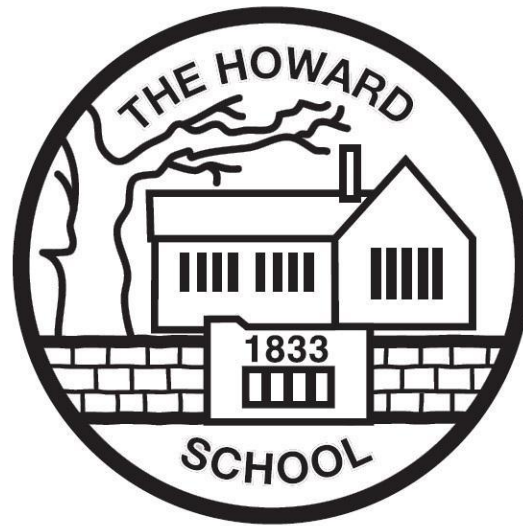


Ackworth Howard C of E School

Educating for 'life in all its fullness.'



Music Curriculum – Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that music should develop: the mind (creativity, engagement, inspiration, achievement); body (risk taking, passion, self-confidence, talents, appreciation); and spirit (shared society, spiritual encounter, global citizenship) of each child.



Mind

We aim to develop a love of music and singing through a wide range of genres, to inspire exploration and composition in order to enable an eventual skill of critical engagement.



Body

We aim to develop strong listening skills and build self confidence. Learners collaborate and rehearse for many specific performance opportunities to provide them a sense of achievement. Music is at the heart of our school and is a key influence in the positive culture and wellbeing of the school community. Music education engages and inspires learners to develop a love of music and their talent as a musician.



Spirit

Music is a universal language that embodies one of the highest forms of creativity and therefore the approaches offered by our school impact on wider society enabling people to flourish as part of a strong Christian ethos. Learning experiences provide opportunities for spiritual encounter across the curriculum.

Early Years Music

Area of Learning	Ackworth Howard's Knowledge Essentials	Activities
<p>Three and Four Year Olds Communication and Language</p> <p>Physical Development</p> <p>Expressive Arts and Design</p> <p>Reception</p>	<p>Communication and Language</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. <p>Physical Development</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. <p>Expressive Arts and Design</p> <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. <p>Communication and Language</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. <p>Physical Development</p> <ul style="list-style-type: none"> • Combine different movements with ease and fluency <p>Expressive Art and Design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>PERFORM - Singing and Playing</p> <p><i>Using their voices:</i></p> <ul style="list-style-type: none"> ▪ Speak and chant short phrases together ▪ Finding their singing voice and begin to develop an awareness of pitch over a small range of notes. ▪ Make changes in their voices to express different moods and feelings. ▪ Co-ordinate actions to go with a song. ▪ Sing short phrases or responses on their own. ▪ Sing a variety of songs both accompanied and unaccompanied. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> ▪ Play instruments by shaking, scarping, rattling and tapping. ▪ Start and stop together. ▪ Begin to develop a sense of beat, using instruments and body sounds. ▪ Respond to teachers hand signals. ▪ Play loudly, quietly , fast and slow. ▪ Play along to music showing a developing awareness of the beat. ▪ Play with a sense of purpose and enjoyment.

Early Years Music Vocabulary

Essential Vocabulary

Essential Vocabulary			
<p><u>PERFORM</u> <u>Singing and playing</u></p> <ul style="list-style-type: none"> ▪ Sing ▪ Chant ▪ Tune ▪ Instruments <ul style="list-style-type: none"> ▪ Shaking ▪ Scraping ▪ Tapping ▪ Rattling <ul style="list-style-type: none"> ▪ Beat ▪ Pulse ▪ Rhythm ▪ Signals <ul style="list-style-type: none"> ▪ Loud ▪ Quiet <ul style="list-style-type: none"> ▪ Fast ▪ Slow ▪ High ▪ Low 	<p><u>EXPLORE & COMPOSE</u> <u>playing and exploring</u></p> <ul style="list-style-type: none"> ▪ Sounds <ul style="list-style-type: none"> ▪ Voice ▪ Body <ul style="list-style-type: none"> ▪ High ▪ Low ▪ Long ▪ Short <ul style="list-style-type: none"> ▪ Fast ▪ Slow ▪ Loud ▪ Quiet ▪ Mood ▪ Sound effects 	<p><u>LISTEN, REFLECT & APPRAISE</u></p> <ul style="list-style-type: none"> ▪ Listen ▪ Respond ▪ Feelings <ul style="list-style-type: none"> ▪ Mood ▪ Composer 	<p>Intended Learning Outcomes</p> <ul style="list-style-type: none"> • Create sounds and develop awareness of the sounds of different musical instruments. • Explore the different sounds of instruments. • Join in with known/favourite songs and rhymes. • Sing simple and familiar songs and rhymes. • Make up songs and rhymes. • Tap out simple repeated rhythms and create some of their own. • Respond to sound with body movement. <p>Music Area</p> <ul style="list-style-type: none"> • Imitate what is observed. • Select and use equipment and instruments. • Make choices of songs to sing. • Listen and tune in to sounds. • Experiment with fast and slow, loud and soft etc. • Experiment with beat and rhythm. • Take turns and share musical instruments • Record and listen to their own music or music from other sources e.g. CD player. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • Instrument names - drum, tambourine, maraca, bells, guitar etc. • Loud, quiet, soft, hard, fast, slow, beat. • Rhythm, rhyme. • Listen, copy. • Feelings vocabulary – happy, sad, excited etc. • Shake, tap, scrape, bang, blow, hard, soft, gentle etc. Can you make a quiet/ loud/ soft/ booming noise? What can you hear? How many beats? How many left? How does this make you feel? Can you change the sound the instrument makes?

Year 1

National Curriculum

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants 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.

Ackworth Howard's Knowledge Essentials

PERFORM - Singing and Playing

Using their voices

- Speak and chant together
- Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)
- Sing songs in different styles conveying different moods (happy, sad, angry) and with a sense of enjoyment.
- Coordinate actions to go with a song.
- Sing in time to a steady beat. **Pulse**
- Perform some body percussion in time to the steady beat whilst singing– tapping shoulders or head, clapping, clicking, stamping.

Using classroom instruments

- Play instruments by shaking, scraping, rattling and tapping.
- Play in time to a steady beat.
- Play loudly, quietly, fast and slow.
- Imitate a rhythm pattern on an instrument – claves, rhythm sticks, tambourines.
- Play a repeated **ostinato** pattern.
- Follow simple hand signals indicating: loud/quiet and start/stop.
- Be able to

Year 1

National Curriculum

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants 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.

Ackworth Howard's Knowledge Essentials

Explore and Compose – *Playing and Exploring*

Exploring

- Different sounds made by the voice and hands - **Timbre**
- High and low sounds – **Pitch**
- Long and short sounds – **Duration**
- Loud and quiet sounds – **Dynamics**
- Fast and slow sounds – **Tempo**
- Pitch shapes (moving up and down) and rhythmic patterns

Composing

- Add sound effects to a story.
- Choose musical sound effects to follow a storyline or match a picture.
- Use graphics/symbols to portray the sound they have made.
- Sequence these symbols to make a simple structure – **Score**
- Compose own sequence of sounds without help and perform.

Listen, Reflect and Appraise – *Creative and Critical Thinking*

Listening

- Listen to a piece of music and move in time to its steady beat.
- Recognise and respond through movement/dance to the different musical characteristics and moods of music.
- Recognise the sounds of the percussion instruments used in the classroom and identify and name them.

Appraising

- Begin to use musical terms – louder/quieter, faster/slower, higher/lower.
- Begin to articulate how changes in speed, pitch and dynamics effect the mood.

Year 1 Music Vocabulary

Essential Vocabulary

PERFORM Singing and playing

- Sing
- Chant
- Tune
- Breathing
- Control
- Percussion
- Instruments
 - Shaking
 - Scraping
 - Tapping
 - Rattling
 - Beat
 - Pulse
 - Rhythm
 - Ostinato
 - Signals
 - Loud
 - Quiet
 - Fast
 - Slow
 - High
 - Low

EXPLORE & COMPOSE playing and exploring

- Timbre
- Pitch
- Duration
- Dynamics
- Tempo
- Symbols
- Score
- Sequence
- Compose

LISTEN, REFLECT & APPRAISE

- Listen
- Respond
- Feelings
- Mood
- Composer

Year 2

National Curriculum

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants 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.

Ackworth Howard's Knowledge Essentials

Perform – Singing and Playing

Using their voices

- Sing a variety of songs with accuracy of pitch.
- Sing words clearly and breathing at the end of phrases.
- Convey the meaning or mood of the song.
- Sing with a sense of control of **dynamics** (volume) and **tempo** (speed)
- Echo sing a short melodic phrase.
- Identify if the **pitch** is getting higher or lower, or is staying the same and copy with their voices.
- Follow a leader (teacher) starting and stopping together.

Using instruments

- Play with control:
 - a) Maintaining a steady beat.
 - b) Getting faster or slower
 - c) Getting louder and quieter
- Perform a repeated two note melodic ostinato to accompany a song – on chime bars.
- Perform a rhythm accompaniment to a song. Tambourines, claves, maracas, eggs.
- Work in small groups and perform to the class.
- Play instruments, following a leader (teacher) starting and stopping together.
- Demonstrate some confidence in performing as a group and as an individual.

Yr 2 will begin to play the tuned instrument **Ocarinas** as a whole class.

Year 2

National Curriculum

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants 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.

Ackworth Howard's Knowledge Essentials

Explore:

- More ways in which sounds are made (tapped, blown scraped shaken) identifying a range of tuned instruments.
- Long and short sounds (**rhythm – duration**)
- The rhythm pattern of words and sentences.
- Changes in **pitch** (higher/lower)
- Sequence of sounds (**structure**)
- Sounds in response to a stimulus (**visual or aural**)
- How sounds can be manipulated to convey different effects and moods.

Compose:

- Short melodic phrases
- Short repeated rhythmic patterns (**ostinato**)
- Rhythm patterns from words.
- A piece of music that has a beginning, middle and end (**structure**)
- music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups
- Music that conveys different moods.

Listen, Reflect and Appraise:

- Listen with increased concentration
- Recognise the sound of the percussion instruments.
- Identify different qualities of sound such as smooth, scratchy, tickling, ringing (**timbre**)
- Recognise and respond to changes in speed (**tempo**) volume (**dynamics**) and **pitch**.
- Respond through movement, dance and art to different music.
- Explain how the mood of the piece makes them feel and act. (angrily, sad, cheerfully, daintily)

Year 2 Music Vocabulary

Essential Vocabulary

PERFORM Singing and playing

- Sing
- Chant
- Tune
- Breathing
- Control
- Percussion
- Instruments
 - Beat
 - Pulse
 - Rhythm
 - Ostinato
 - Signals
 - Pitch
- Dynamics
 - Tempo
- Graphic score
 - Ocarina
 - Frogs
 - Tadpoles
 - Butterflies

EXPLORE & COMPOSE playing and exploring

- Rhythm
- Timbre
- Pitch
- Duration
- Dynamics
- Tempo
- Structure
- Symbols
- Score
- Sequence
- Compose
- Visual
- Aural

LISTEN, REFLECT & APPRAISE

- Listen
- Respond
- Feelings
- Mood
- Composer
 - Pitch
 - Timbre
 - Tempo
- Dynamics

Year 3

National Curriculum

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:

- 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 their 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.

Ackworth Howard's Knowledge Essentials

PERFORM – Singing and Playing

Using their voices

- Sing songs in a variety of styles with confidence, singing an increasing number from memory.
- Show increasing accuracy of pitch and awareness of the shape of a melody.
- Imitate increasingly longer phrases with accuracy
- Understand that posture, breathing and diction are important.
- Demonstrate an awareness of character or style in performance.
- Chant or sing a round in two parts.
- Sing songs with a recognised structure (verse and chorus/ call and response)

Using instruments

- Keep a steady beat on an instrument in a group or individually.
- Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato.
- Use tuned percussion with increasing confidence.
- Copy a short melodic phrase by ear on a pitched instrument.
- Play using symbols including graphic and /or simple traditional notation.
- Follow simple hand directions from a leader.
- Perform with an awareness of others.
- Combine musical sounds with narrative and movement.
- Perform a composed piece to a friendly audience, as a member of a group or class

▪ Yr 3 will have lessons and learn to play the ukulele, from a Wakefield Music Services specialist teacher.

▪ The class teacher/HLTA will also teach the Yr 3 class to play the recorder, following on from the ocarina in Yr 2.

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>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.</p> <p>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 their 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. 	<p>Explore:</p> <ul style="list-style-type: none"> ▪ Longer-shorter/faster-slower/higher-lower/louder-quieter sounds on tuned and untuned percussion instruments and voices. ▪ Pitch notes moving by step (notes next to each other) and by leap (notes with gaps between them) ▪ Symbols to represent sound (graphic scores/traditional notation) ▪ The sounds of different instruments – Timbre and how they can represent pictures/stories/moods. ▪ The sound (timbre) that one instrument can make. ▪ How the inter related dimensions of music can be combined to compose descriptive music. <p>Compose:</p> <ul style="list-style-type: none"> ▪ Words and actions to go with songs. ▪ A simple rhythmic accompaniment to go with a song, using ostinato patterns. ▪ Music that has a recognisable structure; beginning, middle and end or verse/chorus. ▪ Music that tells a story, paints a picture or creates a mood. ▪ Music that uses repetition/echo. <p>Listen, Reflect and Appraise:</p> <ul style="list-style-type: none"> ▪ Listen with concentration to longer pieces of music. ▪ Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> - a steady beat - a specific rhythm pattern - the speed (tempo) - the volume (dynamics) - the melody - Using appropriate musical terms/language. ▪ Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar etc) ▪ Identify repetition in music with a chorus. ▪ Recognise aurally wooden, metal, skin percussion instruments. ▪ Listen to their own compositions and use musical language to describe what happens in them.

Year 3 Music Vocabulary

Essential Vocabulary

PERFORM Singing and playing

- Breathing
- Posture
- Diction
- Control
- Percussion
- Instruments
 - Beat
 - Pulse
 - Rhythm
 - Verse
 - Chorus
- Call and response
 - Ostinato
 - Signals
 - Pitch
 - Dynamics
 - Tempo
- Graphic score
 - Ocarina
 - Frogs
 - Tadpoles
 - Butterflies
 - Caterpillars
 - Rests
 - Ukulele
 - Recorder

EXPLORE & COMPOSE playing and exploring

- Rhythm
- Timbre
- Mood
- Pitch
- Duration
- Dynamics
- Tempo
- Structure
- Symbols
- Score
- Sequence
- Compose
 - Visual
 - Aural

LISTEN, REFLECT & APPRAISE

- Listen
- Composer
 - Live
 - Recorded
 - Respond
 - Feelings
 - Mood
- Composer
 - Pitch
 - Timbre
 - Tempo
 - Dynamics
- Rhythm grids

Year 4

National Curriculum

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:

- 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 their 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.

Ackworth Howard's Knowledge Essentials

PERFORM – Singing and Playing

Using their voices:

- Sing songs in a variety of styles with an increasing awareness of the tone of their voices and then shape of the melody.
- Sing songs showing musical expression (phrasing, changes of tempo, dynamics)
- Sing two/three part rounds with more confidence and increasing pitch accuracy.
- Sing confidently as part of a small group or solo being aware of good posture and diction.
- Copy short phrases and be able to sing up and down in steps independently.

Using Instruments:

- Maintain two or three different ostinato patterns in a small instrumental group against a steady beat.
- Play music that includes rests.
- Use tuned instruments with increasing confidence to accompany songs. Ukuleles and chime bars.
- Read and play from some conventional music symbols.
- Combine instrumental playing with narrative and movement.
- Follow a leader, start/stopping, playing faster/slower and louder/quieter.
- Perform to an audience of adults, an assembly or other classes with increasing confidence.

- Yr 4 will have lessons and continue learning to play the ukulele, from a Wakefield Music Services specialist teacher.

- Yr 4 will continue to learn to play the recorder, building on skills from Yr 3.

- Yr 4 will learn to play more tuned melodies and explore the pentatonic scale on the chime bars.

Year 4

National Curriculum

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:

- 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 their 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.

Ackworth Howard's Knowledge Essentials

Explore:

- Sounds to create particular effects (**timbre**)
- Rhythm patterns in music from different times and places.
- The **pentatonic** scale.
- Pitched notes that moves steps and or leaps to make short phrases/melodies.
- Music that describes feelings or moods using 'tense' or 'calm' sounds.
- Combining and controlling sounds to achieve a desired effect.
- Music that incorporates effective silences (rests)

Compose:

- A simple rhythmic accompaniment to a song using **ostinato** patterns and **drones**.
- A simple melody from a selected group of notes (i.e. A pentatonic scale)
- Music that has a recognisable structure.
- A piece of music that reflects images/and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect.
- Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience.

Listen, Reflect and Appraise:

- Recognise aurally the range of percussion instruments used in school and some orchestral instruments taught in school.
- Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language.
- Recognise music from different times and countries, identifying key elements that give it its unique sound.
- Identify whether a song has a verse/chorus or call and response structure.
- Identify the use of metre in 2 or 3 in a piece of recorded or live music.
- Recognise the combined effect of layers of sound by listening to their own arrangements, composition and recordings.

Year 4 Music Vocabulary

Essential Vocabulary

PERFORM

Singing and playing

- Breathing
- Posture
- Diction
- Control
- Percussion
- Instruments
 - Beat
 - Pulse
 - Rhythm
 - Verse
 - Chorus
- Call and response
 - Ostinato
 - Signals
 - Pitch
- Dynamics
 - Tempo
- Graphic score
- Staff notation
 - Rests
 - Ukulele
 - Recorder
 - Chime bars
- Pentatonic scale

EXPLORE & COMPOSE

playing and exploring

- Rhythm
- Timbre
- Mood
- Pitch
- Duration
- Dynamics
- Tempo
- Structure
- Symbols
- Score
- Sequence
- Compose
 - Visual
 - Aural
- Pentatonic
 - Phrase
- Accompaniment
 - Metre
 - Drone

LISTEN, REFLECT & APPRAISE

- Listen
- Composer
 - Live
 - Recorded
 - Respond
 - Feelings
 - Mood
- Composer
 - Pitch
 - Timbre
 - Tempo
 - Dynamics
- Rhythm grids
- Orchestra
 - Unique
 - Contrast
 - Structure

Year 5

National Curriculum

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:

- 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 their 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.

Ackworth Howard's Knowledge Essentials

PERFORM – Singing and Playing

Using their voices:

- Sing confidently in a wide variety of styles with expression
- Communicate the meaning and the mood of the song.
- Sing a simple second part of a two part song.
- Maintain own part in a round.
- Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.

Using instruments:

- Perform on a range of instruments in mixed groups to an audience, with confidence.
 - Read and play from conventional or graphic notation.
 - Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.
 - Perform with sensitivity to different dynamics and tempo.
 - Lead/conduct a group of instrumental performers.
 - Maintain a rhythmic or melodic accompaniment to a song.
 - Maintain own part on a pitched instrument in a small ensemble.
 - Perform own compositions to an audience.
 - Use a digital recorder to keep a record of work in progress and record performances.
 - Know what makes a good performance.
- Continue to learn to play the recorder, building on skills from Year 4.
- Yr 5 will have lessons and learn to play the African djembe drums from a Wakefield Music Services specialist teacher.
- Yr 5 will learn to play the tuned percussion instruments the boom whackers in small groups and a whole class ensemble.

Year 5

National Curriculum

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:

- 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 their 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.

Ackworth Howard's Knowledge Essentials

Explore:

- Chords/harmony – concord and discord
- Scales, such as **pentatonic, rag and blues**.
- Texture created by layering rhythmic and/or melodic ostinatos.
- Developing ideas, using musical devices such as repetition, question and answer and ostinato.
- Characteristics of various styles, for example, blues, rap, gospel, folk, African etc...
- Improvising in a variety of styles.

Compose/Arrange:

- Always considering the interrelated dimensions of music.
- Create simple songs reflecting the meaning of the words.
- Compose music that reflects given intention e.g. descriptive rap, a melody with an ostinato accompaniment.
- Arrange a song for a class performance with appropriate pitched and unpitched accompaniment
- Refine own compositions after discussion.
- Use a range of symbols (conventional or graphic) to record compositions.
- Use ICT to record, sample, sequence, loop and manipulate sound to create pieces.

Listen, Reflect and Appraise:

- Distinguish differences in timbre and texture between a wide variety of instruments.
- Identify and discuss 'what happens when' within simple musical structures.
- Recognise and identify features of expression in an extract of live or recorded music.
- Compare two pieces of instrumental music from different countries/times and discuss.
- Use musical vocabulary and knowledge to talk about music from a variety of sources, traditions and cultures.
- Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.

Year 5 Music Vocabulary

Essential Vocabulary

PERFORM Singing and playing

- Breathing
- Posture
- Diction
- Control
- Ostinato
- Signals
- Pitch
- Dynamics
- Tempo
- Graphic score
- Notation
- Crotchet
- Quavers
- Semi quavers
- Minims
- Semi breves
- Rests
- Expression
- Two parts
- Round
- Phrasing
- Melody
- Ensemble
- Performance
- Audience
- Boom whackers
- African djembe drums
 - Bass
 - Tone

EXPLORE & COMPOSE playing and exploring

- Rhythm
- Timbre
- Mood
- Pitch
- Duration
- Dynamics
- Tempo
- Structure
- Symbols
- Score
- Sequence
- Compose
 - Visual
 - Aural
- Pentatonic
- Phrase
- Accompaniment
 - Metre
 - Drone
 - Chords
 - Harmony
 - Concord
 - Discord
 - Gospel
 - Rag
 - Blues

LISTEN, REFLECT & APPRAISE

- Listen
- Composer
 - Live
 - Recorded
- Respond
- Feelings
- Mood
- Composer
 - Pitch
 - Timbre
 - Tempo
- Dynamics
- Rhythm grids
- Orchestra
 - Unique
 - Contrast
 - Structure
 - Genres

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>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.</p> <p>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 their 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.	<p><u>PERFORM – Singing and Playing</u></p> <p>Using their voices:</p> <ul style="list-style-type: none">▪ Sing confidently in a wide variety of styles with expression.▪ Communicate the meaning and the mood of the song.▪ Sing a simple second part of a two part song with confidence.▪ Maintain own part in a round.▪ Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion. <p>Using instruments:</p> <ul style="list-style-type: none">▪ Perform on a range of instruments in mixed groups to an audience with confidence.▪ Read and play with confidence form conventional or graphic notation.▪ Continue to play by ear on pitched instruments, extending the length of phrases and melodies played.▪ Perform with sensitivity to different dynamics, and tempo.▪ Lead/conduct a group of instrumental performers.▪ Maintain a rhythmic or melodic accompaniment to a song.▪ Maintain own part on a pitched instrument in a small ensemble.▪ Perform own compositions to an audience.▪ Use a digital recorder to keep a record of work in progress and record performances.▪ Know what makes a good performance. <p>▪ Continue to learn to play the recorders, building on skills from previous years.</p> <p>▪ Yr 6 will continue to have lessons learning to play the African djembe drums from a Wakefield Music Services specialist teacher. This will be for a term. The final half term the specialist teacher will help and support the class in creating a Yr 6 band, drawing on all musical knowledge and skills from school life. This will result in a Yr 6 band performance at the end of Spring term 1.</p>

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Year 6 Music Vocabulary

Essential Vocabulary

PERFORM

Singing and playing

- Breathing
- Posture
- Diction
- Control
- Ostinato
- Signals
 - Pitch
- Dynamics
 - Tempo
- Graphic score
- Notation
 - Rests
- Crotchet
- Quavers
- Semi quavers
 - Minims
- Semibreves
- Expression
- Two parts
 - Round
- Phrasing
- Melody
- Ensemble
- Performance
 - Audience
- Boom whackers
- African djembe drums
 - Bass
 - Tone

EXPLORE & COMPOSE

playing and exploring

- Rhythm
- Timbre
- Mood
- Pitch
- Duration
- Dynamics
 - Tempo
- Structure
- Symbols
 - Score
- Sequence
- Compose
 - Visual
 - Aural
- Pentatonic
 - Phrase
- Accompaniment
 - Metre
 - Drone
 - Chords
 - Harmony
 - Concord
 - Discord
 - Gospel
 - Rag
 - Blues

LISTEN, REFLECT & APPRAISE

- Listen
- Composer
 - Live
- Recorded
- Respond
- Feelings
- Mood
- Composer
 - Pitch
 - Timbre
 - Tempo
- Dynamics
- Rhythm grids
- Orchestra
 - Unique
 - Contrast
- Structure
 - Genres

Aspirational Outcomes...

- All children have an opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- All children will experience and listen to a live performance of music in each Key Stage.
- All children are provided with access to extra-curricular musical participation opportunities such as choir, after school activity clubs and singing in the local community.
- All children learn to sing and to use their voices, to create and compose music on their own and with others.
- All children have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical experience.
- All children understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- All children know how to use equipment in a safe way and manage risk.
- All pupils are supported to improve their wellbeing through the universal language of music.