



Music at Grove Church of England Primary

Revised 2022

LONG TERM PLAN OF KNOWLEDGE AND SKILLS



Intent

“Music multiplies all that is beautiful and of value in life”

Kodaly

The intent of our Music curriculum is to ensure children have access to a range of activities, both in and out of lesson time, in which all are able to achieve and that will develop children’s knowledge and enjoyment in order that they understand, know and create in a meaningful way and in a range of situations.

As a result of this they will:

- develop listening skills to enable them to retrieve examples of their learning and develop their knowledge and language skills. This will include a range of genres, cultures and time periods
- Learn to sing a variety of styles of song using their voices effectively
- Use their knowledge of rhythm and pitch to improvise phrases within a given scenario
- Explore structure and timbre and create effective pieces which reflect their knowledge of melody, rhythm and a variety of accompaniment styles
- Record and read their ideas and those of others in a meaningful way using written symbols and technology

Our curriculum map outlines the intended learning across the school to ensure progress is made not only of subject knowledge but also to encourage enjoyment and a love of music that will enhance their learning experience generally during their time at the school.

Implementation

We teach the National Curriculum (MMC) and the EYFS framework, supported by clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop skills as musicians throughout their time at Grove CE Primary School and develop an appreciation for music as well as learning to perform it. Through the following, we aim to provide a broad and varied experience in the study of music.

From the long-term overview, a variety of engaging resources are used to plan sequences of lessons sequence of lessons to teach the skills and knowledge appropriate to each year group.

Teachers aim to provide additional opportunities to incorporate these skills into wider cross curricular lesson for each topic covered as well as opportunities to perform in concerts and plays. We provide a range of opportunities for children to develop individually as musicians, such as peripatetic lessons as well as clubs and events such as music assemblies and talent shows.

Pupils will experience a wider range of musical activities beyond the classroom. These include regular singing as part of collective worship both in school and in church, as well as opportunities to perform as part of year group productions and concerts. The school choir also sing at different events during the school year e.g. for senior citizens and at school events. There are also opportunities to perform with other schools in other events further afield such as the festival of voices in Dorchester Abbey or Young Voices.

Pupils are assessed against the criteria in the attached progression document

Impact

By the time the children leave our school they should have developed the ability to:

- ❖ Sing with confidence and expression with attention to phrasing, pitch and breathing
- ❖ Use a range of tuned and untuned instruments to create a variety of musical effects for a variety of musical purposes and show understanding of timbre
- ❖ Compose their own pieces of music individually and in collaboration with increasingly adventurous structure, using a variety of musical techniques

- ❖ Show understanding essential key ideas of music theory including notation and how chords are structured and used
- ❖ Read and write music using a variety of different notations, including staff notation
- ❖ Identify key musical features of pieces and genres of music by various composers and musicians,
- ❖ Discuss pieces of music making good use of musical terms and knowledge they are familiar with

| EYFS | | | | |
|------|---------------|--|--|----------------------------------|
| | | Knowledge | Skills | Key Vocabulary |
| | Autumn | Everyone starts singing at the same time Music can be loud or quiet | Learn rhymes, poems and songs. Explore and engage in music making Perform songs...with others | Perform Dynamics (loud/quiet) |
| | | Knowledge | Skills | Vocabulary |
| | Spring | Music can be fast or slow If I am singing in a group I need to listen to others The music can give me an idea of how to move | Sing in a group or on their own, Explore, use and refine a variety of artistic effects to express their ideas and feelings. when appropriate try to move in time with music. | Beat Mood Pace Pulse |
| | | Knowledge | Skills | Vocabulary |
| | Summer | The melody of the song is important Instruments make different sounds depending on how I play them or what they are made of | increasingly matching the pitch and following the melody. Create collaboratively, sharing ideas, resources and skills. | Pitch Compose melody |

Year 1

| | | Knowledge | Skills | Key Vocabulary |
|--|---------------|--|---|---|
| | Autumn | counting in what is the beat? internalising the beat what instruments /sounds go well together identifying the pace of the beat internalising a rhythmic pattern to reproduce it smaller instruments make higher sounds, larger instruments make lower sounds | Sing simple songs, chants and rhymes from memory responding to simple visual directions Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers . Respond to the pulse in recorded/live music through movement and dance Perform short copycat rhythm patterns accurately, led by the teacher. Listen to sounds in the local school environment, comparing high and low sounds. | Beat Chant Melody Pitch Instrument names Pulse Rhythm |
| | | Knowledge | Skills | Vocabulary |
| | Spring | Recognise how graphic notation can represent created sounds. Understand the difference between creating a rhythm pattern and a pitch pattern. Maintaining the beat while listening How to start and end a song How to match sounds to pictures The pattern I hear needs to be the pattern I play Songs can be sung in different ways | Sing a wide range of call and response songs singing collectively and at the same pitch, Explore and invent own symbols Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Walk, move or clap a steady beat with others, changing the speed of the | Call and response Pitch Notation Rhythm Pitch Beat Tempo Ostinato Timbre Repeat Symbols |

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| | | | <p>beat as the tempo of the music changes.</p> <p>Perform short repeating ostinati while keeping in time with a steady beat.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> | pattern |
| | | Knowledge | Skills | Vocabulary |
| | Summer | <p>Matching what they hear to what they perform</p> <p>Use music technology</p> <p>A variety of body percussion sounds and which would be most appropriate to use</p> <p>How to use words to create rhythm patterns</p> <p>Follow a graphic score</p> <p>How word patterns can help with remembering rhythmic cells</p> <p>Entries on cue at an agreed point</p> | <p>control vocal pitch and to match the pitch they hear with accuracy.</p> <p>Improvise simple vocal chants, using question and answer phrases.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Use body percussion and classroom percussion, playing ostinati and short, pitched patterns on tuned instruments to maintain a steady beat.</p> <p>Perform word-pattern chants create, retain and perform their own rhythm patterns.</p> <p>Explore percussion sounds to enhance storytelling.</p> <p>Perform word-pattern chants create, retain and perform their own rhythm patterns.</p> <p>Follow pictures and symbols to guide singing and playing</p> | <p>Chant</p> <p>Call and response</p> <p>Phrase</p> <p>Percussion</p> <p>Ostinato</p> <p>Pitch</p> <p>Instrument names</p> <p>Steady beat</p> <p>Rhythm</p> |

Year 2

| | | Knowledge | Skills | Key Vocabulary |
|--|---------------|---|---|--|
| | Autumn | <p>Know the difference between left and right to support coordination and shared movement with others.</p> <p>Playing instruments correctly</p> <p>Difference between copy back and call and response</p> <p>Working collaboratively</p> <p>What the beat is</p> <p>Difference between rhythm and beat</p> | <p>Sing songs regularly with a pitch range of do-so</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation</p> <p>Walk in time to the beat of a piece of music or song.</p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions</p> | <p>Pitch</p> <p>Improvise</p> <p>Call and response</p> <p>Untuned</p> <p>Percussion</p> <p>Beat</p> <p>Tempo</p> <p>Rhythm</p> <p>Melody</p> |
| | | Knowledge | Skills | Vocabulary |
| | Spring | <p>Graphic scores need to clearly show the performers what to play and when</p> <p>The first beat of a group is the strongest</p> <p>Using appropriate word groupings for rhythm patterns</p> <p>The gap between notes in a melody is an interval</p> <p>How to record stick and dot notation accurately</p> <p>How to tell the difference between note groupings</p> <p>The first beat of the bar is the strongest</p> <p>Music moves in steps and intervals</p> | <p>Sing songs with a small pitch range pitching accurately.</p> <p>Create music in response to a non musical stimulus</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> | <p>Pitch</p> <p>Notation</p> <p>Compose</p> <p>Graphic score</p> <p>Tempo</p> <p>Beat</p> <p>Downbeat</p> <p>Bar</p> <p>Rhythm</p> |

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| | | | <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Create rhythms using word phrases as a starting point</p> <p>Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</p> <p>Sing short phrases independently within a singing game or short song.</p> | Interval Melody Phrase |
| | | Knowledge | Skills | Vocabulary |
| | Summer | <p>Finding and maintaining the beat</p> <p>Which groupings are being used</p> <p>Note names</p> <p>How to play instruments correctly</p> <p>How to access and use technology effectively</p> <p>Secure knowledge of how to record stick and dot notation</p> <p>Clues to look for when identifying patterns</p> <p>Begin to use solfa hand signs</p> | <p>increasing vocal control</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion</p> | <p>Beat</p> <p>Bar</p> <p>Rhythm</p> <p>Notation</p> <p>Crotchet</p> <p>Quaver</p> <p>Crotchet rest</p> <p>percussion</p> |

Year 3

| | | Knowledge | Skills | Key Vocabulary |
|--|---------------|--|---|---|
| | Autumn | <p>Solfa hand signs</p> <p>Features of a stave/written notation</p> <p>What unison means and what other types there are</p> <p>Higher notes on the stave have a higher pitch</p> <p>Accompaniment is the support part of the music</p> <p>Untuned percussion just makes a rhythmic sound not a melody</p> <p>Identify features of written notation</p> <p>Physically higher notes on the stave are higher notes in pitch</p> | <p>pitch range of do–so</p> <p>Sing a widening range of unison songs of varying styles and structures</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p> <p>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> | <p>Solfa vocab</p> <p>Pitch</p> <p>Unison</p> <p>Rhythm</p> <p>Notation</p> <p>Accompaniment</p> <p>Value</p> <p>Stave</p> <p>Clef</p> <p>Notation</p> |
| | | Knowledge | Skills | Vocabulary |
| | Spring | <p>How to create different effects/sounds on the same instrument</p> <p>Improvisation is an on the spot choice within musical 'rules'</p> <p>Where the notes are placed on the stave (do re mi)</p> <p>How to play the recorder accurately</p> <p>Difference between crotchets and quavers</p> <p>How to record what is heard in an effective way</p> <p>Good posture for singing and why it is important</p> | <p>tunefully and with expression.</p> <p>perform forte and piano, loud and soft.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Become more skilled in improvising inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi</p> | <p>Expression</p> <p>Forte</p> <p>Piano</p> <p>Improvise</p> <p>Range</p> <p>Phrase</p> <p>Notation</p> <p>Percussion</p> <p>Crotchets</p> <p>quavers</p> |

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|--|---------------|--|---|--|
| | | | <p>Introduce and understand the differences between crotchets and paired quavers.</p> <p>Perform as a choir in school assemblies</p> | |
| | | Knowledge | Skills | Vocabulary |
| | Summer | <p>Identify steady beat</p> <p>How to produce the best sound as an ensemble</p> <p>Structure of familiar songs/music</p> <p>Syllables relate to the rhythm patterns chosen</p> <p>Music needs a definite beginning and end</p> <p>How to coordinate a group performance</p> <p>Anticipating entries after an introduction or break and following visual cues</p> <p>Internalise pitch heard and use to start singing</p> <p>Differing timbres of instruments and how this contributes effectively to a composition</p> <p>Origins of the word pentatonic</p> <p>Purpose of accompaniment</p> <p>How to play an instrument most effectively</p> <p>Identifying note/rest values</p> | <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi)</p> <p>as a whole class or in small groups (e.g. trios and quartets).</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> | <p>Steady beat</p> <p>Tempo</p> <p>Ensemble</p> <p>Structure</p> <p>Copy back</p> <p>Form</p> <p>Melody</p> <p>Range</p> <p>Solfa vocab</p> <p>Rhythm</p> <p>Chant</p> <p>octave</p> |

Year 4

| | | Knowledge | Skills | Key Vocabulary |
|--|--------|---|--|---|
| | Autumn | <p>How to include expression in singing by following visual cues</p> <p>picking up starting notes from accompaniment/introduction</p> <p>increased knowledge about suitability of timbre when composing</p> <p>begin to know by sight the letter names of notes on the stave</p> <p>how to play an instrument effectively and produce a good sound (including singing)</p> <p>increased knowledge of note/rest values</p> <p>Italian terms for dynamics</p> <p>Be aware of how their part fits into the overall effect</p> <p>How to maintain a part within a whole performance</p> | <p>Broad range of unison songs with the range of an octave</p> <p>Following directions</p> <p>Pitching the voice accurately</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches for example creating music to accompany a film clip suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> | <p>Unison</p> <p>Directions</p> <p>Pitch</p> <p>Internalise</p> <p>Component</p> <p>Timbre</p> <p>Accompaniment</p> <p>Notation</p> <p>Rhythmic</p> <p>Pentatonic</p> <p>Phrase</p> <p>Composition</p> <p>Melody</p> <p>Staff</p> <p>Note value names</p> |

| | | Knowledge | Skills | Vocabulary |
|--|--------|--|---|--|
| | Spring | <p>Recognition of crescendo/decrescendo in written music and visual cues</p> <p>How to improvise effectively</p> <p>Italian terms for expression</p> <p>Use of music technology</p> <p>How to create a phrase or bar within a given time signature</p> <p>Reading written notation</p> | <p>getting louder and quieter</p> <p>Perform a range of songs in school assemblies.</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time)</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Perform in two or more parts) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> | <p>Crescendo</p> <p>Decrescendo</p> <p>Round</p> <p>Canon</p> <p>Time signature</p> <p>Improvisation</p> <p>Italian terms for expression</p> <p>Graphic score</p> <p>Staff</p> <p>Notation</p> <p>Sequence</p> <p>Phrase</p> <p>Bar</p> <p>Static</p> <p>Drone</p> <p>Ostinato</p> <p>Riff</p> <p>Melodic</p> <p>Pitch</p> <p>Pentatonic</p> |

| | | Knowledge | Skills | Vocabulary |
|--------|--------|---|---|---|
| | Summer | Identify intervals as opposed to steps Justify choices How harmony can fit with the melody – knowing it needs to be part of the same chord Structure of a triad Internalising the beat to help with performing as an ensemble | begin to sing repertoire with small and large leaps simple second part to introduce vocal harmony Begin to make compositional decisions about the overall structure of improvisations. <u>Introduce major and minor chords</u> Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. | Major Minor Intervals Steps Harmony Melody Accompaniment Chord Rhythmic Texture Beat Structure Ensemble |
| Year 5 | | | | |
| | | Knowledge | Skills | Key Vocabulary |
| | Autumn | Names of note lengths/rests Describe a drone How to create equal phrases over a drone Matching timbre to the given stimulus to compose Difference between major and minor chords/sounds Locating notes on a keyboard using anchor points such as middle c Further strengthen recognition of letter named notes on the stave | Sing a broad range of songs from an extended repertoire sense of ensemble and performance. Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. create music to accompany a silent film or to set a scene in a play or book. Compose melodies made from pairs of phrases in either C major or A | Ensemble Drone Percussion Melodic Accompaniment Phrase Notation names Major Minor Key signature |

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| | | | <p>minor or a key suitable for the instrument chosen.</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards,</p> <p>following staff notation written on one stave and using notes within the Middle C–C'/do–do range.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> | |
| | | Knowledge | Skills | Vocabulary |
| | Spring | <p>Definition of ternary and binary form</p> <p>How to reproduce given phrasing effectively</p> <p>Confidence in improvisation</p> <p>How to create a ternary piece of music</p> <p>Playing by ear</p> <p>Use symbols for note durations accurately</p> | <p>observing phrasing, accurate pitching and appropriate style.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape;</p> <p>melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Working in pairs, compose a short ternary piece.</p> <p>whole class with greater independence gained each lesson through smaller group performance.</p> | <p>Phrasing</p> <p>Pitch</p> <p>Groove</p> <p>Improvise</p> <p>Melodic</p> <p>Rhythmic</p> <p>Chordal</p> <p>Accompaniment</p> <p>ternary</p> <p>duration</p> |

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| | | | <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> | |
| | | Knowledge | Skills | Vocabulary |
| | Summer | <p>Difference between a round and a canon</p> <p>Develop understanding of use of music technology</p> <p>Know how triads are formed</p> <p>Know how to play a triad on a keyboard/ tuned percussion</p> <p>Difference in time signatures</p> <p>How to combine parts effectively in a mixed instrument ensemble</p> | <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>experiment with using a wider range of dynamics, (fortissimo), (pianissimo), (mezzo forte), (mezzo piano).</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Perform simple, chordal accompaniments to familiar songs</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> | <p>Round</p> <p>Canon</p> <p>Pitch</p> <p>Dynamics</p> <p>Piano/pianissimo</p> <p>Forte/fortissimo</p> <p>Mezzo piano/forte</p> <p>Time signature</p> <p>Arrangement</p> <p>Notation</p> <p>Verse</p> <p>Chorus</p> <p>Chords</p> <p>Timbre</p> <p>triads</p> <p>percussion</p> <p>accompaniment</p> <p>acoustic</p> <p>time signatures</p> |

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| | | | Understand the differences between 2/4, 3/4 and 4/4 time signatures. | |
| Year 6 | | | | |
| | | Knowledge | Skills | Key Vocabulary |
| | Autumn | <p>How to blend voices/parts effectively</p> <p>What binary and ternary form looks like</p> <p>How to phrase a melodic line</p> <p>How to include contrast in a composition either of dynamic, timbre or tempo</p> <p>Read music using written notation</p> <p>Proficiently read staff notation and explain the difference between the duration of notes/rests</p> | <p>Sing a broad range of songs as part of a choir, with a sense of ensemble and performance.</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments.</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range,</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do).</p> | <p>Ensemble</p> <p>Repetition</p> <p>Compose</p> <p>Pentatonic</p> <p>Rhythmic</p> <p>Melody</p> <p>Percussion</p> <p>Orchestral</p> <p>Notation</p> <p>Dynamic</p> <p>Note names and durations</p> <p>Pitch</p> <p>Octave</p> |

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| | | Knowledge | Skills | Vocabulary |
| | Spring | <p>How to read pitch and rhythmic phrases</p> <p>Recognise and perform chord changes</p> <p>Know whether major or minor key would be suitable for the composition</p> | <p>observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Compose a ternary piece;</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> | <p>Rhythm</p> <p>Phrasing</p> <p>Style</p> <p>Chords</p> <p>Melodies</p> <p>Phrases</p> <p>Ternary</p> <p>Accompany</p> <p>Block chords</p> <p>Bassline</p> |
| | | Knowledge | Skills | Vocabulary |
| | Summer | <p>How to perform a multi- part round or canon</p> <p>Understand how to perform syncopated rhythm patterns</p> <p>Know how a groove aids improvisation</p> <p>Show ability to create an effective musical phrase</p> <p>Place chords appropriately</p> <p>Name durations and letter names of notes</p> | <p>Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence</p> | <p>Round</p> <p>Balance</p> <p>Syncopation</p> <p>Improvisation</p> <p>Groove</p> <p>Melodic</p> <p>Notation</p> |

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| | | | <p>including those that involve syncopated rhythms,</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Notate this melody.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p> | <p>Ensemble</p> <p>Chords</p> <p>Bassline</p> <p>Phrase</p> <p>Bar</p> <p>Duration</p> <p>Note names/lengths</p> <p>Accompaniment</p> |
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