

## Key Stage 2 Music Overview

### Music: Year 3

Rationale: In Year 3, students will experience a wide range of music through the key skills of Performing, Composing and Appraising. The Musical Elements are studied at the start of the year, as they are fundamental to the music that is both heard and performed subsequently. Pupils will be introduced to orchestral classical music using aspects of 'BBC Ten Pieces' as well as projects on Ostinati. 'The Forest' and 'Animal Crackers' are units in which programme music will be studied. In addition, there will be whole-class recorder teaching for a term to build practical and performance skills. Confidence, empathy, collaboration, risk-taking and automaticity are nurtured and developed through Year 3 music. A practical approach is adopted with the theoretical side used in tandem to ensure the development and extension of both.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i>
<p><b>Term 1 – Musical Elements</b>  <b>Skills: Performing</b>  <b>Composing</b>  <b>Appraising</b>  <b>The Elements of Music</b>  <b>Basic Notation</b></p> <p><b>7 lessons</b></p>	<p>Becoming familiar with the elements of music. Teaching songs in unison. Developing notation and playing on tuned and untuned percussion and body percussion. Linking what they hear to the appropriate element of music. Applying these Elements of Music to develop practical performance skills.</p>	<p>Develops previous KS1 work on the Musical Elements of - listening with increasing concentration and understanding to a range of live and recorded music - experimenting with, creating, selecting and combining sounds.</p>	<p><b>Low stakes assessment</b> at the end of each lesson focusing on the skill taught.  <b>End of Unit assessment</b> – Play group compositions with confidence, accuracy and clarity.</p>	<p><b>Reading</b> and recognising note patterns and notation.</p>	<p><b>ACPs Linking</b>  Speed and accuracy.  Automaticity, creativity and precision.</p> <p><b>VAAs</b>  Collaborative working, Risk taking, Practice.</p>	<p>Listen out for the use of these musical elements in music heard outside the classroom.</p>
<p><b>Term 2 - Singing Christmas</b>  <b>Skills: Appraisal</b>  <b>Performance</b></p>	<p>Building upon the previous unit on musical elements, this unit will develop singing in the</p>	<p>Children will learn to sing with control and develop their listening skills using a variety of</p>	<p><b>Low stakes assessment</b> at the end of each lesson focusing on the skills taught.</p>	<p><b>Reading</b> and recognising note patterns and notation.</p>	<p><b>ACPs</b>  Automaticity, self-regulation, connection,</p>	<p>Listen out for the use of orchestral instruments or orchestral music</p>

8 lessons	classroom in order to produce class performances of a number of different Christmas songs and carols. The pupils will learn to sing with increasing accuracy and control.	Christmas-themed songs and carols.	<b>Assessment task –</b> Presentation of whole class performance. <b>Evaluation task –</b> reflect on both the processes and the final pieces and highlight areas for improvement (DIRT sheet, peer feedback and final performance)		precision, speed and accuracy.  <b>VAs</b> Collaborative working, Risk taking, perseverance, confidence.	heard outside the classroom.
Term 3 - Introduction to Orchestral Music Skills: Appraisal Performance Composing  6/7 lessons  (1 class doing recorders, 1 class doing orchestral music)	Understanding and appreciating orchestral music. Developing rhythmic and melodic ostinato using body percussion, tuned and untuned instruments. Composing their own patterns and developing performance skills.	Introducing the orchestra and use of the different elements of music. Using Copeland's 'Hoedown' as a stimulus, the children will build up different repeating patterns and motifs and eventually create their own 'cowboy' style music. Pupils will learn about orchestral instruments and their families.	<b>Low stakes assessment</b> at the end of each lesson focusing on the skills taught. <b>Assessment task –</b> Presentation of whole class performance using tuned and untuned instruments. <b>Evaluation task –</b> reflect on both the processes and the final piece and highlight areas for improvement (DIRT sheet, peer feedback and final performance)	<b>Reading</b> and recognising note patterns and notation.	<b>ACPs</b> Automaticity, Self-regulation, connection, precision, originality.  <b>VAs</b> Collaborative working, Risk taking, perseverance, confidence.	Listen out for the use of orchestral instruments or orchestral music heard outside the classroom.
Term 3/4 -Introduction to Orchestral Music Skills: Appraisal Performance Composing	Understanding and appreciating orchestral music. Developing rhythmic and melodic ostinato	Introducing the orchestra and use of the different elements of music. Using Elgar's 'Enigma Variations',	<b>Low stakes assessment</b> at the end of each lesson focusing on the skills taught.	<b>Reading</b> and recognising note patterns and notation.	<b>ACPs</b> Automaticity, Self-regulation, connection, precision, originality.	Listen out for the use of orchestral instruments or orchestral music heard outside the classroom.

<p>6/7 lessons</p> <p>(1 class doing recorders, 1 class doing orchestral music)</p>	<p>using body percussion, tuned and untuned instruments. Composing their own patterns and developing performance skills.</p>	<p>children will build up different repeating patterns and motifs and eventually create their music that describes a person (or dog). Pupils will also build upon knowledge about orchestral instruments and their families.</p>	<p><b>Assessment task –</b> Presentation of whole class performance using tuned and untuned instruments.</p> <p><b>Evaluation task –</b> reflect on both the processes and the final piece and highlight areas for improvement (DIRT sheet, peer feedback and final performance)</p>		<p><b>VAAAs</b></p> <p>Collaborative working, Risk taking, perseverance, confidence.</p>	
<p>Term 5</p> <p><b>Ostinati</b></p> <p>Steve Reich</p> <p>Music for 18 musicians</p> <p>Skills: Performing</p> <p>Composing</p> <p>6 lessons</p>	<p>Beginning to understand the process of using ostinati. Performing short melodic/rhythmic ostinato and building up texture in performance. Demonstrating awareness other parts in the performance.</p>	<p>Introducing the idea of minimalism using short ostinato patterns with a focus on Steve Reich's 'Music for 18 musicians' (BBC Ten Pieces). The pupils will learn about the subtle changes in patterns that build up texture in minimalist music.</p>	<p><b>Low stakes assessment</b> at the end of each lesson focusing on the skills taught.</p> <p><b>Assessment task –</b> Presentation of group performances using tuned and untuned instruments.</p> <p><b>Evaluation task –</b> reflect on both the processes and the final piece and highlight areas for improvement (DIRT sheet, peer feedback and final performance)</p>	<p><b>Reading</b> and recognising note patterns and notation.</p>	<p><b>ACPs</b></p> <p>Automaticity, speed and accuracy, self-regulation, connection, precision..</p> <p><b>VAAAs</b></p> <p>Collaborative working, Risk taking, perseverance, confidence.</p>	<p>Encouragement to listen to other pieces of music that may be beyond their own sphere of experience so far.</p>
<p>Term 6</p> <p><b>The Forest</b></p> <p>Skills: Performing</p> <p>Composing</p>	<p>Understanding programme music, particularly relating to music that</p>	<p>Analysing different compositions representing the forest or forest</p>	<p><b>Low stakes assessment</b></p> <p>Developing understanding and</p>	<p>Written appraisal work. Reading notes, rhythms, musical patterns.</p>	<p><b>ACPs</b></p> <p>Realising imagination, accuracy, precision,</p>	<p>Considering wide ranges and purposes of programme music</p>

<p>Ensemble work 3 lessons</p> <p>Animal Crackers Skills: Appraising Composing Performance</p> <p>4 lessons</p>	<p>represents sounds of the Forest. Learn about programmatic techniques and apply them to their own 'Forest' compositions using tuned/untuned percussion and/or keyboards.</p>	<p>sounds. Developing previous KS2 work on the Musical Elements and applying motifs to their own compositions and experimenting with, creating, selecting and combining appropriate sounds.</p>	<p>building each from lesson to lesson. <b>Assessment –</b> presentation of certain sounds or patterns in lessons followed by completed performances of group composition. Mini assessments and questioning within each session to demonstrate understanding.</p>	<p>Planning using graphic scores</p> <p>Discussing concepts of musical description.</p>	<p>intellectual confidence, originality. <b>VAA's</b> Collaborative working, creative and enterprising, perseverance, Confidence.</p>	<p>and its place in the musical canon.</p>
<p>(7 total)</p>	<p>Develops previous unit's work on programme music. Pupils will appraise a number of the movements in Saint-Seans' <i>Carnival of the Animals</i> before selecting an animal to represent in a group composition. They will also evaluate their own and others' work.</p>	<p>Analysing different sections of <i>Carnival of the Animals</i> representing the different animals. Developing previous KS2 work on the Musical Elements and applying these to their own compositions and experimenting with, creating, selecting and combining appropriate sounds.</p>	<p><b>Evaluation task –</b> reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance.)</p>			

## Music: Year 4

Rationale: In Year 4, students will experience a wide range of music through the key skills of Performing, Composing and Appraising. Consolidating on previous learning in year 3, they will continue to develop their skills in these three areas. This starts with a unit music representing machinery, focusing on ostinati which helps the pupils' listening, appraising and composition skills followed by an BBC Ten Pieces orchestral unit with the focus on 'Night on Bare Mountain'. Tying in with the unit on Earthquakes, there is a unit of work on Elements, using Hans Zimmer's 'Earth' as a focus. 'Advertising Jingles' has a focus on appraisal and composition before a final unit on 'Water Music' which features Smetana's 'Vltava'. Confidence, empathy, collaboration, risk-taking and automaticity are further developed through Year 4 music in performing and the pupils are encouraged to develop a more creative approach with a greater emphasis on composition.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i>
<p><b>Term 1 – Machine Music</b>  <b>Skills: Performing</b>  <b>Composing</b>  <b>Appraising</b>  <b>The Elements of Music</b></p> <p><b>7 lessons</b></p>	<p>Becoming familiar with the elements of music. Discussing and creating ostinati and building up 0 simple rhythms using untuned percussion and body percussion. Performing these rhythms and creating their own, building one upon another to develop complexity. Applying the Elements of Music to develop practical performance skills.</p>	<p>Develops previous Year 3 work on ostinato. Appraising pieces representing trains including 'Little Train of the Caipara'. Moving onto factory machinery sounds, they will then develop their own 'machinery' sounds, building up the complexity, then performing and appraising each others' performances.</p>	<p><b>Low stakes assessment</b> at the end of each lesson focusing on the skill taught.</p> <p><b>End of Unit assessment</b> – Play group compositions with confidence, accuracy and clarity. Peer assessment.</p>	<p><b>Reading</b> and recognising note patterns and notation.</p>	<p><b>ACPs Linking</b>            Speed and accuracy.            Automaticity, creativity and precision.</p> <p><b>VAAs</b>            Collaborative working, Risk taking, Practice.</p>	<p>Listen out for the use of ostinato in music heard outside the classroom.</p>
<p><b>Term 2 - Night on Bare Mountain</b>  <b>Toccata &amp; Fugue</b>  <b>Skills: Collaboration</b></p>	<p>Understanding and appreciating orchestral music on a programmatic</p>	<p>Developing knowledge of the orchestra and use of the different</p>	<p><b>Low stakes assessment</b> at the end of each lesson</p>	<p><b>Reading</b> and recognising note patterns and notation.</p>	<p><b>ACPs</b>            Automaticity, Self-regulation,</p>	<p>Listen out for the use of orchestral instruments or orchestral music</p>

<p><b>Performance Notation</b></p> <p><b>8 lessons</b></p>	<p>theme. Performing a theme and accompaniment. Composing their own patterns and developing performance skills.</p>	<p>elements of music that tie in with a Halloween theme. Using Mussorgsky's 'Night on Bare Mountain' developing performance skills and Bach's 'Tocatta &amp; Fugue', developing performance and composition skills.</p>	<p>focusing on the skills taught.</p> <p><b>Assessment task –</b> Presentation of whole class performance using tuned and untuned instruments.</p> <p><b>Evaluation task –</b> reflect on both the processes and the final piece and highlight areas for improvement.</p>		<p>connection, precision, originality.</p> <p><b>VAA</b> Collaborative working, Risk taking, perseverance, confidence.</p>	<p>heard outside the classroom.</p>
<p><b>Term 3 - Earth Elements including 'Earth' by Hans Zimmer</b></p> <p><b>Skills: Collaboration Performance Composition Notation</b></p> <p><b>6/7 lessons</b></p>	<p>Understanding and appreciating orchestral music that depicts or suggests a certain theme. Developing rhythmic and melodic ostinato using thematic material. Composing their own themes and performing them, developing both skills.</p>	<p>Describing the different elements of music used by Hans Zimmer in his 'Earth' composition. Identifying the way he uses a small theme throughout to give structure to the music. The children will then develop performance and composition skills.</p>	<p><b>Low stakes assessment</b> at the end of each lesson focusing on the skills taught.</p> <p><b>Assessment task –</b> Presentation of whole class performance using tuned instruments.</p> <p><b>Evaluation task –</b> reflect on both the processes and the final piece and highlight areas for improvement (DIRT sheet, peer feedback and final performance)</p>	<p><b>Reading</b> and recognising note patterns and notation.</p>	<p><b>ACPs</b> Automaticity, Self-regulation, connection, precision, originality.</p> <p><b>VAA</b> Collaborative working, Risk taking, perseverance, confidence.</p>	<p>Listen out for the use of orchestral instruments or orchestral music heard outside the classroom.</p>
<p><b>Term 4 - Advertising Jingles</b></p> <p><b>Skills: Performing and Composing</b></p>	<p>Brief background of products and slogans, sharing ideas from current</p>	<p>Pupils compile a list of products and slogans, then invent two products and</p>	<p><b>Low stakes:</b> Developing ideas and building each from lesson to lesson.</p>	<p>Recognising notes (including accidentals), letters</p>	<p><b>ACPs</b> Self-regulation</p>	<p>Identifying how jingles are used in advertising and their</p>

<p>5 lessons</p>	<p>advertising. Developing appraisal of others' music. Discussing the importance of 'jingles' and what makes a good one. The pupils will then develop their composition skills by creating their own jingle and recording or performing it for peer assessment.</p>	<p>slogans Pupils will get into groups of 2-4 and select the best product and slogan then they compose a short pentatonic jingle to advertise their product. Record or perform the composition and peer evaluate each others' jingles.</p>	<p>Presentation of whole class performance using tuned instruments.  <b>Assessment task</b> – Presentation of whole class performance using tuned instruments.  <b>Evaluation task</b> – reflect on both the processes and the final piece and highlight areas for improvement (DIRT sheet, peer feedback and final performance).</p>	<p>and chord patterns.</p>	<p>Strategy planning, seeing alternative perspectives, Automaticity, Accuracy, Precision, Originality  <b>VAA</b>  Collaborative, confident, Risk taking, resilient.</p>	<p>overall effect in retail.</p>
<p>Term 5  Weather &amp; Seasons  Skills: Performing  Evaluation  Composing  Ensemble work    6 lessons</p>	<p>Evaluating how composers have represented the weather in music (programme music). They will appraise different classical pieces and will also compose their own pieces that represent an aspect of the weather.</p>	<p>Look at how composers have represented weather elements in music including Britten's 'Storm' from Peter Grimes, 'Morning' from Grieg's Peer Gynt. Pupils will also consider aspects of Vivaldi's 'Four Seasons' before composing and performing their own weather composition for peer assessment.</p>	<p><b>Low stakes assessment</b>  Developing ideas and building each from lesson to lesson.  <b>Assessment</b> – Presentation of completed performances of group composition.  <b>Evaluation task</b> – reflect on both the composition processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback</p>	<p>Written appraisal work. Reading notes, rhythms, musical patterns. Discussing concepts of musical description.</p>	<p><b>ACPs</b>  Realising  Strategy planning, imagination, accuracy, precision, intellectual confidence, originality.  <b>VAA</b>  Collaborative working, creative and enterprising, perseverance, Confidence.</p>	<p>Considering wide ranges and purposes of programme music and its place in the musical canon.</p>

			and final performance).			
<p><b>Term 6</b>  <b>Water Music</b>  <b>Skills: Appraising</b>  <b>Composing</b>  <b>Performance</b></p> <p><b>7 lessons</b></p>	<p>Listen to and appraise different pieces of music associated with water, performing water-inspired music. Pupils will also compose and perform pieces based on rivers, the water cycle and the sea.</p>	<p>Analyse different pieces of music associate with water, focusing particularly on Smetana's 'Vltava' and performing themes from that piece. They will also consider the water cycle and compose a piece that can describe that before composing a piece based on the sea.</p>	<p><b>Low stakes assessment</b>  Developing ideas and building each from lesson to lesson.  <b>Assessment</b> – Presentation of completed performances of group composition.  <b>Evaluation task</b> – reflect on both the composition processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance).</p>	<p>Written appraisal work. Reading notes, rhythms, musical patterns. Discussing concepts of musical description.</p>	<p><b>ACPs</b>  Realising imagination, accuracy, precision, intellectual confidence, originality.</p> <p><b>VAAAs</b>  Collaborative working, creative and enterprising, perseverance, Confidence.</p>	<p>Considering wide ranges and purposes of programme music and its place in the musical canon.</p>

## Music: Year 5

Rationale: In Year 5, the pupils focus half of their curriculum time in the year to studying and learning to play a brass instrument. Using five of the traditional brass band instruments (cornet, tenor horn, baritone, trombone and tuba), the pupils will be taught to develop brass playing technique, recognising rhythmic patterns and valve/slide positions, reading standard notation, and playing in an ensemble. This will culminate in an end of course concert to parents, in which they will be given the opportunity to perform. Confidence, empathy, collaboration, risk-taking and automaticity are nurtured and developed this feature of Year 5 music. Opportunity to develop further playing outside of the classroom as an extra-curricular activity will be sought.

The brass project is run over the course of half the year with one year 5 class whilst the other class are taking part in music lessons, after which the classes will swap over and do the reverse. The music learning outside of the brass project is based across three units of work. The first develops keyboard skills where the pupils will become familiar with the piano keyboard and perform melodies and chords based around Betthoven's 'Ode to Joy'. Two further units of work will tie in with the year 5 units of 'Space' featuring Holst's 'Planets' Suite and 'Victorians' featuring street sellers' cries will also take place.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i>
<p><b>Term 1 – 3</b></p> <p><b>Basics of playing and developing a brass instrument</b></p>	<p>Learning to play a brass instrument chosen from cornet, tenor horn, baritone, trombone and tuba.</p> <p>Pupils will be taught to play using 'buzzing' technique and will learn notation in order to play basic melodies.</p>	<p>Introduction to the five brass instruments. Trying out on the instruments. Playing using the 'buzzing' technique. Development of notes C-G on instruments. Playing basic melodies including 'Hot Cross Buns'. Development of reading notation leading to reading basic melodies.</p>	<p><b>Low stakes assessment</b></p> <p>Throughout each lesson focusing on the skills taught.</p> <p><b>End of Unit assessment</b> – Playing group performances with confidence, accuracy and clarity. Where possible, a concert to parents to celebrate their achievements will be presented</p>	<p>Recognising notes, letters and chords.</p>	<p><b>ACPs Realising</b></p> <p>Speed and accuracy. Automaticity, creativity and precision.</p> <p><b>VAA's</b></p> <p>Collaborative working, Risk taking, Practice.</p>	<p>Use of brass instruments in other pieces of music.</p>
<p><b>Term 3 -</b></p> <p><b>Keyboard Skills</b></p> <p><b>Skills: Collaboration</b></p> <p><b>Performance</b></p>	<p>Introducing the piano keyboard and relative notation. The pupils will learn</p>	<p>Some piano music will be introduced for appraisal, together with the</p>	<p><b>Low stakes assessment</b> at the end of each lesson</p>	<p>Recognising note names, letters and chords.</p>	<p><b>ACPs Realising</b></p> <p>Speed and accuracy.</p>	<p>Identifying use of piano and keyboard in music outside of school.</p>

<p><b>Notation</b></p> <p><b>6 lessons</b></p>	<p>the black and white keys on the keyboard and basic chords. This will then lead onto the pupils learning and performing Beethoven's 'Ode to Joy'.</p>	<p>learning of the piano keyboard. 'Ode to Joy' will be used as the piece to play both the theme and the chords.</p>	<p>focusing on the skills taught.</p> <p><b>Assessment task –</b> Presentation of small group performance work.</p>		<p>Automaticity and precision.</p> <p><b>VAA</b> Collaborative working, Risk taking, Practice.</p>	
<p><b>Term 4 - Space</b></p> <p><b>Skills: Performing and Composing</b></p> <p><b>Notation</b></p> <p><b>6 lessons.</b></p>	<p>Pupils will learn about how composers have depicted space through their music. Focusing on Holst's 'Planets Suite' and 'Also Sprach Zarathustra' by Strauss, they will appraise their music, perform certain aspects of it and go on to compose their own pieces based on a planet or space scene.</p>	<p>Appraisal of two pieces from 'The Planets' looking at the contrasts between them. The pupils will create their own music based on a 'Mars' ostinato, looking at crescendo and diminuendo. They will then choose their own planet and create and perform a composition which will then be peer assessed.</p>	<p><b>Low stakes assessment</b> Developing ideas and building each from lesson to lesson.</p> <p><b>Assessment –</b> Presentation of completed performances of group composition.</p> <p><b>Evaluation task –</b> reflect on both the composition processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance).</p>	<p>Written appraisal work. Reading notes, rhythms, musical patterns. Discussing concepts of musical description.</p>	<p><b>ACPs</b> Realising imagination, accuracy, precision, intellectual confidence, originality.</p> <p><b>VAA</b> Collaborative working, creative and enterprising, perseverance, Confidence.</p>	<p>Identifying ostinato patterns in wider music and how they are used for effect.</p>
<p><b>Term 5 Victorians</b></p> <p><b>Skills: Performing Composing Ensemble work</b></p> <p><b>6 lessons</b></p>	<p>The pupils will consider the importance and the growth of music in the Victorian culture (cross-curricular link). Music Hall will</p>	<p>Pupils begin by looking at Victorian inventions and go on to consider the importance of Music Hall in Victorian culture. They will</p>	<p><b>Low stakes assessment –</b> individual parts learned each lesson.</p> <p><b>Assessment –</b> presentation of 'street cries' in lessons</p>	<p>Reading and recognising notes, notations and musical patterns.</p> <p>Planning using graphic scores</p>	<p><b>ACPs</b> Realising Strategy planning, imagination, accuracy, precision, intellectual</p>	<p>Identifying how music is still used in advertising and their overall effect in retail.</p>

	<p>be looked at with examples and various musical inventions. Skill development will include performance on tuned percussion instruments or keyboards and the creation of their own compositions.</p>	<p>then look at street cries, perform a number of them, layering them with increasing textures and then create their own 'street cries' with a sales pitch for a modern item such as a mobile phone. Then build up the texture in the same way with their own cries.</p>	<p>followed by completed performances of group composition. <b>Evaluation task</b> – reflect on both the composition processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance).</p>		<p>confidence, originality. <b>VAs</b> Collaborative working, creative and enterprising, perseverance, Confidence.</p>	
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## Music: Year 6

Rationale: In Year 6, students will experience a wide range of music through the key skills of Performing, Composing and Appraising. Music of the Far East and of World War 2 are studied in the context of the year 6 units of work, together with 'Jazz Improvisation', 'Recycled Rhythms' and a unit on 'Samba'. These units require students not only to develop skills in accuracy, creating original ideas and analysing, but also crucial skills for life and for developing skills for secondary music. Confidence, empathy, collaboration, risk-taking and automaticity are nurtured and developed through Year 6 music building on previous musical learning in key stage 2. A practical approach is adopted with the theoretical side used in tandem to ensure the development and extension of both.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, <i>and recommended reading</i>
<p><b>Term 1</b>  <b>World War 2</b>  <b>Skills: Collaboration</b>  <b>Performance</b>  <b>Notation</b></p> <p><b>7 lessons</b></p>	<p>Introducing different styles of music from the 1930s including Big Band, War Songs and solo artists.</p> <p>Pieces studied and learned for performance as a whole class.</p> <p>Appraisal and performance skills will be developed throughout this unit.</p>	<p>Contextual songs and music discussed with examples played to illustrate this. Both vocal and practical keyboard work on pieces including 'We'll Meet Again', 'Little Brown Jug' and 'In The Mood'.</p>	<p><b>Low stakes assessment</b> at the end of each lesson focusing on the skills taught.</p> <p><b>Assessment task –</b> Presentation of small group performance work.</p>	<p><b>Historical Focus on events of World War 2.</b> In association with topic work in class.</p> <p>Recognising notes, letters and chords.</p>	<p><b>ACPs</b>  <b>Realising</b>            Speed and accuracy.            Automaticity, creativity and precision.</p> <p><b>VAAs</b>            Collaborative working, Risk taking, Practice.</p>	<p>Recognising the impact of songs of the time and their longevity.</p>
<p><b>Term 2 – Music of the Far East</b>  <b>Skills: Performing</b>  <b>Composing</b>  <b>Appraising</b>  <b>The Elements of Music</b></p> <p><b>8 lessons</b></p>	<p>Becoming familiar with the similarities and differences associated with music of the Far East. Teaching songs in unison.</p> <p>Developing notation and playing on</p>	<p>Develops previous KS2 work on the Musical Elements and applying notation.</p> <p>Provides students with collaborative experience for performance and</p>	<p><b>Low stakes assessment</b> at the end of each lesson focusing on the skill taught.</p> <p><b>End of Unit assessment –</b> Play group compositions</p>	<p><b>Geographical focus on the Far East</b> delivering the songs with accuracy. In association with topic work in class.</p>	<p><b>ACPs</b>  <b>Realising</b>            Speed and accuracy.            Automaticity, creativity and precision.</p> <p><b>VAAs</b></p>	<p>Look for the use of these conventions in music heard outside the classroom.</p>

	tuned percussion. Using the pentatonic scale to compose. Applying the Elements of Music to develop practical performance skills.	composition to enhance confidence with each other.	with confidence, accuracy and clarity.	Recognising notes, letters and chords.	Collaborative working, Risk taking, Practice.	
<p><b>Term 3 - Samba</b>  <b>Skills: Collaboration</b>  <b>Performance</b>  <b>Notation</b></p> <p><b>6 lessons</b></p>	Understanding Samba and its origins. Developing sense of pulse and rhythm. Linking to notation. Performance skills, whole class working and realising using notation will be developed during this unit.	Introducing Samba and the different elements of a Samba band. Learning Samba Reggae and Samba Funk patterns. Establishing pulse and internalising. Extending into whole class performance.	<p><b>Low stakes assessment</b> at the end of each lesson focusing on the skills taught.</p> <p><b>Assessment task</b> – Presentation of whole class performance using Samba instruments.</p> <p><b>Evaluation task</b> – reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance)</p>	<p><b>Reading</b> and recognising note patterns and notation.</p>	<p><b>ACPs</b>  Speed and accuracy, Automaticity, Self-regulation, connection Precision</p> <p><b>VAAs</b>  Collaborative working, Risk taking, perseverance</p>	Linking with pieces using musical Latin rhythmic patterns.
<p><b>Term 4 – Folk Music</b>  <b>Skills: Performing</b>  <b>Composing</b>  <b>Appraising</b>  <b>The Elements of Music</b></p> <p><b>6 lessons</b></p>	Becoming familiar with the instruments and styles associated with Folk music. Developing notation and playing on keyboards. Music	Develops previous KS2 work on the Musical Elements and applying notation. Provides students with collaborative experience for	<p><b>Low stakes assessment</b> at the end of each lesson focusing on the skill taught.</p> <p><b>End of Unit assessment</b> – Play group compositions</p>	<p><b>Geographical focus of music from the UK, Ireland and Eastern Europe</b> delivering the songs with accuracy. In</p>	<p><b>ACPs</b>  <b>Realising</b>  Speed and accuracy. Automaticity, creativity and precision.</p>	Look for the use of these conventions in music heard outside the classroom.

	comes from a variety of sources including Sea Shanties, Irish Jig and Reel and a particular focus on 'Scarborough Fair'. Applying the Elements of Music to develop practical performance skills.	performance and composition to create arrangements of particular songs and enhance confidence with each other.	with confidence, accuracy and clarity.	association with topic work in class.  Recognising notes, letters and chords.	<b>VAA</b> Collaborative working, Risk taking, Practice.	
<p><b>Term 5</b> <b>Recycled Rhythms</b> <b>Skills: Performing</b> <b>Composing</b> <b>Ensemble work</b></p> <p><b>5 lessons</b></p>	Using the performance group 'Stomp' and 'Weapons of Sound' analysing the use of ostinato, different timbres and rhythmic patterns and how they work together. Students will use both analytical and practical skills to perform and then compose their own music, working together to create increasingly complex rhythmic patterns on untuned instruments.	Percussion performances discussed, studied and appraised. Develops previous KS2 work on the Musical Elements and applying notation. Provides students with collaborative experience for performance and composition to enhance confidence with each other in order to produce a group composition.	<b>Low stakes assessment</b> – individual parts learned each lesson. <b>Assessment</b> – presentation of rhythmic patterns in lessons followed by completed performances of group composition. <b>Evaluation task</b> – reflect on both the composition processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance).	Reading and recognising notes, notations and musical patterns.  Planning using graphic scores	<b>ACPs</b> Realising Strategy planning, imagination, accuracy, precision, intellectual confidence, originality. <b>VAA</b> Collaborative working, creative and enterprising, perseverance, Confidence.	Identifying rhythmic patterns and how they contrast and interact in a wide range of settings and situations.
<p><b>Term 6 -</b> <b>Jazz Improvisation</b> <b>Skills: Performing and</b> <b>Composing</b></p>	Brief background of 12-bar Blues music leading to development of	Introduction of keyboards recognising and playing individual	<b>Low stakes:</b> Developing improvisations and	Recognising notes (including accidentals), letters	<b>ACPs</b> Self-regulation	Identifying aspects of improvisations in a range of musical genres.

<p>Improvisation Keyboard work</p> <p>7 lessons.</p>	<p>improvisation techniques based on Blues Scale. Students use practical skills to analyse and develop improvisation styles and enable presentation and creation of aspects of Blues music.</p>	<p>notes and chords on 12-bar Blues. Performing Improvisations based on jazz standards.</p>	<p>building each from lesson to lesson. <b>Assessment task –</b> Performance of the improvisations within different pieces. <b>Evaluation task –</b> reflect on both the processes and the final piece and highlight potential areas for improvement (DIRT sheet, peer feedback and final performance)</p>	<p>and chord patterns.</p>	<p>Strategy planning, seeing alternative perspectives, Automaticity, Accuracy, Precision, Originality <b>VAAAs</b> Collaborative, confident, Risk taking, resilient.</p>	
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