

Intent:

The intent of the ELPS music curriculum is to encourage and foster musical talent through a variety of different activities. Pupils can explore music through listening, composing, writing, and performing, which results in creative and self-confident musical learners. Pupils will also have the opportunity to review and evaluate music across a range of historical periods, genres, styles, and traditions. The ELPS music curriculum aims to expose pupils broadly to many different types of music and challenges them to interact with music in a variety of ways. Through participation in varied musical activities and performances, children also develop transferrable life skills such as tolerance, cooperation, creativity, time-management, respect, and performing confidence. It is our goal for pupils to have positive experiences in music lessons so that they will continue to be engaged and inspired by all musical experiences as they progress through their lives.

Implementation:

Year 1

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<p><u>Beat and Rhythm; Timbre</u></p> <p><u>Steady Beat & Rhythm</u> In this unit, pupils learn about the difference between beat and rhythm. They will learn that the steady beat doesn't stop or change; that it is the heart of the music. Pupils will experience a variety of different poems, songs and games where the objective is to keep the beat. They will listen to various musical examples and be encouraged to keep the beat on various body parts or move to the beat of the music. Pupils will then learn about rhythm. In this instance, they will learn that rhythm is 'the way the words go'. Pupils will revisit poems and songs and clap the rhythm of the words. They will learn how stick notation is used to represent one sound and two sounds on a beat, and a silent beat – rest.</p> <p><u>Voice Types</u> In this brief unit, pupils will learn about the different sound qualities of our</p>	<p><u>Pitch</u></p> <p><u>High vs Low</u> In this unit, pupils will learn to identify the difference between high and low sounds. They will move their bodies appropriately to show when they hear high and low sounds. Pupils will understand that when we use the words high and low, we are talking about the pitch, not the volume of the sound. Through experiments on instruments, such as boomwhackers and xylophones, pupils will begin to understand that smaller instruments are higher pitched than bigger instruments. Pupils will then be introduced to the concept of <i>getting higher</i> and <i>getting lower</i>. They will understand that when we play the boomwhackers or xylophone bars in order of size (biggest to smallest) the pitch will get higher and vice versa. Pupils will begin to use arrows to show whether the music is getting higher or getting lower.</p>	<p><u>Dynamics</u></p> <p><u>Loud and Soft</u> In this unit, pupils will learn about loud and soft changes in music. Pupils will revisit their voice types from Autumn 1 and discuss which are loud and soft. They will listen to songs and stories and identify the loud and soft sounds through body movements and sorting activities. Pupils will practice singing loud and soft through games in the classroom. They will be introduced to Italian terminology for loud and soft: <i>forte</i> and <i>piano</i>. They will use this terminology when experiencing different types of music in the classroom.</p>	<p><u>Rhythm and Articulation</u></p> <p><u>Ta, Ti-ti and Rest</u> In this unit, pupils will build on their knowledge of beat and rhythm from Autumn 1. They will use stick notation and different words to represent one and two sounds on a beat. Pupils will create their own composition using the words <i>tea</i> and <i>coffee</i> to represent one and two sounds on a beat and will perform it for the class. Pupils will then be introduced to Kodaly syllables for one beat, <i>ta</i>, and two sounds on one beat, <i>ti-ti</i>. These syllables are not names, but expressions of duration. With duration syllables it is possible for children to chant a pattern correctly in rhythm. They will learn the standard symbols for <i>ta</i>, <i>ti-ti</i> and a one beat rest, and will learn a rest is a silent beat. Pupils will practice reading and clapping rhythms using <i>ta</i>,</p>	<p><u>Articulation and Timbre</u></p> <p><u>Smooth vs. Separated</u> In this unit, pupils will learn to identify how different music is played. They will listen to a variety of different classical pieces with changing articulation and move appropriately. Pupils will use the vocabulary <i>smooth</i> and <i>separated</i> when discussing how the music is played. Pupils will listen to two contrasting pieces of music: <i>Galop Infernal</i> from <i>Orpheus in the Underworld</i> by Jacques Offenbach and <i>Tortoises</i> from <i>Carnival of the Animals</i> by Camille Saint-Saens. They will respond to the articulation of the music by drawing pictures and writing words to match the music that is heard.</p> <p><u>Found and Environmental Sounds</u> In this unit, pupils will learn about sounds around them. They will</p>	<p><u>Timbre and Texture</u></p> <p><u>Body Percussion</u> In this unit, pupils will learn how to make sounds with their bodies. They will use body percussion to create a soundscape of a rainstorm as a class. Pupils will watch STOMP and identify all of the different types of body percussion and found sounds that are used in these performances.</p> <p><u>Call and Response</u> In this unit, pupils will learn to sing songs with a single melodic line and identify complete musical thoughts as <i>phrases</i>. Pupils will learn about and sing different types of call and response songs where phrases are echoed or repeated. Pupils will use their knowledge to create their own composition using echoed phrases with body percussion.</p>

voices. They will demonstrate different voice types: speaking, whispering, shouting, singing, and thinking. Pupils will identify places it is appropriate to use each of these voices.

Mi-Sol-La

In this unit, pupils will be introduced to solfege pitch names: *mi* and *sol*. They will first experience these pitches through songs and echo sings and will identify that *sol* is higher pitched than *mi*. Pupils will practice singing these pitches through songs and games and will identify pitches when using *dot* notation. They will use appropriate hand symbols when singing these pitches. Pupils will then be introduced to a new pitch, *la*, which is higher than *sol*, and learn the appropriate hand symbol. They will experience these three pitches together in various songs and practice singing these pitches in games. Pupils will identify all three pitches in songs using dot notation. By the end of the lesson, pupils will create their own song using the pitches *mi*, *sol* and *la*, and will perform them for the class.

ti-ti and rest and will identify rhythms they hear being clapped. By the end of the unit, pupils will compose their own four-beat rhythms and perform them for the class.

Strong Beats and Accents

In this unit, pupils will begin to understand that the beat can be organised into groups. They will learn that strong beats tell us how beats are grouped as they occur on beat one. Pupils will listen to beats on a hand drum, and identify how the beats are grouped – in groups of two, three, four, etc. Pupils will learn that when writing music, we use a *barline* to separate groups of beats. Pupils will then learn about accents. Accents are strong beats that occur in a place different from beat one. Pupils will listen to pieces of music and use body movements to identify the accents. By the end of the unit, pupils will learn the symbol for an accent in written music (>) and compose a four beat rhythm using accented *tas*.

understand that music can be made from anything including 'found' sounds and environmental sounds. Pupils will brainstorm a setting, i.e. school, jungle, ocean, playground, and find sounds around the school that can help create this soundscape. As a class, pupils will work together to create a soundscape composition that represents the setting that was chosen using found and environmental sounds.

Year 2

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<p><u>Texture and Form</u></p> <p>In this unit, pupils will learn to sing songs with a single melodic line and identify complete musical thoughts as <i>phrases</i>. Pupils will learn about and sing different types of call and response songs where phrases are echoed or repeated. Pupils will use their knowledge to create their own composition using echoed phrases.</p>	<p><u>Rhythm & Pitch</u></p> <p><u>Ties</u> Pupils begin this unit by reviewing what they've learned about steady beat and rhythm from Y1. They will build on this learning by using their knowledge of one beat rhythms, Kodaly syllable <i>ta</i>, to create two beat rhythms with the use of a tie, Kodaly syllable <i>ta-ah</i>. Pupils will learn to read, compose, and perform these rhythms through songs, echoing activities and listening activities.</p> <p><u>Ostinato</u> Pupils will continue to build on their ability to identify and perform rhythms. They will review 'strong beats' from Y1 and identify how beats are grouped in pieces of music. Pupils will identify repeating patterns in music they listen to and label them as 'ostinato'. Children will perform and compose simple rhythmic ostinatos using known rhythms to go along with songs sung in class.</p> <p><u>High and Low</u> Pupils begin by reviewing the concept of high and low pitch from Y1. They will identify high and low sounds through body movements. Pupils will build on this knowledge by learning to identify if the pitch is getting higher or getting lower through listening and playing activities.</p>	<p style="text-align: center;"><u>Pitch</u></p> <p><u>High and Low cont'd</u> Pupils will build on prior knowledge of high and low pitch to learn how to create a melodic line. They will use dot notation to show how the melody of simple songs go. Pupils will then connect the dots to show whether the music is mostly getting higher or getting lower. Pupils will understand that the melodic line shows us how to play a melody.</p> <p><u>Melodic Ostinato</u> Pupils will build on knowledge of an ostinato from Autumn 2. They will identify patterns in written music using high and low pitches. Pupils will apply this knowledge to create their own melodic ostinatos. They will use high and low pitches combined with rhythms to create a melodic ostinato to accompany songs that are sung in lessons.</p>	<p style="text-align: center;"><u>Rhythm & Pitch</u></p> <p><u>Pentatonic Scale</u> Pupils will build on Y1 knowledge of high and low pitches and of named pitches <i>mi, sol</i> and <i>la</i>. They will learn to sing and identify <i>do</i> and <i>re</i> aurally and visually. Pupils will then learn that these five pitches: <i>do, re, mi, sol, la</i> create the pentatonic scale. They will sing songs using the pentatonic scale and begin to identify these pitches in written music. Pupils will use dot notation to compose simple melodies using the pentatonic scale to be played on pitched percussion instruments.</p> <p><u>Ta-ah and Ta-ah-ah-ah</u> Pupils will build on their knowledge of ties from Autumn 2. They will learn two new rhythmic notations: two beats and four beats, Kodaly syllables <i>ta-ah</i> and <i>ta-ah-ah-ah</i>. Pupils will learn how to read, compose and perform these rhythms and their rests through songs, echoing activities and listening activities.</p>	<p style="text-align: center;"><u>Dynamics & Articulation</u></p> <p><u>Crescendo and Decrescendo</u> In this unit, pupils will expand on their knowledge from Y1. They will recall Italian terminology for loud and soft, <i>forte</i> and <i>piano</i>. Pupils will build on this knowledge and will identify, through body movement, dynamic changes in music that is listened to. Pupils will use Italian terminology <i>crescendo</i> and <i>decrescendo</i> when discussing music that is gradually getting louder or softer. They will learn to apply this knowledge appropriately when singing songs in lessons.</p> <p><u>Staccato and Legato</u> In this unit, pupils will build on Y1 knowledge of smooth and choppy music. Pupils will use the Italian terminology <i>legato</i> and <i>staccato</i> when discussing music that is listened to and played or sung. They will learn to write the symbols to show legato and staccato in music. Pupils will respond to legato and staccato music using appropriate symbols and pictures.</p>	<p style="text-align: center;"><u>Timbre</u></p> <p><u>Classifying Instruments</u> Pupils will expand on knowledge of pitched and unpitched instruments from Y1. They will study a range of instruments learn to classify them based on how they make sound. Pupils will use terminology <i>chordophones, aerophones, membranophones, idiophones</i> and <i>electrophones</i> when referring to instruments discussed in class. They will learn to identify instruments by sound and sight and will respond to a variety of pieces of music played by ensembles of these instruments.</p>

Year 3

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>Texture</u>	<u>Form</u>	<u>Rhythm</u>	<u>Rhythm</u>	<u>Pitch and Dynamics</u>	<u>Dynamics and Articulation</u>
<p><u>Melody and Accompaniment</u> In this unit, pupils will build on their knowledge of simple melodies from Y2. They will begin to understand that most of the time music has <i>melody</i> and <i>accompaniment</i>. Pupils will listen to a variety of different pieces of music and identify the melody and the accompaniment. They will learn how to play simple bordun accompaniments on the glockenspiel and xylophone. Pupils will demonstrate the difference between a solid and broken bordun and play these with songs that are sung in lessons. By the end of the unit, pupils will compose and perform their own bordun for a well-known song.</p>	<p><u>Binary / AB Form</u> In this unit, pupils will begin to understand how some music is organised. They will build on their knowledge of phrases from Y2 and understand that many songs and pieces of music have two distinct sections (A and B). Pupils will learn to identify different sections in music through active listening, movement and playing instruments. They will play rhythmic accompaniments to make each section distinguishable from the other. Pupils are taught how to compose simple rhythms and use these compositions to create a B section for a song taught in class. Pupils will demonstrate their understanding by creating their own rhythmic binary pieces with contrasting sections and performing them for the class.</p>	<p><u>Ta-ah-ah</u> In this unit, pupils will build on their rhythmic knowledge from Y1 and Y2. They will begin to understand the use of time signatures and clap rhythms in 3/4 and 4/4 time. Pupils will learn 3 beat rhythmic notation, Kodaly syllable <i>ta-ah-ah</i>. Pupils will learn how to read, compose, and perform these rhythms through songs, echoing activities and listening activities.</p>	<p><u>Tika-Tika</u> In this unit, pupils will continue to build on their rhythmic knowledge from Y1, Y2 and the previous term. They will continue to clap rhythms and experience songs in 2/4, 3/4, and 4/4 time. Pupils will learn notation for four sounds on one beat, Kodaly syllable <i>ti-ka-ti-ka</i>. Pupils will learn how to read, compose, and perform these rhythms through songs, echoing activities and listening activities.</p>	<p><u>Ascending & Descending</u> Pupils begin by reviewing the concept of high and low pitch from Y1 and Y2. Pupils will build on this knowledge by learning understand that pitches are a continuous pattern. Pupils will be introduced to two new pitches <i>fa</i> and <i>ti</i> and learn that when pitches occur in order, such as in the major scale, it is called stepwise motion. Pupils will learn to identify stepwise motion through listening activities and in written music. Pupils will identify if the pitch is getting higher or getting lower through listening, playing, and looking at written music. They will use the appropriate vocabulary, ascending or descending to describe the melodic contour of a piece of music when listening and reading music.</p> <p><u>Dynamics & Tempo</u> In this unit, pupils will expand on their knowledge from Y1 and Y2. They will recall Italian terminology for loud and soft, <i>forte</i> and <i>piano</i> and music that is gradually getting louder or softer, <i>crescendo</i> and <i>decrescendo</i> when discussing music that is listened to. Pupils will learn appropriate Italian terms for other static changes: very loud (<i>fortissimo</i>), moderately loud (<i>mezzo forte</i>), moderately soft (<i>mezzo piano</i>), very soft (<i>pianissimo</i>). Pupils will briefly learn about Edvard Grieg and listen to and identify dynamic changes in one of his pieces.</p>	<p><u>Dynamics & Tempo cont'd</u> Pupils will apply their knowledge of dynamics to songs and chants taught in lessons. They will use creative choice to pick appropriate dynamics for a song and perform it for the class. Pupils will learn Italian terminology for the speed of the music, <i>tempo</i> and use terms when discussing music of differing speeds, very slow, slow, moderately, fast, very fast and as fast as possible, <i>largo</i>, <i>adagio</i>, <i>moderato</i>, <i>allegro</i>, <i>prestissimo</i>. They will apply this knowledge when singing songs and clapping rhythms and make creative choices to pick appropriate tempi.</p> <p><u>Articulation</u> In this unit, pupils will build on Y2 knowledge of <i>legato</i> and <i>staccato</i> and identify staccato and legato when singing and listening to music. Pupils are introduced to <i>accents</i>, which are an emphasised beat, and will learn to write the symbol to show an accent in written music. Pupils will listen and respond to staccato, legato, and accented music from a variety of different genres and instruments using appropriate terminology. By the end of the unit, pupils will be able to identify articulation in music they listen to and play.</p>

Year 4

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>Rhythm</u>	<u>Rhythm & Pitch</u>	<u>Dynamics</u>	<u>Articulation</u>	<u>Timbre</u>	<u>Texture</u>
<p>In this unit, pupils will begin by reviewing all rhythmic notation learned in Y1-3. Pupils will build on their knowledge by learning the standard note names for these rhythmic notations (semibreve, dotted minim, minim, crotchet, quaver, beamed quavers, and their rests). They will review the purpose of time signatures and practice performing known rhythms in 2/4, 3/4, and 4/4 time. Pupils will compose simple rhythms in 4/4 time and perform them.</p>	<p><u>Ti-ka-ti-ka and Semiquavers</u> In this unit, pupils will experience semiquavers in songs and poems. They will learn notation for four sounds on one beat, Kodaly syllable <i>ti-ka-ti-ka</i>. Pupils will learn how to read and perform these rhythms through songs, echoing activities and listening activities. Pupils will understand semiquavers are worth 1/4 beat and that two semiquavers are equal to one quaver and four semiquavers are equal to one crotchet. By the end of the unit, pupils will compose and perform their own two bar rhythm using beamed semiquavers.</p> <p><u>Pitches and Treble Clef</u> In this unit, pupils will build on their knowledge of pitch and solfege from Y1-3. They will learn about the musical staff and the importance of absolute pitch. Pupils will learn notes can be placed on all the lines and in all the spaces of the staff. The higher the note placed on the staff, the higher its pitch sounds. Pupils will learn that a treble clef is placed at the beginning of the staff which determines the pitch of each line and space. They will learn that pitches on the musical staff are named using the first seven letters of the alphabet. Pupils will practice reading pitches on the staff while learning to play simple pieces on the recorder.</p>	<p>In this unit, pupils will learn that dynamics tell us how loud or quiet to play the music. They will learn the difference between static and gradual dynamics. Pupils will learn the Italian terminology for loud and soft are <i>forte</i> and <i>piano</i> and music that is gradually getting louder or softer, <i>crescendo</i> and <i>decrescendo</i>. Pupils will then build on this knowledge to learn appropriate Italian terms for other static changes: very loud (<i>fortissimo</i>), moderately loud (<i>mezzo forte</i>), moderately soft (<i>mezzo piano</i>), very soft (<i>pianissimo</i>). Pupils will briefly learn about Edvard Grieg and listen to and identify dynamic changes in one of his pieces. By the end of the unit, pupils will be able to apply this knowledge to songs sung and pieces played on the recorder. They will make creative choices to pick appropriate dynamics in pieces they compose.</p>	<p>In this unit, pupils will build on Y3 knowledge of <i>legato</i> and <i>staccato</i> and identify <i>staccato</i> and <i>legato</i> when singing and listening to music. Pupils are introduced to <i>accents</i>, which are an emphasised beat, and will learn to write the symbol to show an accent in written music. Pupils will listen and respond to <i>staccato</i>, <i>legato</i>, and accented music from a variety of different genres and instruments using appropriate terminology. By the end of the unit, pupils will be able to identify articulation in music they listen to and play.</p>	<p>In this unit, pupils will be introduced to the four instrument families of the orchestra: strings, woodwinds, brass and percussion. Pupils will identify characteristics of each family and discuss similarities and differences between instruments within a family. They will listen to four excerpts from Edvard Grieg's Suite No. 1 Peer Gynt and identify which family is featured and discuss how this family contributes to the mood of the pieces. Pupils will then be introduced to the composer Benjamin Britten and The Young Person's Guide to the Orchestra, which is a Theme and Variation. They will learn the meaning of <i>variation</i> and apply this knowledge when listening to Britten's piece, describing how each family makes the variation unique. By the end of the unit, will be assigned an individual instrument and will listen to it play a <i>solo</i>. Pupils will make creative choices to create a character profile based on what makes their individual instrument unique – how it sounds.</p>	<p><u>Rounds, Canon and Partner Songs</u> In this unit, pupils will begin to sing and play songs with a more complex texture. In KS1, pupils sang unison songs with simple rhythmic accompaniments. In Y3, simple pitched accompaniments were introduced to unison melodies. Pupils will now be introduced to the concept of <i>harmony</i> through simple two-part rounds and partner songs. They will be introduced to the term <i>round</i> and understand that this is a piece for two or more voices (or instruments) where each sings (or plays) the same melody, but starting one after the other at a set point. Pupils will be introduced to the term <i>canon</i> – a piece of music that has different parts starting at different times, but all playing the same melody. They will be introduced to the most famous canon – Pachelbel's Canon in D. Pupils will discuss the difference between rounds and canons. They will listen and discuss differences and similarities in examples of Pachelbel's Canon used in popular music. Pupils will be introduced to <i>partner songs</i>, which are songs with two different melodies that, when sung at the same time, fit together. Pupils will learn a variety of rounds, canons and partner songs through singing and playing the recorder. By the end of the unit, pupils will be expected to perform a round/partner song of their choice either singing or on the recorder.</p>

Year 5

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<p align="center"><u>Rhythm</u></p> <p><u>Rhythm Review</u> In this unit, pupils will begin by reviewing all rhythmic notation learned in Y1-4. They will review the purpose of time signatures and practice performing known rhythms in 2/4, 3/4, and 4/4 time. Pupils will compose simple rhythms in 4/4 time and perform them.</p> <p><u>Syn-co-pa</u> In this unit, pupils will build on their knowledge of rhythms from previous years, to start using more complicated rhythm combinations. Pupils will be introduced to the concept of <i>syncopation</i> and understand that this occurs when there is emphasis on the offbeat, or in between the beats. Pupils will learn the calypso song Shake the Papaya and clap the syncopated rhythms in the song. They will learn that the pattern of quaver-crotchet-quaver, Kodaly syllable <i>syn-co-pa</i>, is the most common syncopated rhythm.</p>	<p align="center"><u>Rhythm & Pitch</u></p> <p><u>Syn-co-pa cont'd</u> Pupils will compose a two-bar rhythm, using <i>syn-co-pa</i>. In small groups, pupils will combine their rhythms with the song Shake the Papaya to create a rondo to perform for the class, using rhythm instruments.</p> <p><u>Intervals</u> In this unit, pupils will build on their knowledge of written pitch on the staff in the treble clef from Y4. They will understand that a scale is a ladder of notes that move in step. They will understand that moving by step means that the notes occur in order without missing out any lines or spaces. Pupils will be introduced to different types of intervals – which measure the difference in pitch between two notes. Pupils will learn that a skip is the interval of a third; a leap is an interval of a fourth or higher and a repeat is when the pitch stays the same. They will identify these intervals in written notation and through listening activities. By the end of the unit, pupils will be able to discuss the melodic contour of music that is sung or played by using the appropriate interval vocabulary.</p>	<p align="center"><u>Pitch & Dynamics</u></p> <p><u>Ledger Lines</u> In this unit, pupils will continue to build on their knowledge of written pitch on the staff in the treble clef. Pupils will discover that pitch extends higher and lower than we can write on the musical staff, and we must use ledger lines to notate these pitches. They will learn ledger lines are little extensions of the staff lines and can be written below or above the staff. By the end of the unit, pupils will be able to read ledger line notation, and apply this knowledge when playing the ukulele.</p> <p><u>Dynamics</u> In this unit, pupils will expand on their knowledge from Y4. They will recall Italian terminology for static changes, i.e. <i>piano</i>, <i>forte</i>; and gradual changes, i.e. <i>crescendo</i>, <i>decrescendo</i>. Pupils will learn Italian the Italian terms <i>diminuendo</i>, gradually getting softer, and <i>sforzando</i>, a sudden and very forceful emphasis. Pupils will listen to a variety of different classical pieces to identify the dynamics and discuss their use in the overall piece. By the end of the unit, pupils will use <i>diminuendo</i> and <i>sforzando</i> appropriately in music that is played on the ukulele.</p>	<p align="center"><u>Articulation & Expression</u></p> <p>This unit will build on the pupils' knowledge of articulation from Y4. The pupils will review <i>legato</i>, <i>staccato</i> and <i>accents</i> and listen to a variety of different classical pieces to identify the articulation and discuss their use in the overall piece. Pupils will be introduced to the concept of phrases, which are like musical sentences. Pupils will learn that phrases form a complete thought, especially if there are lyrics. However, phrasing also uses dynamics and articulation to help convey a message – and it is this combination that helps make our music sound more exciting. By the end of the unit, pupils will be able to sing and play with appropriate phrasing, paying attention to the proper articulation and dynamics of the piece they are performing.</p>	<p align="center"><u>Texture</u></p> <p><u>Rounds, Canon and Partner Songs</u> In this unit, pupils will begin to sing and play songs with a more complex texture. In KS1, pupils sang unison songs with simple rhythmic accompaniments. In Y3 and 4, simple pitched accompaniments were introduced to unison melodies. Pupils will now be introduced to the concept of <i>harmony</i> through simple two-part rounds and partner songs. They will be introduced to the term <i>round</i> and understand that this is a piece for two or more voices (or instruments) where each sings (or plays) the same melody, but starting one after the other at a set point. Pupils will be introduced to the term <i>canon</i> – a piece of music that has different parts starting at different times, but all playing the same melody. They will be introduced to the most famous canon – Pachelbel's Canon in D. Pupils will discuss the difference between rounds and canons. They will listen and discuss differences and similarities in examples of Pachelbel's Canon used in popular music. Pupils will be introduced to <i>partner songs</i>, which are songs with two different melodies that, when sung at the same time, fit together. Pupils will learn a variety of rounds, canons and partner songs through singing and playing the recorder. By the end of the unit, pupils will be expected to perform a round/partner song of their choice either singing or on the ukulele.</p>	<p align="center"><u>Timbre</u></p> <p>In this unit, pupils will be introduced to the four instrument families of the orchestra: strings, woodwinds, brass and percussion. Pupils will identify characteristics of each family and discuss similarities and differences between instruments within a family. They will listen to four excerpts from Edvard Grieg's Suite No. 1 Peer Gynt and identify which family is featured and discuss how this family contributes to the mood of the pieces. Pupils will then be introduced to the composer Benjamin Britten and The Young Person's Guide to the Orchestra, which is a Theme and Variation. They will learn the meaning of <i>variation</i> and apply this knowledge when listening to Britten's piece, describing how each family makes the variation unique. By the end of the unit, will be assigned an individual instrument and will listen to it play a <i>solo</i>. Pupils will make creative choices to create a character profile based on what makes their individual instrument unique – how it sounds.</p>

Year 6

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<u>Rhythm</u>	<u>Rhythm & Pitch</u>	<u>Pitch</u>	<u>Dynamics & Articulation</u>	<u>Timbre</u>	<u>Texture</u>
<p><u>Tika-ti and Ti-Tika</u> In this unit, pupils will build on their knowledge of semiquavers and quavers from Y5. They will review quavers and semiquavers and their number of beats (1/2 and 1/4 beats) and begin to use them in combinations to create rhythms with one beat. Pupils will learn two semiquavers followed by a quaver, Kodaly syllable <i>tika-ti</i> and one quaver followed by two semiquavers, Kodaly syllable <i>ti-tika</i>. Pupils will experience these rhythm combinations in several songs and play these new rhythms in accompaniments for these songs. By the end of the unit, pupils will compose a rhythm using both <i>tika-ti</i> and <i>ti-tika</i> and perform it for the class.</p>	<p><u>Tam-ti and Tim-ka</u> In this unit, pupils will learn how dotted notes function. Pupils will understand that placing a dot after a note adds half time value of the note. For instance, a minim is worth two beats; placing a dot after the minim, creating a dotted minim, makes it worth three beats. Pupils will practice identifying the number of beats in dotted minims, dotted crotchets, and dotted quavers through musical maths questions. Pupils will then be introduced to a new rhythm combination dotted crotchet followed a quaver, Kodaly syllable <i>tam-ti</i>. They will then be introduced to the dotted quaver followed by a semiquaver, Kodaly syllable <i>tim-ka</i>. Pupils will learn how to read, compose, and perform these rhythms through songs, echoing activities and listening activities.</p> <p><u>Sharps and Flats</u> In this unit, pupils will build on their knowledge of pitches in the treble clef from Y4 and Y5. They will review how pitches are named in the treble clef. Pupils will then be introduced to accidentals, which are used to change the pitch of a note. The three main accidentals are</p>	<p><u>Key Signatures</u> In this unit, pupils will build on their knowledge of accidentals from Autumn 2 to understand the use of key signatures. Pupils will know from Y5 that a scale is a ladder of notes that move in step ascending or descending. The scale of a key contains all the notes that belong in that key. Pupils will learn that the key of C major has no sharps or flats and will learn to play it on their ukulele. They will understand that the distance between each note in a major scale is either a tone or a semitone and that the pattern of tones and semitones is the same for all major scales. Pupils will then be introduced to the scales and keys of G major, D major and F major. Pupils will learn what accidentals are needed to keep the pattern of tones and semitones correct. Pupils will understand that a key signature tells us the key of a piece of music by showing which notes will be sharpened or flattened. It is written at the start of the staff, after the treble clef so we don't have to keep writing accidentals for the sharps and flats in that key. Pupils will learn to read and play music on the ukulele using the key signatures for C major, G major, F major</p>	<p><u>Dynamics</u> In this unit, pupils will learn that dynamics tell us how loud or quiet to play the music. They will learn the difference between static and gradual dynamics. Pupils will learn the Italian terminology for loud and soft are <i>forte</i> and <i>piano</i> and music that is gradually getting louder or softer, <i>crescendo</i> and <i>decrescendo</i>. Pupils will then build on this knowledge to learn appropriate Italian terms for other static changes: very loud (<i>fortissimo</i>), moderately loud (<i>mezzo forte</i>), moderately soft (<i>mezzo piano</i>), very soft (<i>pianissimo</i>). Pupils will briefly learn about Edvard Grieg and listen to and identify dynamic changes in one of his pieces. By the end of the unit, pupils will be able to apply this knowledge to songs sung and pieces played on the recorder. They will make creative choices to pick appropriate dynamics in pieces they compose.</p> <p><u>Staccato, Legato and Accents</u> In this unit, pupils will identify staccato and legato when singing and listening to music. Pupils will use the Italian terminology <i>legato</i> (smooth) and <i>staccato</i> (detached) when</p>	<p><u>Homogeneous Ensembles</u> In this unit, pupils will be introduced to the four instrument families of the orchestra: strings, woodwinds, brass, and percussion. Pupils will identify characteristics of each family and discuss similarities and differences between instruments within a family. Pupils will learn the difference between <i>heterogeneous</i> and <i>homogeneous ensembles</i> and listen to a variety of different recordings of these types of ensembles. Pupils will discuss, using appropriate vocabulary, the instruments being used and why they may have been included in an ensemble. By the end of the unit, pupils will research an ensemble of their choice and present their research to the class.</p>	<p><u>Chords</u> In this unit, pupils will build on their knowledge of keys and key signatures from Spring I, to begin to play chords on the ukulele. They will understand that tonic chords are made up of three notes, the first, third and fifth notes of the scale. Pupils will learn to play the chords tonic chords of F major, C major and G major. They will use appropriate techniques when strumming on the ukulele. Pupils will understand the use of chord symbols in music and begin to play simple strumming patterns while singing. By the end of the unit, pupils will perform chords as a simple accompaniment on the ukulele to a song of their choice.</p>

	<p>the sharp, the flat and the natural. Pupils will understand that when a sharp is written in front of a note it makes the sound higher, and when a flat is written in front of a note it makes the sound lower. A natural sign changes a note with a sharp or flat back to its normal pitch. Pupils will then be introduced to the terms <i>tone</i> and <i>semitone</i>. Which are used to describe the distance between notes. A semitone is the shortest distance between two notes for example from C to C sharp. A tone is two semitones. Pupils will understand that there is a semitone between every fret on the ukulele. Pupils will practice playing and identifying notes with accidentals on their ukuleles.</p>	<p>and D major.</p>	<p>discussing music that is listened to and played or sung. They will learn to write the symbols to show legato and staccato in music and play music accordingly. Pupils are introduced to <i>accents</i>, which are an emphasised beat, and will learn to write the symbol to show an accent in written music. Pupils will listen and respond to staccato, legato, and accented music from a variety of different genres and instruments using appropriate terminology. By the end of the unit, pupils will be able to identify articulation in music they listen to and play.</p>		
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Enrichment Opportunities

Clubs

Pupils in KS2 have the opportunity to participate in recorder and keyboard club running termly. Recorder club, taking place in Autumn term, will focus on improving skills taught in Y4 music lessons. Pupils will continue to learn new pitches and have new pieces to practice weekly, for which they can earn Recorder Karate belts to be displayed on their recorder. Keyboard club, taking place in Spring term, will teach a small group of pupils beginning keyboard skills. Pupils will learn the proper hand position for playing the keyboard and will progress to learn to play simple songs with two hands.

Pupils have the opportunity to audition to be apart of the Y4-6 choir. Successful students will participate in the choir for the entire school year, and perform in Christmas and End of Year assemblies as well as weekly assemblies for various year groups. Pupils will learn to sing songs in unison, while using proper phrasing techniques. Pupils will begin to learn simple two-part songs and partner songs and begin to understand how harmony is used in a singing group.

In summer term, Y2 and 3 pupils can participate in choir. All pupils will learn to play singing games and sing songs in unison, while developing their singing voice.

Trips

The Y3 class will participate in a trip to Royal Festival Hall to watch the Philharmonia Orchestra. This will build on their knowledge of instrument families from the Y2 curriculum, and have children be part of an audience for a live orchestra, which they may not have been exposed to previously.

Assemblies

Twice a year, pupils will participate in school assemblies where they perform for their families. Pupils will sing songs and perform with instruments in their year groups. Through performances, pupils feel connected to each other and learn to collaborate with each other.

Pupils will also participate in weekly assemblies in a variety of ways, whether this be singing or acting as an audience member. When we listen to and perform music it leads to improved self-esteem and memory as well as listening skills.