

Singing
 Within our music teaching and learning, there is a greater emphasis on singing. Children learn to use their voices creatively and expressively and singing happens in and out of music lessons, E.g. singing assemblies, musical performances and through cross curricular learning.
We are a Sing Up Silver Award School



Music
 2021-2022

Composing, Performing, Listening and Appraising
 In lessons, the three attainment targets: Performing, Composing and Appraising are combined and interrelated wherever possible so that the learning derived from each serves to reinforce learning in the others. In particular some aspects of listening and appraising will form an important part of every music lesson.

Performing to a wider audience
 All children have the opportunity to perform musically in public, eg. Christmas concerts, Harvest festivals, Easter productions, and Elmbridge Choir festival.



We aim to provide pupils with musical opportunities that extends far beyond the music classroom. We encourage and foster a love of singing which is beneficial for their physical and mental wellbeing. The wide array of performance opportunities that we provide, help our children to grow in confidence and to develop their creativity. Music reflects the culture and society we live in, and so the teaching and learning of music enables our pupils to better understand the world that they live in and to feel part of a community. We plan for music carefully, enabling the children to make cross curricular connections. Music is a practical activity and when planning and delivering the curriculum, emphasis is on practical activities. Theory develops from and supports the practical activities rather than becoming an end in itself. We provide opportunities for all pupils 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. We provide our children with opportunities to create and compose music on their own and with others and have the opportunity to learn a musical instrument and to use technology appropriately. To support the music teaching further, we use Charanga-a digital resource for teaching the National Curriculum for music.

Great Composers
 Children are given opportunities to listen and appraise a range of high-quality live and recorded music, across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.



Instrumental Learning
 As well as whole class instrumental teaching, all children have the opportunity to join extra curriculum musical groups eg. Choir, keyboards and recorders. All children are offered the opportunity to learn to play an instrument through SYMPA

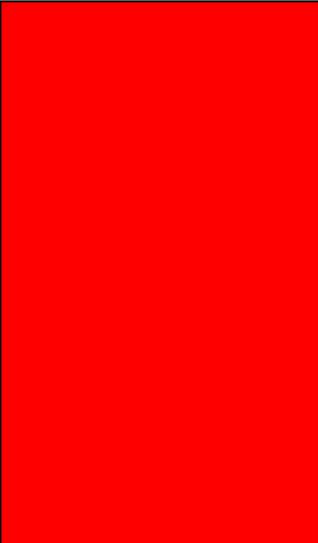


Interrelated Dimensions of Music
 The musical elements of pitch, duration, timbre, texture, dynamics and structure is progressively introduced, discussed and understood.



	Autumn Term	Spring Term	Summer Term
<p>EYFS: in our Nursery and Reception we follow the EYFS Development matters curriculum working towards the Early Learning Goals at the end of the Foundation Stage. Pupils follow a broad and balanced curriculum which is facilitated through enhanced provision which meets the needs and interests of our children.</p>			
<p>Nursery Music composer study Sergei Prokofiev</p>	<p>How can I begin to tune into sound?</p> <p>EYFS Curriculum Coverage:</p> <ul style="list-style-type: none"> Shows attention to sounds and music Responds emotionally and physically to music when it changes Enjoy taking part in action songs such as ‘Twinkle, Twinkle.’ <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> Experimenting with a variety of musical instruments Beginning to change volume and speed using percussion instruments Listening to African music differentiating and identifying environmental and instrumental sounds Listening and joining in with favourite songs 	<p>How can I Explore different ways to create sounds?</p> <p>EYFS Curriculum Coverage:</p> <ul style="list-style-type: none"> Listen with increased attention to sounds <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> Learning to change volume and speed using percussion instruments Exploring how we can use our bodies to create sound – clapping, stamping, tapping and singing Introducing simple percussion instruments Experimenting with rhythm Learning and creating songs Using our bodies in response to music 	<p>How can I Respond to music? What can we learn about the composer Sergei Prokofiev?</p> <p>EYFS Curriculum Coverage:</p> <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs Play instruments with increasing control to express their feelings and ideas Create their own songs or improvise a song around one they know. 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 <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> Listening and responding to music Learning a repertoire of simple songs composer study- Listen to the story and music of ‘Peter and the Wolf’ Discuss how different instrumental sounds create emotion and how they make you feel

<p>Reception Music Composer study: Nikolai Rimsky Korsakov</p>	<p>Tuning in to sound:</p> <p>How many different ways can I create sounds?</p> <p>In discrete music lessons:</p> <ul style="list-style-type: none"> • Letters and Sounds phase 1 and 2 Listening and responding to music. • Introducing the sounds different musical instruments make and naming them. • Exploring and controlling voice sounds – volume and Tempo through singing simple songs. <p>EYFS Curriculum coverage:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Explore and engage in music making and dance, performing solo or in groups. 	<p>Exploring dynamics</p> <p>How Can I change the sounds I make with different instruments?</p> <p>In discrete music lessons:</p> <ul style="list-style-type: none"> • Exploring body sounds Identifying long and short sounds, tapping and clapping rhythms. • Using percussion instruments to explore the range of sounds that can be made. • Listening for and identifying patterns in musical pieces. <p>EYFS Curriculum coverage:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Explore and engage in music making and dance, performing solo or in groups 	<p>Composition</p> <p>How can I create my own piece of music?</p> <p>In discrete music lessons:</p> <ul style="list-style-type: none"> • Learn about the role of the conductor. • Record and listen back to musical patterns. • accompany stories with made up rhythms and different dynamics. • Composer study: Nikolai Rimsky Korsakov • Explore movement to music. <p>EYFS Curriculum coverage:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

	<p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> • Explore body sounds • Identify long and short sounds • Make instruments from junk modelling and everyday objects. 	<p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> • Make instruments from Junk modelling and everyday objects and explore the quality of the sounds • Explore freely the different sounds musical instruments make. • Exploring movement to music. 	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> • Create Musical patterns. • Role play being a Conductor. • Record their own music. • Explore how sounds can accompany a story. • Make choices about sounds to accompany a story.
	<p>Year 1 Composer study: Antonio Vivaldi</p>	<p>Autumn 1: Is a pulse the same as a rhythm?</p> <p>National Curriculum coverage: To play tuned and untuned instruments musically To experiment with, create, select and combine sounds using the integrated dimensions of pulse and rhythm.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Finding the pulse whilst listening to music and using movement • Recognising different instruments and beginning to play untuned instruments musically • Beginning to understand that the rhythm is a mixture of long and short sounds that happen over the pulse 	<p>Spring 1: Composer study: What can we learn about the great composer, Antonio Vivaldi? (linked to work on Seasons in Science)</p> <p>National curriculum coverage: To listen to, review and evaluate music from the works of the great composer Antonio Vivaldi To listen with concentration and understanding to a range of high quality recorded music by the composer Antoni Vivaldi.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Listening to music with sustained concentration • Recognising different instruments • Using the correct musical language to describe a piece of music • Discussing feelings and emotions linked to different pieces of music • Understanding that tempo describes how fast or slow the music is and identify this when

	<ul style="list-style-type: none"> • Listening to, copying and repeating a simple rhythm or melody <p>Autumn 2 (last ¾ weeks of term)- Singing focus (linked to the school Nativity):</p> <p>National Curriculum coverage: To use their voices expressively and creatively by singing songs.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Working and performing together with others as an ensemble or as a group singing • Singing songs musically and understanding how to warm up and project the voice whilst demonstrating good posture. • understanding how to sing musically after warming up, sitting or standing well to be able to project the sounds confidently. 	<p>listening to different pieces of Vivaldi's Four Seasons</p> <p>Spring 2 Pitch: National curriculum coverage To play tuned and untuned instruments musically To experiment with, create, select and combine sounds using the integrated dimension of pitch.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Understanding that pitch describes how high or low notes are • Listening to and repeating a simple rhythm or melody • Continuing to learn how to play tuned and untuned instruments musically • Learning and performing chants, rhythms, raps and songs 	<ul style="list-style-type: none"> • Recognising different instruments within a pieces of music • Discussing feelings and emotions linked to different pieces of music • Understanding that tempo describes how fast or slow the music is and identify this in different pieces of music • Learning and performing chants, rhythms, raps and songs • Working and performing together with others as an ensemble or as a group singing • Playing tuned and untuned instruments musically • Learning to follow the conductor or band leader
<p>Year 2 Composer study: Ralph Vaughan Williams</p>	<p>London Autumn 1- <u>Can I use the correct technique when playing the recorder?</u> Tuned instrument-recorder (Charanga KS1 recorder world)</p> <p>National Curriculum Coverage: Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned instruments musically</p>	<p>Kenya Spring 1-Djembe drums</p> <p>National Curriculum Coverage: Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Play untuned instruments musically</p> <p>The sequence of lessons will focus on:</p>	<p>Important people and events Summer- <u>Can we use Ralph Vaughan Williams to help us compose a piece of music that is inspired by our environment?</u></p> <p>National Curriculum Coverage: Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>

The sequence of lessons will focus on:

- Sing a song in two parts
- Play instruments using the correct techniques with respect
- Improvise a simple rhythm using different instruments including the voice
- Begin to compose music using the interrelated dimensions.

Autumn 2-

Can we use tuned and untuned instruments to create a simple composition on a theme?

Composer-Manuel De Falla-Ritual Fire Dance

National Curriculum Coverage:

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.

The sequence of lessons will focus on:

- Listen with concentration and understanding to a range of high-quality live and recorded music-Composer Manuel De Falla
- Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions-pitch (Manuel De Falla-Ritual Fire Dance)
- Build an understanding of the pulse and internalise it when listening to a piece of music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Develop an understanding of melody, the words and their importance in the music being listened to
- Build an understanding of the pulse and internalise it
- Use untuned classroom percussion to play accompaniments and tunes
- Understand that timbre describes the character or quality of a sound
- Understand that texture describes the layers within the music

Spring 2-recorder

National Curriculum Coverage:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned instruments musically

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

The sequence of lessons will focus on:

- Sing a song in two parts
- Play instruments using the correct techniques with respect

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

The sequence of lessons will focus on:

- Begin to develop an understanding of the history and context of music
- Listen with concentration and understanding to a range of high-quality live and recorded music-Lark Ascending by composer Ralph Vaughan William
- Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions-dynamics
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes with growing confidence
- Improvise a simple rhythm using different instruments including the voice.
- Use tuned instruments to compose and improvise
- Understands that structure describes how different sections of music are ordered

	<ul style="list-style-type: none"> • Use tuned and untuned instruments to compose and improvise • Practice, rehearse and present performances to audiences with a growing awareness of the people watching 		
<p>Year 3 Composer study: Hans Zimmer</p>	<p>Tell Stone Age stories through music. Out of the Ark songs: There's no smoke without fire- The mammoth hunters - Build a fort Christmas Carol service</p> <p><u>How can music be used to tell a story?</u></p> <p>National Curriculum coverage: Develop an understanding of the history of music. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Find out about prehistoric musical instruments and musical stones. • Begin to listen to and recall sounds with increasing aural memory. • Confidently recognise a range of musical instruments. • Find the pulse within the context of different songs/music with ease. • Understand that improvisation is when a composer makes up a tune within boundaries. 	<p>Use technology to compose a piece about the Iron Man falling down the cliff. (Linked with computing)</p> <p><u>How can we compose music using technology?</u></p> <p>National Curriculum coverage: Use technology appropriately. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Play and record simple melodies. • Develop understanding of rhythm and pulse by building up various beats. • Find the pulse within the context of different songs/music with ease. • Understand that improvisation is when a composer makes up a tune within boundaries. • Understand that composition is when a composer writes down and records a musical idea. • Develop an understanding of formal, written notation which includes crotchets and rests. <p>The dragon song - charanga</p>	<p>Composer study – Tudor composer</p> <p>Hans Zimmer (Blue planet – BBC 10 pieces) Percussion</p> <p>National Curriculum coverage:</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Appreciate and understand music from great composers • Understand that composition is when a composer writes down and records a musical idea • Play and perform in solo or ensemble contexts with confidence • Begin to listen to and recall sounds with increasing aural memory. • Explore the interrelated dimensions of music: pitch, duration, crescendo, dynamics, motif. • Develop an understanding of formal, written notation which includes crotchets and rests. <p>Tudor Music - The Pavane Percussion and Glockenspiels and untuned instruments</p> <p>Out of the Ark Songs - The Queens Progression, Prince Henry, Song of the Wives</p>

- Understand that composition is when a composer writes down and records a musical idea
- Develop an understanding of formal, written notation which includes crotchets and rests
- Compose music for a journey through a cave.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Do the words of the song tell a story?

National Curriculum Coverage:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
 Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory.
 Use and understand staff and other musical notations.

The sequence of lessons will focus on:

- Sing songs with multiple parts with increasing confidence.
- Find the pulse within the context of different songs/music with ease.
- Play instrumental parts with the song by ear and/or from notation using the easy or medium part.
- Improvise using up to 3 notes – G, A + B.
- Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B.
- Develop an understanding of formal, written notation which includes crotchets and rests.
- Play and perform in solo or ensemble contexts with confidence.

What type of music was played, listened to and danced to during The Tudor period?

National Curriculum coverage:

Develop an understanding of the history of music.
 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
 Improvise and compose music for a range of purposes using the inter-related dimensions of music.

The sequence of lessons will focus on:

- Develop an understanding of the history of music.
- Listen with direction to a range of high quality music.
- Confidently recognise a range of (Tudor) instruments.
- Find the pulse within the context of different songs/music with ease
- Explore the interrelated dimensions.
- Understand that improvisation is when a composer makes up a tune within boundaries (The Pavane).
- Understand that composition is when a composer writes down and records a musical idea (The Pavane).

			<ul style="list-style-type: none"> • Develop an understanding of formal, written notation which includes crotchets and rests. • Begin to listen to and recall sounds with increasing aural memory.
<p>Year 4 Music Composer study: Camille Saint - Saens</p>	<p>Autumn 1 and 2- Whole Class Ensemble Teaching-Surrey Arts Tuning Up Program-clarinet Can I play tuned instruments with <u>increasing accuracy, fluency and control?</u> National Curriculum Coverage: Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Develop an understanding of formal written notation which includes minims and quavers. Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> •Make a sound on the mouthpiece •Start every note with my tongue •Safely assemble my clarinet •Improvise a 4-beat rhythm •Recognise and play minims and crotchets •Play a note lasting 3 seconds •Improvise a 4 beat tune using those three notes •Copy a 2 bar tune played to me •Play a tune using slurs •Read a simple tune from notation •Perform a piece to an audience 	<p>Spring 1 and 2- Whole Class Ensemble Teaching-Surrey Arts Tuning Up Program-clarinet Spring 1 and 2- Whole Class Ensemble Teaching- Surrey Arts Tuning Up Program-clarinet Can I develop an understanding of formal written notation which includes minims, crotchets, quavers and rests? National Curriculum Coverage: Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Develop an understanding of formal written notation which includes minims, crotchets, quavers and rests Improvise and compose music for a range of purposes using the inter-related dimensions of music Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians</p> <p>The sequence of lessons will focus on:</p> <p>Start every note with my tongue.</p> <ul style="list-style-type: none"> •Improvise an 8 beat rhythm. •Improvise an 8 beat tune using five notes. •Recognise and play minims, crotchets, quavers and rests. •Copy a tune played to me using 5 notes 	<p>Summer Composer Study- Camile Saint-Saens Can we use Camile Saint- Saens to create a short composition on a theme? National Curriculum Coverage: Improvise and compose music for a range of purposes using the inter-related dimensions of music Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Confidently recognise a range of musical instruments and the different sounds they make. • Use musical language to appraise a piece or style of music. • Experiment with sounds using the interrelated dimensions- structure, timbre, pitch, dynamics • Copy increasingly challenging rhythms using body percussion and untuned instruments. • Play and perform in solo or ensemble contexts with increasing confidence. • Use technology appropriately and composing using interrelated dimensions.

	<ul style="list-style-type: none"> •Experiment with sounds using the interrelated dimensions-pitch, rhythm, dynamics, tempo, texture, timbre 	<ul style="list-style-type: none"> •Play a tune using slurs and staccato. •Write a 5 note tune. •Perform a piece in two parts to an audience. • Listen to and perform music from other cultures 	
<p>Year 5 Composer study: Johann Sebastian Bach</p>	<p>Can I explore music and instruments from The Egyptians developing melody, rhythm and pitch? National Curriculum Develop an understanding of formal written notation which includes minims and quavers. Play and perform in solo or ensemble contexts with increasing confidence. Listen to and recall sounds with increasing aural memory Compose complex rhythms for an increasing aural memory. Improvise with increasing confidence using own voice, rhythms and varied pitch.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Confidently recognise a range of musical instruments and the different sounds they make.- describe Egyptian instruments • Create a chant to a beat, adding percussion as they progress • Introduce musical notation and then create/ practice playing the melody, rhythm and beat on percussion. • Perform in an ensemble context with increasing confidence, demonstrating the skills learnt. 	<p>Composer study – Johann Sebastian Bach National Curriculum 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 Develop an understanding of the history of music Appreciate and understand music from great composers- JS Bach.</p> <p>Charanga -Beginner Keyboard Course The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Use a tuned instrument to read musical notation and practise playing the melody, rhythm and beat on keyboards. • Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. • Develop an understanding of formal written notation which includes staff, semibreves and dotted crotchets. • To develop a deeper understanding of the history and context of music. • To play a piece of music on the keyboards written by JS Bach (Minuet in G) 	<p>North America: I can recognise and play different styles of music, from the 20th century in the USA. (Charanga Course)- National Curriculum Develop an increasing understanding of the history and context of music.</p> <p>Perform and listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles, encouraging confident discussion using accurate musical language. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Continue to develop an understanding of the history of music. Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Perform, understand and explore how music is created, produced and communicated.</p> <p>Understand how pulse, rhythm and pitch work together.</p> <p>The sequence of lessons will focus on:</p>

- Listen and appraise -recognise the style indicators of Jazz including pulse, pitch, tempo, dynamics, timbre, structure and rhythm.
- Learn to play 'Three Note Bossa' on a tuned instrument, using musical notation.(G, A+B and D, E, G, A + B)
- Build on improvisation skills using tuned instruments (composing). (Notes: G, A and B – Bossa Nova and D, E, G, A+B-swing style)

Space- I can appraise music by listening to detail and create a short composition around this.

National Curriculum

Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Confidently recognise a range of instruments (orchestral) and the different sounds they make.

Use musical language to appraise a piece or style of music.

Create a simple composition and record using formal notation.

Gustav Holst's Planet Suite will be the inspiration

The sequence of lessons will focus on:

- Appraise the different planets in 'The Planet Suite.' What moods do they convey?
- Confidently recognise a range of musical instruments (orchestral)

			<p>and the different sounds they make, in Holst's Planet Suite.</p> <ul style="list-style-type: none"> • Compose a piece of music (Earth), and record using formal notation. <p>To learn about the life of Gustav Holst.</p>
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<p>Year 6 Composer study: Edward William Elgar</p>	<p><u>How do instruments influence the rhythm of Samba?</u></p> <p><u>National Curriculum Coverage</u></p> <p>Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p> <p>Develop an understanding of the history of music</p> <p><u>The sequence of lessons will focus on:</u></p> <ul style="list-style-type: none"> • To sing and play as part of an ensemble with full confidence and precision • To listen with attention to detail and recall sounds with increasing aural memory and accuracy • To play and perform in solo or ensemble contexts with 	<p><u>How can I learn about the Heroes of Troy through music?</u></p> <p><u>National Curriculum Coverage</u></p> <p>Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music</p> <p><u>The sequence of lessons will focus on:</u></p> <ul style="list-style-type: none"> • To sing as part of an ensemble with full confidence and precision • To listen with attention to detail and recall sounds with increasing aural memory and accuracy • To play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression • To develop a deeper understanding of the history and context of music <p>Keyboards - Charanga <u>National Curriculum Coverage</u></p>	<p>Composer study: Edward William Elgar <u>What impact has Elgar had on British Music?</u></p> <p><u>National Curriculum Coverage</u></p> <p>Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers - Edward Elgar</p> <p><u>The sequence of lessons will focus on:</u></p> <ul style="list-style-type: none"> • Sing as part of an ensemble with full confidence and precision • Create a simple composition and record using formal notation
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	<p>increasing accuracy, control, fluency and expression</p> <ul style="list-style-type: none"> ● To develop a deeper understanding of the history and context of music 	<p>Play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> ● Develop a deeper understanding of the history and context of music
	<p><u>How can I use musical notation and composing to create my own piece of music?</u></p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<ul style="list-style-type: none"> ● Appropriately discuss the dimensions of music and recognise them in music heard
	<p><u>National Curriculum Coverage</u></p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p><u>The sequence of lessons will focus on:</u></p> <ul style="list-style-type: none"> ● Create a simple composition and record using formal notation ● Develop a deeper understanding of the history and context of music ● Appropriately discuss the dimensions of music and recognise them in music heard ● Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets ● Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p>Use and understand staff and other musical notations</p> <p><u>The sequence of lessons will focus on:</u></p> <ul style="list-style-type: none"> ● Use a tuned instrument to read musical notation and practise playing the melody, rhythm and beat on keyboards. ● Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. ● Develop an understanding of formal written notation which includes staff, semibreves and dotted crotchets. ● To develop a deeper understanding of the history and context of music. ● To play a piece of music on the keyboards 	<ul style="list-style-type: none"> ● Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets ● Improvise and compose music for a range of purposes using the inter-related dimensions of music <p><u>School Production- How can I use all my knowledge of music in a performance?</u></p> <p><u>National Curriculum Coverage</u></p> <p>Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music</p> <p><u>The sequence of lessons will focus on:</u></p> <ul style="list-style-type: none"> ● Sing as part of an ensemble with full confidence and precision ● To play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression ● To listen with attention to detail and recall sounds with increasing aural memory and accuracy