

EYFS Knowledge:

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music			
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs. 	
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. 	
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

EYFS

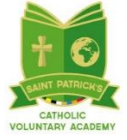
The Foundational Elements of Music (Concepts) that Build and Deepen Over Time – Definitions:

- * **Pulse** – the regular heartbeat of the music; the steady beat.
- * **Rhythm** – long and short sounds or patterns that happen over the pulse, the steady beat.
- * **Pitch** – high and low sounds.
- * **Tempo** – the speed of the music – fast, slow or in-between.
- * **Dynamics** – how loud or quiet music is.
- * **Timbre** – all instruments, including voices have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- * **Texture** – layers of sound working together make music very interesting to listen to.
- * **Structure** – every piece of music has a structure e.g. introduction, verse, chorus, ending

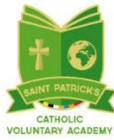


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Music Content Subject Organiser and End Points:

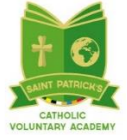


	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 1	Summer Term 1	Summer Term 2
FS2	<p style="text-align: center;">Me! (FS2)</p> <p>To listen to the music and respond through dance or other movement. To recognise and name some of the characters and stories in the songs. To find the pulse in different ways and show this through actions e.g. marching, jumping, moving. To copy sounds they hear to distinguish high-pitched sounds from low-pitched sounds. To sing in unison. To add actions or substitute words in songs. To choose a song and perform it with actions.</p>	<p style="text-align: center;">My Stories (FS2)</p> <p>To listen to the music and respond through dance or other movement. To recognise and name some of the characters and stories in the songs. To find the pulse in different ways and show this through actions e.g. marching, jumping, moving. To copy back a rhythm from the words of the song. To copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds. To play a pitched note or sound in time with the pulse. To sing in unison. To add actions or substitute words in songs. To choose a song and perform it with actions.</p>	<p style="text-align: center;">Everyone! (FS2)</p> <p>To listen to the music and respond through dance or other movement. To respond to different speeds through dancing or other movement. To find the pulse in different ways and show this through actions e.g. marching, jumping, moving. To copy back the rhythms of phrases in the song. To copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. To play 1-note pattern in time with the pulse. To sing or rap the songs in unison. To add actions or substitute words in songs. To choose a song and perform it with actions. To listen back to the performance.</p>	<p style="text-align: center;">Our World (FS2)</p> <p>To listen to the music and respond through dance or other movement. To find the pulse in different ways and show this through actions e.g. marching, jumping, moving. To copy back the rhythms of phrases in the song. To copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. To play 1-note pattern in time with the pulse. To sing or rap the songs in unison. To add actions or substitute words in songs. To choose a song and perform it with actions they have created. To listen back to the performance.</p>	<p style="text-align: center;">Big Bear Funk (FS2)</p> <p>To listen and dance to funk music. To find the pulse in different ways and show this through actions e.g. funky monkey, funky chicken or funky bear. To copy back the rhythm of words from a video or song. To play the pulse with a pitched note or untuned percussion instrument. To add one pitched sound to the rhythm of words and short phrases from the song. To sing or rap the songs in unison. To add actions or substitute words in some sections. To choose a song and perform it with actions they have created. To listen back to the performance.</p>	<p style="text-align: center;">Reflect, Rewind and Replay (FS2)</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p> <p style="text-align: center;">To explore...</p> <p>William Tell - Overture by Rossini Celebration by Kool - And the Gang Dance of The Sugar Plum Fairy by Tchaikovsky Ganesh Is Fresh by MC Yogi Flight of The Bumblebee by Rimsky-Korsakov We Are Family by Sister Sledge Jupiter, The Bringer of Jollity by Gustav Holst Singin' In the Rain sung by Gene Kelly Fantasia on A Theme by Thomas Tallis by Ralph Vaughan Williams Frogs' Legs and Dragons' Teeth by Bellowhead E.T. Flying Theme by John Williams I Feel Good by James Brown</p>
FS2/ Y1	<p style="text-align: center;">Hey You! (Y1) (Old School Hip Hop)</p> <p>To find the pulse as they are listening. To understand that the pulse is the heartbeat of the music. To recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks. To be in time with the pulse. To copy back rhythms, they hear. To rap and sing in time to the music. To play accurately and in time as part of the performance. To improvise in the lessons and as part of the performance. To compose a simple melody using simple rhythms and use as part of the performance. To explore and discuss what they liked about their performance. To talk about how the performance made them feel.</p>	<p style="text-align: center;">Rhythm in The Way We Walk and Banana Rap (Y1) (Reggae)</p> <p>To find the pulse as they are listening. To understand that the pulse is the heartbeat of the music. To recognise and name two or more instruments they hear: Singers, keyboard, bass guitar, percussion, trumpets and saxophones. To be in time with the pulse. To copy back rhythms, they hear. To rap and sing in time to the music. To understand that pitch is high and low sounds. To explore and discuss what they liked about their performance. To talk about how the performance made them feel. To talk about how they felt during the performance.</p>	<p style="text-align: center;">In the Groove (Y1) (Blues, Baroque, Latin, Bhangra, Folk, Funk)</p> <p>To find the pulse as they are listening. To understand that the pulse is the heartbeat of the music. To identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them. To be in time with and move in time with the pulse. To copy actions. To copy back rhythms, which they hear. To play accurately and in time as part of the performance. To play notes C + D. To improvise in the lesson and/ or performance. To compose a simple melody using notes C, D + E. To talk about how the performance made them feel. To talk about how they felt during the performance.</p>	<p style="text-align: center;">Round and Round (Y1) (Bossa Nova)</p> <p>To find the pulse as they are listening. To understand that the pulse is the heartbeat of the music. To recognise and name two or more instruments they hear: Singers, keyboard, bass guitar, percussion, trumpets and saxophones. To be in time with and move in time with the pulse. To copy actions. To copy back rhythms, which they hear. To sing together a song with actions. To accurately play notes D, F, C + D. To improvise in the lesson and/ or performance. To talk about how the performance made them feel. To talk about how they felt during the performance.</p>	<p style="text-align: center;">Your Imagination (Y1) (Pop)</p> <p>To find the pulse as they are listening. To understand that the pulse is the heartbeat of the music. To recognise and name two or more instruments they hear: keyboard, drums, bass, a female singer. To find the pulse. To copy back rhythms, which they hear. To make up their own rhythms. To sing in unison and in two parts. To accurately play notes C + D To talk about how the performance made them feel. To talk about how they felt during the performance.</p>	<p style="text-align: center;">Reflect, Rewind and Replay (Y1) (Classical)</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p> <p style="text-align: center;">To explore...</p> <p>A Song Before Sunrise by Delius - 20th Century The Fresh Prince of Bel Air by Will Smith The Firebird by Stravinsky - 20th Century When I'm 64 by The Beatles The Bird by Prokofiev - 20th Century Jai Ho by A. R. Rahman Grand March from Aida by Verdi - Classical Oye Como Va by Santana Boléro by Ravel - 20th Century Pure Imagination from the film Charlie And The Chocolate Factory The Lamb by John Tavener - Contemporary Rainbow Connection sung by Kermit The Frog</p>
Y1/Y 2	<p style="text-align: center;">Hey You! (Y1) (Old School Hip Hop)</p> <p>To find the pulse as they are listening. To understand that the pulse is the heartbeat of the music. To recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks. To be in time with the pulse. To copy back rhythms, they hear. To rap and sing in time to the music. To play accurately and in time as part of the performance. To improvise in the lessons and as part of the performance. To compose a simple melody using simple rhythms and use as part of the performance. To explore and discuss what they liked about their performance. To talk about how the performance made them feel.</p>	<p style="text-align: center;">Ho Ho Ho (Y2) Christmas and having fun!</p> <p>To find the pulse as they are listening to a song. To understand that songs have a musical style (rap – spoken word) To recognise and name some of the instruments/ voices: singers, keyboard, bass, guitar, percussion, trumpets and saxophones. To be in time with the pulse. To find the pulse. To clap back rhythms (long and short sounds) whilst keeping the pulse. To explore high and low sounds which can be added to the pulse and rhythm as they sing/ play. To play accurately and in time using notes G, A + B. To sing and rap together in time. To improvise using words. To explore and discuss what they liked about their performance. To talk about how the performance made them feel.</p>	<p style="text-align: center;">In the Groove (Y1) (Blues, Baroque, Latin, Bhangra, Folk, Funk)</p> <p>To find the pulse as they are listening. To understand that the pulse is the heartbeat of the music. To identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them. To be in time with and move in time with the pulse. To copy actions. To copy back rhythms, which they hear. To play accurately and in time as part of the performance. To play notes C + D. To improvise in the lesson and/ or performance. To compose a simple melody using notes C, D + E. To talk about how the performance made them feel. To talk about how they felt during the performance.</p>	<p style="text-align: center;">Zoo Time (Y2) (Animals and Reggae music)</p> <p>To find the pulse in a Reggae song. To recognise the style of Reggae music. To recognise and name some of the instruments they hear: keyboard, drums, bass, electric guitar, singers. To find the pulse. To clap rhythms with long and short sounds. To explore high and low sounds which can be added to the pulse and rhythm as they sing/ play an instrument. To sing and dance together in time and using actions. To accurately play notes C + D. To improvise in the lesson and/ or performance. To compose a simple melody using notes C, D + E. To talk about how the performance made them feel. To talk about how they felt during the performance.</p>	<p style="text-align: center;">Your Imagination (Y1) (Pop)</p> <p>To find the pulse as they are listening. To understand that the pulse is the heartbeat of the music. To recognise and name two or more instruments they hear: keyboard, drums, bass, a female singer. To find the pulse. To copy back rhythms, which they hear. To make up their own rhythms. To sing in unison and in two parts. To accurately play notes C + D To talk about how the performance made them feel. To talk about how they felt during the performance.</p>	<p style="text-align: center;">Reflect, Rewind and Replay (Y1) (Classical)</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p> <p style="text-align: center;">To explore...</p> <p>A Song Before Sunrise by Delius - 20th Century The Fresh Prince of Bel Air by Will Smith The Firebird by Stravinsky - 20th Century When I'm 64 by The Beatles The Bird by Prokofiev - 20th Century Jai Ho by A. R. Rahman Grand March from Aida by Verdi - Classical Oye Como Va by Santana Boléro by Ravel - 20th Century Pure Imagination from the film Charlie And The Chocolate Factory The Lamb by John Tavener - Contemporary Rainbow Connection sung by Kermit The Frog</p>



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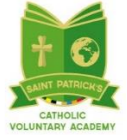


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Y2	<p>Hands, Feet, Heart (Y2) (South Africa and South African music)</p> <p>To find the pulse as they are listening to a song. To recognise and name two or more instruments they hear: keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. To be in time with the pulse. To know that rhythm is different to the pulse. To copy back rhythms, they hear. To create simple rhythms. To know that songs sometimes have a question and answer section and a chorus. To play accurately and in time using notes G, A + C. To improvise in lessons and in performances. To compose a simple melody using simple rhythms, and as part of the performance. To explore and discuss what they liked about their performance. To talk about how the performance made them feel.</p>	<p>Ho Ho Ho (Y2) Christmas and having fun! To find the pulse in a song. To understand that songs have a musical style (rap – spoken word) To recognise and name some of the instruments/ voices: singers, keyboard, bass, guitar, percussion, trumpets and saxophones. To be in time with the pulse. To find the pulse. To clap back rhythms (long and short sounds) whilst keeping the pulse. To explore high and low sounds which can be added to the pulse and rhythm as they sing/ play. To play accurately and in time using notes G, A + B. To sing and rap together in time. To improvise using words. To explore and discuss what they liked about their performance. To talk about how the performance made them feel.</p>	<p>I Wanna Play in a Band (Y2) (Playing together in a band, Rock music) To find the pulse in a Rock song. To recognise the style of Rock music. To copy and clap back rhythms (long and short sounds) whilst keeping the pulse. To sing and dance together, in time and using actions. To play accurately and in time using notes G, F + C. To improvise as they play in lessons and in performances. To compose a simple melody using simple rhythms using F, G + A as part of a performance. To explore and discuss what they liked about their performance. To talk about how the performance made them feel</p>	<p>Zoo Time (Y2) (Animals and Reggae music) To find the pulse in a Reggae song. To recognise the style of Reggae music. To recognise and name some of the instruments they hear: keyboard, drums, bass, electric guitar, singers. To find the pulse. To clap rhythms with long and short sounds. To explore high and low sounds which can be added to the pulse and rhythm as they sing/ play an instrument. To sing and dance together in time and using actions. To accurately play notes C + D. To improvise in the lesson and/ or performance. To compose a simple melody using notes C, D + E. To talk about how the performance made them feel. To talk about how they felt during the performance.</p>	<p>Friendship Song (Y2) (Being friends) To find the pulse in this musical style. To understand that songs have a musical style. To recognise and name some of the instruments they hear: keyboard, drums, bass, a female singer, a glockenspiel. To decide how to find the pulse. To clap rhythms with long and short sounds. To create their own rhythms for others to copy. To sing in two parts. To play accurately and in time using notes E, G + C. To improvise in the lesson and/ or performance using C + D. To compose a simple melody using simple rhythms and notes E, G, A + B. To talk about how the performance made them feel. To talk about how they felt during the performance.</p>	<p>Reflect, Rewind and Replay (Y2) (Classical)</p> <p>To explore...</p> <p>Peer Gynt Suite: Anitra's Dance by Edvard Grieg - Romantic Bring Him Back Home (Nelson Mandela) by Hugh Masekela Brandenburg Concerto No 1 by Johann Sebastian Bach - Baroque Fly Me to The Moon sung by Frank Sinatra. From the Diary of a Fly by Béla Bartók - 20th Century We Will Rock You by Queen Fantasia on Greensleeves by Vaughan Williams - 20th Century Feel Like Jumping by Marcia Griffiths Dance of The Sugar Plum Fairy by Tchaikovsky - Romantic You've Got A Friend in Me by Randy Newman The Robots (Die Roboter) by Kraftwerk Count on Me by Bruno Mars</p>
Y3	<p>Glockenspiel Stage 1 (Y3) (Exploring and developing playing skills using the glockenspiel)</p> <p>To learn to play the notes C, D, E + F. To learn to play and read the notes C, D, E + F. To improvise using the notes C + D. To compose using the notes C, D, E + F. To prepare to perform for others a performance which will include one or more of the following: improvisations; instrumental performances; compositions. To decide how as a group how we will introduce the performance. To prepare to share how you learnt the music and why with an audience.</p>	<p>Advent - Christmas performance preparation, rehearsal and presentation.</p>	<p>Three Little Birds (Y3) (Reggae) To identify the piece's structure. To identify the instruments and/ or voices. To find the pulse and identify rhythms, tempo changes and dynamics. To copy back, play and invent rhythmic and melodic patterns. To improvise in the lesson and as part of the performance. To play accurately and in time as part of the performance. To play notes C, D, E, G + A. To play and read notes C, D, E, G + A. To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To record the performance and to talk about their thoughts and feelings towards it afterwards. To talk about how the performance made them feel.</p>	<p>Bringing Us Together (Y3) (Disco) To find the pulse while listening. To identify the instruments/ voices they can hear. To explain how the words of the song tell a story. To copy back, play and invent rhythmic and melodic patterns. To improvise in the lesson and as part of the performance. To compose a simple melody using simple rhythms and use as part of the performance. To play accurately and in time as part of the performance. To play notes C, D, E, G + A. To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To record the performance and to talk about their thoughts and feelings towards it afterwards. To talk about how the performance made them feel.</p>	<p>Lent - Easter performance preparation, rehearsal and presentation.</p>	<p>Reflect, Rewind and Replay (Y3)</p> <p>To explore...</p> <p>L'Homme Armé by Robert Morton (Early Music) Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Composers and Composition (Talvin Singh) Les Tricoteuses (The Knitters) from the Baroque era People by Ziggy Marley Composers and Composition (Gwyneth Herbert) The Clock: II Andante by Franz Joseph Haydn (from the Classical era) Vaishnava Jana (Traditional) Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (from the Romantic era) Birdsong (Chinese Traditional) Prelude à L'Apres-Midi D'Un Faune by Claude Debussy (20th Century) Family by Sister Sledge Music For Large And Small Ensembles (opening) by Kenny Wheeler (Contemporary Jazz) Car Wash by Rose Royce</p>
Y3/Y 4	<p>The Dragon Song (Y3) (A pop story that tells a story) To identify the themes of a song. To identify the instruments/ voices in a song. To explain how the words of the song tell a story. To copy back, play and invent rhythmic and melodic patterns. To play instrumental parts accurately and in time, as part of the performance by ear (and or from notation). To improvise in the lesson and as part of the performance. To compose a simple melody using simple rhythms and use as part of the performance. To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To record the performance and to talk about their thoughts and feelings towards it afterwards. To talk about how the performance made them feel.</p>	<p>Advent - Christmas performance preparation, rehearsal and presentation.</p>	<p>Glockenspiel Stage 2 (Y4) (Mixed styles – Exploring and developing playing skills using the glockenspiel)</p> <p>To learn more complex rhythm patterns. To revise and play the notes C, D, E, F + G. To revise, play and read notes C, D, E, F + G. To learn and play simple tunes. To compose using the notes C, D, E, F + G. To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To record the performance and to talk about their thoughts and feelings towards it afterwards – what went well? What could have been better? To talk about how the performance made them feel.</p>	<p>Lean on Me (Y4) (Gospel) To identify the structure of a piece. To identify the instruments/ voices. To find the pulse whilst listening. To identify tempo changes, changes in dynamics and texture. To copy back, play, invent rhythmic and melodic patterns. To sing in unison. To play instrumental parts accurately and in time by ear. To improvise in the lesson and as part of the performance. To compose a simple melody using simple rhythms. To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To record the performance and to talk about their thoughts and feelings towards it afterwards – what went well? What could have been better? To talk about how the performance made them feel.</p>	<p>Lent - Easter performance preparation, rehearsal and presentation.</p>	<p>Reflect, Rewind and Replay (Y3)</p> <p>To explore...</p> <p>L'Homme Armé by Robert Morton (Early Music) Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Composers and Composition (Talvin Singh) Les Tricoteuses (The Knitters) from the Baroque era People by Ziggy Marley Composers and Composition (Gwyneth Herbert) The Clock: II Andante by Franz Joseph Haydn (from the Classical era) Vaishnava Jana (Traditional) Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt (from the Romantic era) Birdsong (Chinese Traditional) Prelude à L'Apres-Midi D'Un Faune by Claude Debussy (20th Century) Family by Sister Sledge Music for Large and Small Ensembles (opening) by Kenny Wheeler (Contemporary Jazz) Car Wash by Rose Royce</p>

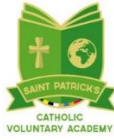


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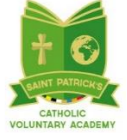
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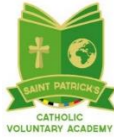
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 1	Summer Term 1	Summer Term 2
Y4/5	<p style="text-align: center;">Stop! (Y4) (Grime)</p> <p>To identify the structure of a piece. To identify the instruments/ voices. To find the pulse whilst listening.</p> <p>To identify tempo changes, changes in dynamics and texture. To copy back, play, invent rhythmic and melodic patterns. To sing and rap in unison and/ or parts. To compose own rapped lyrics about an agreed theme. To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To record the performance and to talk about their thoughts and feelings towards it afterwards – what went well? What could have been better? To talk about how the performance made them feel.</p>	<p>Advent - Christmas performance preparation, rehearsal and presentation.</p>	<p style="text-align: center;">Glockenspiel Stage 2 (Y4) (Mixed styles – Exploring and developing playing skills using the glockenspiel)</p> <p>To learn more complex rhythm patterns. To revise and play the notes C, D, E, F + G. To revise, play and read notes C, D, E, F + G. To learn and play simple tunes. To compose using the notes C, D, E, F + G. To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>To record the performance and to talk about their thoughts and feelings towards it afterwards – what went well? What could have been better? To talk about how the performance made them feel.</p>	<p style="text-align: center;">Dancing in the Street (Y5) (Motown)</p> <p>To identify the structure of a piece. To identify the instruments/ voices. To find the pulse to a piece of music as listening. To copy back both rhythm and pitch. To sing in two parts.</p> <p>To play instrumental parts accurately and in time as part of the performance. To improvise the lessons and as part of the performance. To compose a melody using simple rhythms and use as part of the performance.</p> <p>To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To record the performance and to talk about their thoughts and feelings towards it afterwards – was it carefully planned to suit the audience? Were the ideas, thoughts and feelings communicated. To discuss and talk musically about the performance – what went well? What could have been better?</p>	<p>Lent - Easter performance preparation, rehearsal and presentation.</p>	<p style="text-align: center;">Reflect, Rewind and Replay (Y4)</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p> <p>To explore.... La Quinta Estampie Real anon 13th century (Early Music) Dancing Queen by ABBA Composers and Composition (Zoe Dixon) The Arrival of The Queen of Sheba – Handel (Baroque) Can't Stop the Feeling! by Justin Timberlake Moonlight Sonata by Beethoven (Romantic) Libertango by Piazzolla Bridal March/Chorus by Wagner (Romantic) Lean on Me sung by The ACM Gospel Choir Composers and Composition (Nico Muhly) Rhapsody in Blue by Gershwin (20th Century) Amazing Grace sung by Elvis Presley Composition (Nico Muhly) Einstein On the Beach by Philip Glass Contemporary) Let It Be by The Beatles</p>
Y5/6	<p style="text-align: center;">Living On A Prayer (Y5) (Rock)</p> <p>To identify the structure of a piece. To identify the instruments/ voices. To find the rhythm and pitch, copying back. To sing in unison.</p> <p>To play instrumental parts accurately and in time as part of the performance. To improvise the lessons and as part of the performance. To compose a melody using simple rhythms and use as part of the performance. To use the notes G, A, B, D + E (pentatonic scale). To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To record the performance and to talk about their thoughts and feelings towards it afterwards – was it carefully planned to suit the audience? Were the ideas, thoughts and feelings communicated. To discuss and talk musically about the performance – what went well? What could have been better?</p>	<p>Advent - Christmas performance preparation, rehearsal and presentation.</p>	<p style="text-align: center;">Make You Feel My Love (Y5) (Pop Ballads)</p> <p>To identify the structure of a piece. To identify the instruments/ voices. To find the pulse to a piece of music as listening. To identify if the tempo is fast, slow or in between. To copy back both rhythm and pitch. To sing in unison.</p> <p>To play instrumental parts accurately and in time as part of the performance. To play notes C, D, E, F + G by ear and by notation. To improvise the lessons and as part of the performance. To compose a melody using simple rhythms and use as part of the performance. To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>To record the performance and to talk about their thoughts and feelings towards it afterwards – was it carefully planned to suit the audience? Were the ideas, thoughts and feelings communicated. To discuss and talk musically about the performance – what went well? What could have been better?</p>	<p style="text-align: center;">The Fresh Prince of Bel-Air (Y5) (Old School Hip-Hop)</p> <p>To identify the structure of a piece. To identify the instruments/ voices. To find the pulse to a piece of music as listening. To identify changes in tempo, dynamics and texture. To copy back both rhythm and pitch. To sing or rap in unison.</p> <p>To play instrumental parts accurately and in time as part of the performance. To play notes C, D, E, F, G + A by ear and by notation. To improvise the lessons and as part of the performance. To compose a melody using simple rhythms and use as part of the performance.</p> <p>To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To record the performance and to talk about their thoughts and feelings towards it afterwards – was it carefully planned to suit the audience? Were the ideas, thoughts and feelings communicated. To discuss and talk musically about the performance – what went well? What could have been better?</p>	<p>Lent - Easter performance preparation, rehearsal and presentation.</p>	<p style="text-align: center;">Reflect, Rewind and Replay (Y5)</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p> <p>To explore...</p> <p>Music for Compline (traditional) (Early Music) Johnny B. Goode by Chuck Berry Composers and Composition (Rachel Portman) Dido and Aeneas by Purcell (Baroque) Things ain't What They Used to Be by Ellington and Persons Symphony No 5 in C minor Opus 67 by Beethoven (Romantic) Hello by Lionel Richie Minute Waltz by Chopin (Romantic) U Can't Touch This by MC Hammer Composers and Composition (Jason Yarde) Central Park in the Dark by Charles Ives (Contemporary) I Heard it Through the Grapevine by Marvin Gaye Clapping Music by Steve Reich (Contemporary) Sugar Pie, Honey Bunch (I Can't Help Myself) sung by The Four Tops</p>
Y6	<p style="text-align: center;">Happy (Y6) (Pop/ Neo Soul)</p> <p>To describe the style indicators of the song/ music. To describe the structure of the song. To identify the instruments/ voices heard. To talk about the musical dimensions used in the song. To copy back both rhythm and pitch. To sing in two parts.</p> <p>To play instrumental parts accurately and in time as part of the performance. To play notes G, A, B, C, D + E by ear and by notation. To improvise the lessons and as part of the performance. To compose a melody using simple rhythms and use as part of the performance.</p> <p>To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To record the performance and to talk about their thoughts and feelings towards it afterwards – was it carefully planned to suit the audience? Were the ideas, thoughts and feelings communicated. To discuss and talk musically about the performance – what went well? What could have been better?</p>	<p>Advent - Christmas performance preparation, rehearsal and presentation.</p>	<p style="text-align: center;">Classroom Jazz 1 (Y5) /Jazz 2 (Y6) (Jazz, improvisation and composition)</p> <p>To identify the structure (three note Bossa) To identify the structure (five note Swing) To describe the style indicators of the song/ music. To identify the instruments/ voices in a piece. To play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.</p> <p>To improvise in a Bossa Nova style using G, A + B. To improvise in a swing style using D, E, G, A + B. To improvise in Bacharach Anorak using C, D, E, F, G, A, B + C. To improvise in a Blues style using C, Bb, G, F + C To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p> <p>To record the performance and to talk about their thoughts and feelings towards it afterwards – was it carefully planned to suit the audience? Were the ideas, thoughts and feelings communicated. To discuss and talk musically about the performance – what went well? What could have been better?</p>	<p style="text-align: center;">You've Got a Friend (Y6) (70s Ballard/ Pop)</p> <p>To describe the structure of the song. To identify the instruments/ voices heard. To talk about the musical dimensions used in the song. To copy back both rhythm and pitch. To sing in unison.</p> <p>To play instrumental parts accurately and in time as part of the performance. To play notes D, E, F, G, A, B + C by ear and by notation. To improvise the lessons and as part of the performance. To compose a melody using simple rhythms and use as part of the performance.</p> <p>To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. To record the performance and to talk about their thoughts and feelings towards it afterwards – was it carefully planned to suit the audience? Were the ideas, thoughts and feelings communicated. To discuss and talk musically about the performance – what went well? What could have been better?</p>	<p>Lent - Easter performance preparation, rehearsal and presentation.</p>	<p style="text-align: center;">Reflect, Rewind and Replay (Y6)</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p> <p>To explore...</p> <p>L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional – Early Music I Want You Back by The Jackson 5 Composers and Composition (Jon Boden) Armide Overture by Jean-Baptiste Lully - Baroque Take The 'A' Train by Duke Ellington and Billy Strayhorn The Marriage of Figaro: Overture by Mozart - Classical Walking on Sunshine by Katrina And the Waves Erk König (D 382 Opus 1 Wer Reitet So Spät) by Schubert - Romantic Don't Worry, Be Happy by Bobby McFerrin Sonata for Horn in F by Hindemith - 20th Century The Loco-Motion sung by Little Eva Homelands by Nitin Sawhney - Contemporary Man In the Mirror by Michael Jackson</p>



St Patrick's Catholic Voluntary Academy
Music Content Subject Organiser and End Points:
Music Assessment framework

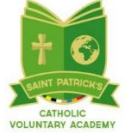


By the end of FS2, children can...	Working at ARE
	Listen and Respond: <ul style="list-style-type: none">• enjoy listening to the music and responding through dance or other movement.• find the pulse of the music.• know twenty nursery rhymes off by heart.• recognise and name some of the characters and stories in the songs.• know the stories of some of the nursery rhymes.• learn that music can touch your feelings.• enjoy moving to music by dancing, marching, being animals or Pop stars.
	Explore and Create: <ul style="list-style-type: none">• know that we can move with the pulse of the music.• know that the words of songs can tell stories and paint pictures.• find the pulse by copying a character in a nursery rhyme.• copy basic rhythm patterns of single words, building to short phrases from the songs/s.• clap a rhythm for others to copy.• explore high-pitched and low-pitched sounds on a glockenspiel.• enjoy exploring the pitch of their voice.• enjoy inventing a 2-note repeated pattern.• add a 2-note melody to the rhythm of the words.• play with two pitched notes to invent musical patterns.• invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.
	Singing: <ul style="list-style-type: none">• sing or rap nursery rhymes and simple songs from memory.• know that songs have sections.• sing along with a pre-recorded song and add actions• sing along with the backing track.
Share and Perform: <ul style="list-style-type: none">• know a performance is sharing music.• perform any of the nursery rhymes by singing and adding actions or dance.• perform any nursery rhymes or songs adding a simple instrumental part.• record the performance to talk about.• enjoy the challenge of performing with just the backing track, adding actions to the songs.	

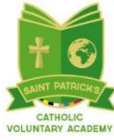


St Patrick's Catholic Voluntary Academy

Music Content Subject Organiser and End Points:



By the end of Y1, children can...	Working at ARE
	Listen and Appraise: <ul style="list-style-type: none">• know 5 songs off by heart.• know what the songs are about.• find the pulse to any song.• know and recognise the sound and names of some of the instruments they use.• learn how they can enjoy moving to music by dancing, marching and acting.
	Explore through Games: <ul style="list-style-type: none">• know that music has a steady pulse, like a heartbeat.• know that we can create rhythms from words, our names, favourite food, colours and animals.• find the pulse.• listen to the rhythm and clap back.• create rhythms for others to copy.• listen and sing back.• listen and sing back, using different vocal warm ups.
	Singing: <ul style="list-style-type: none">• confidently sing or rap five songs from memory and sing them in unison.• learn about voices, singing notes of different pitches (high and low).• understand that they can make different types of sounds with their voices – you can rap or say words in rhythm.• start and stop singing when following a leader.
	Playing: <ul style="list-style-type: none">• learn the names of the notes in their instrumental part from memory or when written down.• learn the names of the instruments they are playing.• treat instruments carefully with respect.• play a tuned instrumental part with the song they perform.• learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, a medium part).• play C, D and G as they play.• listen to and follow musical instructions from a leader.
	Improvisation: <ul style="list-style-type: none">• understand that improvisation is about making up your own tunes on the spot.• play C, D and G as they improvise.• understand that when someone improvises, they make up their own tune that has never been heard before, it is not written down and belongs to them.• feel that everyone can improvise through listening, singing, clapping and playing.
	Composition: <ul style="list-style-type: none">• understand that composing is like writing a story with music.• feel that everyone can compose.• create a simple melody using one, two or three notes.• play C, D and E as they compose.• explore how the notes of the composition can be written down and changed if necessary.
Performance: <ul style="list-style-type: none">• understand that a performance is sharing music with other people, called an audience.• choose a song they have learnt and perform it.• add their ideas to the performance.• record the performance and say how they were feeling about it.	

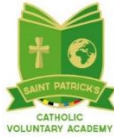


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Music Content Subject Organiser and End Points:



<p>By the end of Y2, children can...</p>	<p>Working at ARE</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> • know five songs off by heart. • know some songs have a chorus or a response/ answer part. • know that songs have a musical style. • learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • explore how songs can tell a story or describe an idea. • find the pulse to any song or music to which they listen. • recognise all or many of the instruments they can hear in a piece of music. <p>Explore through Games:</p> <ul style="list-style-type: none"> • know that music has a steady pulse, like a heartbeat. • find the pulse in a piece of music. • know that we can create rhythms from words, our names, favourite food, colours and animals. • listen to the rhythm and clap back. • create rhythms for others to copy. • rhythms are different from the steady pulse. • add high and low sounds, pitch, when they sing and play their instruments. • listen and sing back, using some different vocal warm-ups including 'la'. <p>Singing:</p> <ul style="list-style-type: none"> • confidently know and sing five songs from memory. • know that unison is everyone singing at the same time. • understand that songs include other ways of using the voice e.g. rapping (spoken word). • understand why we need to warm up our voices. • explore about how voices sing notes of different pitches (high and low). • understand that they can make different types of sounds with their voices e.g. rapping spoken word with rhythm. • find a comfortable singing position. • start and stop when following a leader. <p>Playing:</p> <ul style="list-style-type: none"> • learn the names of notes in their instrumental part from memory or when written down. • know the names of untuned percussion instruments played in class. • treat instruments carefully and with respect. • learn to play a tuned instrumental part. • play the part in time with the steady pulse. • play the notes G, A, B and C accurately and in time. • listen to and follow musical instructions from a leader. <p>Improvisation:</p> <ul style="list-style-type: none"> • understand that improvisation is making up your own tunes on the 'spot.' • understand that when someone improvises, they make up their own tune that has never been heard before, it is not written down and belongs to them. • understand that everyone can improvise and you can use one or two notes. • improvise in the lesson and in performances using the notes C and D. <p>Composition:</p> <ul style="list-style-type: none"> • explain that composition is like writing a story with music. • understand that everyone can compose. • compose using one, three or five different notes. (C, D, E, F and G) • explore how the notes of the composition can be written down and changed if necessary. <p>Performance:</p> <ul style="list-style-type: none"> • understand that a performance is sharing music with an audience. • understand that a performance can be a special occasion and involve a class, a year group, key stage or whole school. • understand that an audience may (or may not) include your parents and friends. • choose a song that they have learnt and perform it. • record the performance and say how they were feeling about it.
<p>By the end of Key Stage 1:</p>	<p>Subject content Key stage 1: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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.

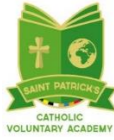


St Patrick's Catholic Voluntary Academy

Music Content Subject Organiser and End Points:



By the end of Y3, children can...	Working at ARE
	<p>Listen and Appraise:</p> <ul style="list-style-type: none"> • know five songs from memory and who sang and/ or wrote them. • identify the style of the five songs. • choose one song and talk about the lyrics (what the song is about). • choose one song and also talk about the musical dimensions featured in the song, and where they are used e.g. texture, dynamics, tempo, rhythm and pitch. • identify the main sections of the song (introduction, verse, chorus etc). • name some of the instruments they have heard in the song. • confidently identify and move to the pulse. • find the pulse and identify funky rhythms, tempo changes and dynamics. • think about what the words of a song mean. • take it in turns to discuss how the song makes them feel. • listen carefully and respectfully to other people's thoughts about the music. • explain how the music creates a story in my imagination and what the music makes me think about.
	<p>Explore through Games:</p> <ul style="list-style-type: none"> • know how to find and demonstrate the pulse. • explain the difference between pulse and rhythm. • understand how pulse, rhythm and pitch work together to create a song. • explain that every piece of music has a pulse/ steady beat. • understand the difference between a musical question and an answer. • complete finding the pulse and clap back rhythms. • create their own simple rhythms. • listen back and sing without using notation. • play G, A + B by ear and from notation. • copy back with instruments with or without using notation.
	<p>Singing:</p> <ul style="list-style-type: none"> • know and be able to talk about singing in a group as a choir. • explain how the leader or conductor is the people who the choir or group follow. • talk about how songs can make you feel different things e.g. happy, sad or energetic. • understand that as part of an ensemble or large group is fun, but that you must listen to each other. • explain why you must warm up your voice. • sing in unison and in simple two-parts. • demonstrate a good singing posture. • follow a leader when singing. • enjoy exploring singing solo. • sing with an awareness of being 'in tune'. • have an awareness of the pulse internally when singing.
	<p>Playing:</p> <ul style="list-style-type: none"> • know and be able to talk about the instruments used in class (a glockenspiel/ a recorder). • treat instruments carefully and with respect. • read and play any one, or all of the four notes C, D, E + F, differentiated parts on a tuned instrument – a one-note, simple or medium part of the melody of the some from memory or notation. • rehearse and perform their part within the context of the studied song playing accurately and in time. • listen to and follow musical instructions from a leader.
	<p>Improvisation:</p> <ul style="list-style-type: none"> • know and be able to talk about improvisation as making up your own tunes on the spot. • be able to explain that when someone improvises they make up their own tune- that has never been heard before, it is not written down and belongs to them. • realise that using one or two notes confidently is better than using five. • understand that if you improvise using the notes you are given, you cannot make a mistake. • take it in turns to improvise using one, two or three notes (C and D).
<p>Composition:</p> <ul style="list-style-type: none"> • know how pulse, rhythm and pitch work together to create a song. • know and be able to talk about a composition as music that is created by someone and kept in some way. • know and be able to talk about different ways of recording compositions (letter names, symbols, audio etc). • help create at least one simple melody using one, three or five different notes. (C, D, E, G + F – the pentatonic scale). 	



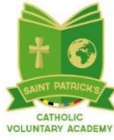
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Music Content Subject Organiser and End Points:



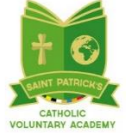
	<ul style="list-style-type: none"> plan and create a section of music that can be performed within the context of the song. talk about how it was created. listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. record the composition in any way appropriate that recognises the connection between sound and symbol e.g. graphic, pictorial or notation.
	<p>Performance:</p> <ul style="list-style-type: none"> know and be able to talk about how performing is sharing music with other people, an audience. understand that a performance can be one person to another person or to a group of people. understand that you need to know and have planned your performance. understand that you must sing or rap the words clearly and play with confidence. understand that a performance is planned for each occasion. choose what to perform and create a programme which includes improvisations and/ or instrumental performances and/ or compositions. communicate the meaning of the words and clearly articulate them. talk about the best place to be when performing and how to sit or stand. record the performance and share how they were feeling and what they were pleased with/ what they would change and why.

By the end of Y4, children can...	Working at ARE
	<p>Listen and Appraise:</p> <ul style="list-style-type: none"> know five songs from memory and who sang or wrote them. identify the style of the five songs. choose one song and talk about some of the style indicators of a song. (musical characteristics that give the song its style). explore the lyrics (what the song is about) discuss any musical dimensions which are featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). identify the main sections of the song (introduction, verse, chorus etc). name some of the instruments they have heard in the song. confidently identify and move to the pulse. find the pulse whilst listening and identify tempo changes, changes in dynamics and texture. talk about the dimensions working together in the song being explored. (e.g. the dynamics) talk about how the music makes them feel. listen carefully and respectfully to other people's thoughts about the music. talk using musical words.
	<p>Explore through Games:</p> <ul style="list-style-type: none"> know and be able to talk about how pulse, rhythm and pitch work together. know how to find the pulse or the heartbeat of the music. know that the rhythm is the long and short patterns over the pulse. know the difference between pulse and rhythm. understand that pitch is the high and low sounds that can create melodies. keep the internal pulse. create musical ideas for the group to copy or respond to. clap back and say rhythms. create their own simple rhythms. listen back and sing without using notation. copy back with instruments without using notation and then with notation. play G, A and B by ear and from notation.



St Patrick's Catholic Voluntary Academy

Music Content Subject Organiser and End Points:



Singing:

- know and be able to talk about singing in a group as a choir.
- explain how the leader or conductor is the people who the choir or group follow.
- talk about how songs can make you feel different things e.g. happy, sad or energetic.
- understand that singing as part of an ensemble or larger group is fun, but that you must listen to each other.
- explore texture; how a solo singer makes a thinner texture than a large group.
- understand why you must warm up your voice.
- sing and rap in unison and in parts confidently, listening to others.
- demonstrate a good singing posture.
- follow a leader when singing.
- explore singing 'solo'
- sing with awareness of being in 'tune'.
- re-join the song if lost.
- listen to the group when singing.

Playing:

- know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone).
- know and be able to talk about other instruments which they might play or be played in a band, an orchestra or by their friends.
- treat instruments carefully and with respect.
- play any one, or all of the four, differentiated parts on a tuned instrument – a one-note, simple or medium part of the melody of the some from memory or notation.
- play instrumental parts accurately and in time.
- can play and read the notes C, D, E, F and G.
- play the notes E, F and G by ear and from notation.
- rehearse and perform their part within the context of the studied song.
- listen to and follow musical instructions from a leader.
- experience leading the playing by making sure everyone plays in the playing section of the song.

Improvisation:

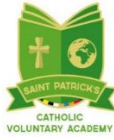
- know and be able to talk about improvisation as making up your own tunes on the spot.
- be able to explain that when someone improvises they make up their own tune- that has never been heard before, it is not written down and belongs to them.
- realise that using one or two notes confidently is better than using five.
- understand that if you improvise using the notes you are given, you cannot make a mistake.
- understand that you can use some of the riffs you have heard in the challenges in the improvisations.
- listen and sing back melodic patterns.
- use instruments to listen and play their own improvisations using two different notes F and G.
- improvise using three different notes.

Composition:

- know and be able to talk about how a composition is music that is created by you and kept in some way.
- know and be able to talk about different ways of recording compositions e.g. letter names, symbols, audio etc.
- help create at least one simple melody using one, three or all five different notes.
- plan and create a section of music that can be performed within the context of the studied songs.
- compose using the notes C, D, E, F and G.
- talk about how the composition was created.
- listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- record the composition in any way appropriate that recognises the connection between sound and symbol e.g. graphic, pictorial and/ or notation.

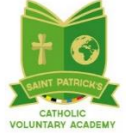
Performance:

- know and be able to talk about how performing is sharing music with other people, an audience.
- understand that a performance can be one person to another person or to a group of people.
- understand that you need to know and have planned your performance.
- understand that you must sing or rap the words clearly and play with confidence.
- understand that a performance is planned for each occasion.
- explain that a performance involves communicating feelings, thoughts and ideas about the song/ music.
- choose what to perform and create a programme.
- contribute to the performance by singing, play an instrument part, improvising or by performing their composition.
- present a musical performance designed to capture the audience.
- communicate the meaning of the words and clearly articulate them.
- talk about the best place to be when performing and how to stand or sit.
- record the performance and share how they were feeling and what they were pleased with/ what they would change and why.

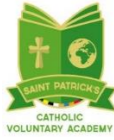


St Patrick's Catholic Voluntary Academy

Music Content Subject Organiser and End Points:

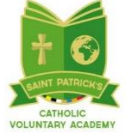


<p>By the end of Y5, children can...</p>	<p>Working at ARE</p>
	<p>Listen and Appraise:</p> <ul style="list-style-type: none"> • know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • know the style of the five songs and to name other songs from previous learning in those styles. • choose two or three other songs and be able to talk about some of the style indicators of the songs (musical characteristics that give the songs their style). • choose two or three other songs and be able to talk about the lyrics: what the songs are about. • choose two or three other songs and be able to talk about any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) • choose two or three other songs and be able to talk about, identifying the main sections of the songs (intro, verse, chorus etc.) • choose two or three other songs and be able to name some of the instruments they heard in the songs. • explore the historical context of the songs. What else was going on at this time? • find the pulse, changes in tempo, dynamics and texture whilst listening. • identify and move to the pulse with ease. • consider the message of songs. • compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • listen carefully and respectfully to other people's thoughts about the music. • talk about music and songs, using musical words. • discuss the musical dimensions working together in the studied songs. • talk about the music and how it makes you feel.
	<p>Explore through Games:</p> <ul style="list-style-type: none"> • know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. • know and be able to keep the internal pulse. • creating musical ideas for the group to copy or respond to as a 'Musical Leader.' • find the pulse. • copy back rhythms based on the words of the main song. • copy back one or two note riffs by ear and with notation. • complete the challenge games in which they read the notes D, E and F.
	<p>Singing:</p> <ul style="list-style-type: none"> • know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse. • choose a song and be able to talk about its main features. • choose a song and be able to sing in unison, the solo, lead vocal, backing vocals or rapping. • know what the song is about and the meaning of the lyrics. • know and explain the importance of warming up your voice. • sing in unison and sing backing vocals. • enjoy exploring singing solo. • listen to the group when singing. • demonstrate a good singing posture. • follow a leader when singing. • experience rapping and solo singing. • listen to each other and be aware of how you fit into the group. • sing with awareness of being 'in tune'.
	<p>Playing:</p> <ul style="list-style-type: none"> • know and be able to talk about the different ways of writing music down – e.g. staff notation, symbols. • know and be able to talk about the notes C, D, E, F, G, A, B + C on the treble stave. • know and be able to talk about the instruments they might play or be played in a band or orchestra or by their friends. • read the notes G, A and B. • play the notes G, A and B by ear and from notation. • play C, D, E, F sharp, G and A by ear and from notation. • play a musical instrument with the correct technique within the context of the studied song. • select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • rehearse and perform their part within the context of the studied song. • listen to and follow musical instructions from a leader. • lead a rehearsal session.
<p>Improvisation:</p> <ul style="list-style-type: none"> • know and be able to talk about improvisation as making up your own tunes on the spot. 	



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Music Content Subject Organiser and End Points:



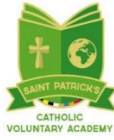
- know and be able to talk about how when someone improvises, they make up their own tune that has never been heard before, it is not written down and belongs to them.
- understand that using one or two notes confidently is better than using five.
- understand that if you improvise using the notes you are given, you cannot make a mistake.
- know that you can use some of the riffs you have heard in the challenges in your improvisations.
- be familiar with three well-known improvising musicians.
- copy back using one note, two notes or three notes using instruments, using C, D, E.
- improvise using one note, two notes or three notes in the swing style using the notes: D, E, G, A and B.

Composition:

- know and be able to talk about that a composition is music that is created and kept in some way, played or performed again for others.
- understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.
- understand that notation can be recognised the connection between sound and symbol.
- create simple melodies using up to five different notes (G, A, B, D, E – pentatonic scale and C, D, E, F, G) and simple rhythms that work musically with the style of the studied song.
- explain the keynote or home note and the structure of the melody.
- listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance:

- know and be able to talk about how performing is sharing music with other people, an audience.
- know that a performance can be simply made to one person or to each other.
- take on a musical leadership role, creating musical ideas for the group to copy or respond to.
- understand that everything that will be performed must be planned and learned.
- understand that you must sing or rap the words clearly and play with confidence.
- know that a performance can be a special occasion and involve an audience including of people you don't know.
- understand that it a performance is planned and different for each occasion.
- explain that a performance involves communicating ideas, thoughts and feelings about the song/music.
- choose what to perform and create a programme.
- communicate the meaning of the words and clearly articulate them.
- talk about the venue and how to use it to best effect.
- record the performance and compare it to a previous performance.
- discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

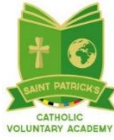


St Patrick's Catholic Voluntary Academy

Music Content Subject Organiser and End Points:



<p>By the end of Y6, children can...</p>	<p>Working at ARE</p>
	<p>Listen and Appraise:</p> <ul style="list-style-type: none"> • know five songs from memory, who sang or wrote them, when they were written and why? • know the style of the songs and make connections with other songs from previously studied in those styles. • choose three or four other songs and be able to talk about the style indicators of the songs (musical characteristics that give the songs their style). • choose three or four other songs and be able to talk about the lyrics: what the songs are about • discuss any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). • identify the structure of the songs (intro, verse, chorus etc). • identify and name some of the instruments used in the songs. • explore and discuss the historical context of the songs. What else was going on at this time, musically and historically? • talk about that fact that we each have a musical identity. • identify and move to the pulse with ease. • explore and discuss the message of songs studied. • compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • listen carefully and respectfully to other people's thoughts about the music. • use musical words when talking about the songs. • talk about the musical dimensions working together exploring the studied songs. • talk about the music and how it makes you feel, using musical language to describe the music.
	<p>Explore through Games:</p> <ul style="list-style-type: none"> • know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. • know and be able to keep the internal pulse. • know and be able to creating musical ideas for the group to copy or respond to as music leaders. • find the pulse. • copy back rhythms based on the words of the son that include syncopation/off beat. • copy back one-note, two- note and three-note riffs using simple and syncopated rhythms by ear and with notation, A, G and B. • lead the class by inventing rhythms for others to copy back.
	<p>Singing:</p> <ul style="list-style-type: none"> • know and confidently sing five songs and their parts from memory, singing them with a strong internal pulse. • know about the style of the songs so this feeling can be represented in context to the audience. • choose a song and be able to talk about its main features. • sing in unison and in two parts, the solo, lead vocal, backing vocals or rapping. • explore what the song is about and the meaning of the lyrics. • understand and explain the importance of warming up your voice. • demonstrate a good singing posture. • follow a leader when singing. • experience rapping and solo singing. • listen to each other and be aware of how you fit into the group. • sing with awareness of being 'in tune'.
	<p>Playing:</p> <ul style="list-style-type: none"> • know and be able to talk about the different ways of writing music down – e.g. staff notation, symbols. • know and be able to play the notes C, D, E, F, G, A, B, C and Bb on the treble stave by ear and from notation. • know and be able to play the instruments they might play or be played in a band or orchestra or by their friends. • play a musical instrument with the correct technique within the context of the studied song. • select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • rehearse and perform their part within the context of the studied song. • listen to and follow musical instructions from a leader. • lead a rehearsal session.
<p>Improvisation:</p> <ul style="list-style-type: none"> • know and be able to talk about improvisation as making up your own tunes on the spot. • understand that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • understand that using one, two or three notes confidently is better than using five. • understand that if you improvise using the notes you are given, you cannot make a mistake. • understand that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations. 	



St Patrick's Catholic Voluntary Academy

Music Content Subject Organiser and End Points:



	<ul style="list-style-type: none"> • know and talk about three well-known improvising musicians. • copy back using instruments using one, two or three notes. • improvise with a feeling for the style of Bossa Nova and swing using the notes D, E, G, A + B (pentatonic scale/ a five note pattern). • improvise in the lessons as part of the performance using notes A, G + B. • improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. • improvise in a Blues style using the notes C, Bb, G, F + C. <p>Composition:</p> <ul style="list-style-type: none"> • know and be able to talk about how a composition is music that is created by you and kept in some way. • understand that a composition can be played or performed again to an audience. • understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • understand that notation is a connection between sound and symbol. • create simple melodies using up to five different notes and simple rhythms that work musically with the style of the studied song. • explain the keynote or home note and the structure of the melody. • listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • use the notes C, E, G, A + B to compose a melody using simple rhythms and use as part of the performance. • record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Performance:</p> <ul style="list-style-type: none"> • know and be able to talk about how performing is sharing music with an audience. • understand that a performance doesn't have to be a drama! It can simply be to one person or to each other. • understand that everything that will be performed must be planned and learned. • recognise that you must sing or rap the words clearly and play with confidence. • understand that performance can be a special occasion and involve an audience including of people you don't know. • understand that a performance is planned and different for each occasion. • recognise that a performance involves communicating ideas, thoughts and feelings about the song/music. • choose what to perform and create a programme. • communicate the meaning of the words and clearly articulate them. • talk about the venue and how to use it to best effect. • take on a musical leadership role, creating musical ideas for the group to copy or respond to. • record the performance and compare it to a previous performance. • discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
<p>By the end of Key Stage 2:</p>	<p>Subject content Key stage 2: Pupils should be taught 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. Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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.