumdog Millionaire A.H. Rahman</b></p> <p><b>21<sup>th</sup> century</b><br/>Anna Meredith- <b>linked with scumdidlyuptious cornerstones and food glorious food.</b><br/>Key pieces include: <ul style="list-style-type: none"> <li>• Connect it (BBC Ten pieces)</li> </ul> </p> <p><b>John Williams- linked with Heroes and Villains</b><br/>Key pieces include: <ul style="list-style-type: none"> <li>• Star wars soundtrack</li> <li>• Jaws</li> <li>• Superman</li> <li>• BFG</li> <li>• Jurassic park</li> </ul> </p> | <p><b>Baroque Music</b></p> <p><b>Bach</b><br/><b>Toccat and fugue piano</b></p> <p><b>Handel's messiah (Hallelujah)</b></p> <p>Flamenco music-<br/>Key artists<br/>Cameron de la Isla<br/>Carmen Linares</p> <p><b>links to y4 spanish artists</b></p> | <p><b>Renaissance Music</b><br/><b>Tudor court music</b><br/>English Renaissance composers-<br/><b>John Dunstable and William Byrd</b><br/><b>Written about Henry 8th- Greensleeves (1580)</b></p> <p>- <b>Linked to Off with her head on cornerstones</b></p> <p><b>20<sup>th</sup> century</b><br/>Gustav Holst- the planets (1914 modern composer links to y6) (<b>links to space in science</b>)</p> | <p><b>Classical/ romantic music/ 20<sup>th</sup> century</b></p> <p><b>(classical) Mozart- Ave verum Corpus, Rondo Alla Turka</b><br/><b>(romantic) Beethoven- Symphony 5 in C minor</b></p> <p><b>20<sup>th</sup> century</b><br/>Links to wartime:<br/><b>Traditional wartime songs- Dame Vera Lynn</b><br/><b>Run Rabbit, Run, It's a Long Way to Tipperary and Pack Up Your Troubles in Your Old Kit Bag.</b><br/><b>Edward Elgar-</b><br/>Enigma Variations, the Pomp and Circumstance Marches<br/><b>Benjamin Britten-</b> war requiem, This Little Babe</p> <p>- <b>Linked to a child's war on cornerstones</b></p> |
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## Key Vocabulary – to be revisited each year to embed

| Key Vocabulary – to be revisited each year to embed   |   |   |  |
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| <p><b>Year 3</b></p> <p><b>Rhythm</b><br/>simple metres, crotchet , crotchet rest , quaver , semiquaver dotted crotchet , quavers in groups of 3 and identical rests in repertoire studied, ostinato, tempo changes (faster and slower)</p> <p><b>Pitch</b><br/>pentatonic patterns, melodic shape, recognising steps and leaps, treble clef, staff</p> <p><b>Dynamics and expression</b><br/>very soft (pianissimo) pp and very loud (fortissimo) ff, gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached</p> <p><b>Form</b><br/>question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms</p> | <p><b>Year 4</b></p> <p><b>Rhythm</b><br/>simple metres, crotchet , crotchet rest , quaver , semiquaver dotted crotchet , quavers in groups of 3 and identical rests in repertoire studied, ostinato, tempo changes (faster and slower)</p> <p><b>Pitch</b><br/>pentatonic patterns, melodic shape, recognising steps and leaps, treble clef, staff, major, minor</p> <p><b>Dynamics and expression</b><br/>very soft (pianissimo) pp and very loud (fortissimo) ff, gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached</p> <p><b>Form</b><br/>question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms</p> | <p><b>Year 5</b></p> <p><b>Rhythm</b><br/>simple metres and time signatures, bars and bar lines crotchet, crotchet rest , quaver , semiquaver dotted crotchet , quavers in groups of 3, minims, semi breves</p> <p><b>Pitch</b><br/>pentatonic and major scales recognising pitch sequences such as an arpeggio or riff; treble and bass clef</p> <p><b>Dynamics and expression</b><br/>very soft (pianissimo) pp and very loud (fortissimo) ff, mezzo forte, mf mezzo piano mp, gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached</p> <p><b>Form</b><br/>question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms</p> | <p><b>Year 6</b></p> <p><b>Rhythm</b><br/>simple metres, crotchet , crotchet rest , quaver , semiquaver dotted crotchet , quavers in groups of 3 and identical rests in repertoire studied, ostinato, tempo changes (faster and slower)</p> <p><b>Pitch</b><br/>pentatonic and major scales recognising pitch sequences such as an arpeggio or riff; treble and bass clef</p> <p><b>Dynamics and expression</b><br/>smoothly (legato), detached (staccato), accent</p> <p><b>Form</b><br/>question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms</p> <p><b>Timbre</b><br/>recognising familiar instrumental timbres in isolation and combination</p> |



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| <p><b>Timbre</b><br/>recognising familiar instrumental timbres in isolation and combination</p> <p><b>Texture</b><br/>combining two or more rhythmic or melodic patterns which occur simultaneously in different voices</p>   | <p><b>Timbre</b><br/>recognising familiar instrumental timbres in isolation and combination</p> <p><b>Texture</b><br/>combining two or more rhythmic or melodic patterns which occur simultaneously in different voices</p>  | <p><b>Timbre</b><br/>acoustic, electronic sounds; voice and instrument types</p> <p><b>Texture</b><br/>Contrasting layers of sound</p> <p><b>Composition</b><br/>Sound track, stave, notation, melody, chords</p>  | <p><b>Texture</b><br/>acoustic, electronic sounds; voice and instrument types</p> <p><b>Composition</b><br/>Sound track, stave, notation, melody, chords</p>   |
| <p><b>Spiritual and Emotional Engagement</b></p>  |  |  |  |
| <p>Children start to form a timeline of music and how origins of Indian styles of music feed into popular culture.<br/>Children will continue their musical journey on the recorder learning to play familiar melodies.</p> <p>Children create and compose their own body percussion compositions in groups where they have to build on their team building skills to create sound.</p> | <p>In y4 children will learn to play a brass instrument and sing in unison with support of a professional brass player from Doncaster Music Service. Children will be given the opportunity to perform in front of peers in assemblies.</p> <p>Children will learn about spanish culture through flamenco artists and musicians linking to learning about Spanish artists in artwork and Spanish curriculum.</p> | <p>In y5 children’s emotional connection to space will be explored through music written about the planets. Children will widen their knowledge of British musical history by looking at English renaissance court music and how it shaped the renaissance period.</p> | <p>In y6 children will reflect on the changing timeline of music leading to classical and 20<sup>th</sup> century composers.</p> <p>The emotive nature of war will be apparent in the works of Elgar and Britten and how music can convey emotions in a variety of ways including famous wartime medleys sang by singers such as Dame Vera Lynn.</p> |



**Music Programme of Study 2021**

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| <p><b>Children learn about the emotional connection between music and film listening to John Williams tracks and how the emotive language of music can change the mood of a film.</b></p> |  |  |  |
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