



Statement of Intent

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything."

Plato

The intent of our Music curriculum is to deliver a range of activities which is accessible to all and that will maximise the outcomes for every child so that they know more, understand more and create more. As a result of this they will:

- ❖ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to **learn** a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ❖ 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, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Be **inspired** by the works of both great composers and modern musicians.

Our intent is built upon the study of a broad range of music both created and performed by others as well of an understanding of composers from history, outlined in our Music curriculum map. Through developing key skills at each stage, we endeavour to ensure that all our students **flourish** and develop a deeper understanding of the importance of, as well as a love for, both performing and listening to music.



Music at Wantage CE Primary

Design Revision May 2020



Implementation

We teach the National Curriculum 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 Wantage 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.

Planning and Lesson

From the long-term overview, teachers use a sequence of lessons from the Music Express scheme of learning (which is used throughout the Vale Academy Trust) 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 our “Celebrate Music Evening”.

Enhancements

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. Also, there are wider events within the Vale Academy Trust, for example The VAT Singing Festival; a collaborative project with other VAT schools. In addition to this, we also provide opportunities for individuals to gain experience in performing to an audience through assemblies and auditioning/performing to the wider School community during events such as “Celebrate Music Evening” and School Fairs.

Assessment

Pupils are assessed against the criteria in the Vale Academy Trust progression and skills document which we have adopted. Pupils are assessed using the following criteria:
B=Working well below the age-related expectations; WTS= Working towards the age-related expectations; ARE= Working at age-related expectations and GD= working at greater depth (above the age-related expectations)

Impact

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

- ❖ Sing confidently and expressively, with attention to phrasing and breathing
- ❖ Use a range of tuned / non-tuned instruments to create a variety of musical effects for a variety of musical purposes
- ❖ Compose their own pieces of music with increasingly adventurous structure, using a variety of musical techniques
- ❖ Show understanding of the fundamentals of music theory including scales, dynamics, notation
- ❖ Read and write music using a variety of different notations, including staff notation
- ❖ Identify key musical features of pieces of music by various composers and musicians, including the Great Composers.
- ❖ Discuss pieces of music referencing musical dimensions



Music at Wantage CE Primary

Design Revision May 2020



Key Skills: Using the Voice Using Instruments (pitched and non-pitched) Composing Music Theory Identify Musical Features Listening and Responding/Evaluating

Year/ Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Nursery/ Reception	Special People Beat and Tempo	Growth and Change Loud and Quiet	Going Places High and Low	Stories and Sound – Structure	Moving Patterns – Structure	Working World – Texture
	<ul style="list-style-type: none"> ➤ Sing a song with actions ➤ Sing a call and response song ➤ Play percussion instruments / soundmakers ➤ Play an instruments / soundmaker to a steady beat ➤ Play 'happy' / 'sad' music on instruments / soundmakers ➤ Play descriptive music on percussion instruments / soundmakers ➤ Clap a steady beat ➤ Identify the mood of 'happy' music ➤ Interpret graphic symbols ➤ Create a music sequence using graphic symbols ➤ Create a performance using voice, instrument and movement ➤ Play the sequence at different speeds 	<ul style="list-style-type: none"> ➤ Singing loudly and quietly ➤ Adapt voice to the mood of a song ➤ Sing responses in a call and response song ➤ Use voices to get gradually louder and gradually quieter ➤ Using instruments / soundmakers to make loud / quiet sounds ➤ Use instruments / soundmakers to create sound effects for a song ➤ Play instruments / soundmakers to reflect aspects of a story ➤ Play instruments / soundmakers getting gradually louder and gradually quieter 	<ul style="list-style-type: none"> ➤ Sing a song ➤ Say a rap with attention to rhythm ➤ Alter vocal pitch to reflect characters in a story / rap ➤ Sing a song with high and low pitch ➤ Create sound effects for actions / characters / different aspects in a song ➤ Play 'up' and 'down' a xylophone ➤ Listen to, and comment on, different sounds effects in a story / song ➤ Follow high and low actions in a song ➤ Respond to a cue in a song ➤ Identify rhyme in a poem ➤ Create actions for a song / story ➤ Create high and low actions to fit a song 	<ul style="list-style-type: none"> ➤ Sing songs with rhyming CVC words / vowel sounds ➤ Vocalise repeated 'ee' sounds in a story ➤ Use voice to create different vocal sounds ➤ Join in with a chant / rap ➤ Play the rhythm of different words ➤ Play descriptive sounds that fit the words in a song ➤ Accompany a song / rap ➤ Listen to different songs / stories / chants ➤ Join in with repeated 'echo' lines in a story ➤ Join in with actions to a song ➤ Complete lines in a song with own sound words ➤ Create an action to lead a verse in a song 	<ul style="list-style-type: none"> ➤ Sing a variety of number songs (taking one away, 2 by 2, cumulative counting, making trains by adding 1, count up and down in 2s,) ➤ Copy a variety of vocal sounds ➤ Play descriptive sounds to accompany a song ➤ Experiment with the different sounds instruments / soundmakers can make ➤ Accompany a song ➤ Play instruments to a steady beat ➤ Listen to different songs ➤ Act out the story of a song ➤ Copy vocal sounds from a leader ➤ Listen to, and comment on, a story ➤ Create actions / dance moves for songs 	<ul style="list-style-type: none"> ➤ Sing a variety of songs /chants ➤ Perform vocal sounds to accompany a story ➤ Use vocal sounds to represent mood ➤ Play descriptive sounds ➤ Experiment with the different sounds instruments / soundmakers can make ➤ Use instruments / soundmakers to represent a theme (animals, night time, movements, machines) ➤ Accompany a song / story ➤ Use instruments / soundmakers to represent mood ➤ Listen to different songs / stories ➤ Talk about the effect of different instrument sounds being played together ➤ Listen to different classical music and comment



Music at Wantage CE Primary

Design Revision May 2020



		<ul style="list-style-type: none">➤ Listen to, and comment on, sound effects in a story➤ Create movements appropriate to a theme			<ul style="list-style-type: none">➤ Create own vocal sounds to match a chant	<ul style="list-style-type: none">➤ Identify mood from a song / chant➤ Match instrument sounds to description in a song➤ Create sounds to match a song / setting➤ Create and perform music inspired by a theme (animals)➤ Retell a story with vocal, body percussion and instrument sounds➤ Create sounds from different objects➤ Combine instruments and vocal sounds to represent different moods.➤ Create movements to match the sounds of a song
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<p>Year 1</p>	<ul style="list-style-type: none"> ➤ Creating a variety of vocal sounds ➤ Explore how to change sounds ➤ Use voice to show a steady beat ➤ Explore descriptive sounds ➤ Play percussion with control ➤ Keep a steady beat using instruments ➤ Perform changes in tempo ➤ Use dynamics to vary the musical effect ➤ Create body percussion ➤ Use body percussion to show a steady beat ➤ Keep a steady beat using movement and body percussion ➤ Listen to vocal sounds ➤ Identify changes in tempo ➤ Identify a steady beat ➤ Sing a range of songs in different styles 	<ul style="list-style-type: none"> ➤ Make high and low sounds ➤ Sing a song with high and low contrasting melodies ➤ Use voice to demonstrate understanding of pitch ➤ Control dynamics, duration and timbre with voices ➤ Play high and low sounds in music ➤ Control duration and timbre ➤ Control dynamics, duration and timbre with instruments ➤ Improvise descriptive music ➤ Perform pitch changes and contrasts ➤ Demonstrate understanding of pitch using body movements ➤ Respond to music through movement 	<ul style="list-style-type: none"> ➤ Keep a steady beat using instruments ➤ Control changes in speed ➤ Play at different speeds ➤ Sequence sounds ➤ Relate pitch changes to graphic symbols ➤ Identify changes in pitch and respond through movement ➤ Contrast changes in pitch with changes in dynamics ➤ Listen and respond to a falling pitch signal ➤ Distinguish between pitched and non-pitched percussion sounds ➤ Listen in detail to a piece of orchestral music ➤ Sing a range of songs in different styles 	<ul style="list-style-type: none"> ➤ Sing a range of songs in different styles ➤ Create 2 contrasting textures ➤ Explore instruments and sounds ➤ Create a soundscape as part of a song performance ➤ Perform a steady beat in 2, 3, 4 beats (metre) ➤ Explore different sound sources ➤ Count a steady beat in 2, 3, 4 beats (metre) ➤ Explore different ways to emphasise beats ➤ Analyse dynamics and duration of real life sounds ➤ Identify metre by recognising its pattern 	<ul style="list-style-type: none"> ➤ Sing a range of songs in different styles ➤ Play fast, slow, loud, quiet ➤ Perform with concentration ➤ Rehearse and perform as a group ➤ Perform a steady beat at 2 different speeds ➤ Perform rhythm patterns to a steady beat ➤ Use basic music terms – fast slow loud quiet ➤ Create music that matches an event in a story ➤ Combine a rhythm pattern and a steady beat ➤ Create new rhythm patterns ➤ Respond to a change in mood of a piece of music with a slow/fast beat ➤ Identify a repeated rhythm pattern 	<ul style="list-style-type: none"> ➤ Keep a steady beat using instruments ➤ Combine voice, movement and instruments to perform a chant or song ➤ Perform word rhythms with movement ➤ Perform a simple repeated pattern ➤ Create word rhythms ➤ Create a picture in sound ➤ Respond to a change in mood of a piece of music with a slow/fast beat ➤ Identify a repeated rhythm pattern ➤ Identify musical structure through listening and responding ➤ Sing a range of songs in different styles
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Music at Wantage CE Primary

Design Revision May 2020



		<ul style="list-style-type: none"> ➤ Identify changes in pitch and respond through movement ➤ Contrast changes in pitch with changes in dynamics ➤ Identify a sequence of sounds ➤ Sing a range of songs in different styles 				
Year 2	<ul style="list-style-type: none"> ➤ Create and respond to vocal sounds and body percussion ➤ Explore expression in voice ➤ Express mood through voice ➤ Make a steady beat ➤ Demonstrate beat through chant and actions ➤ Perform a steady beat ➤ Use notation (simple line) to show pitch shape / duration ➤ Explore structure of call and response songs 	<ul style="list-style-type: none"> ➤ Sing in 2 parts ➤ Explore timbre of instruments ➤ Show how sounds can be descriptive ➤ Play at steady beat at different tempi ➤ Perform rhythmic patterns on percussion ➤ Perform a steady beat ➤ Create and perform descriptive sounds ➤ Rehearse and refine to 	<ul style="list-style-type: none"> ➤ Perform changes in pitch with voice ➤ Play pitch lines on tuned percussion ➤ Perform rhythmic movement patterns to a steady beat ➤ Perform changes in pitch using body movements ➤ Perform upwards and downwards pitch direction ➤ Read pitch line notation ➤ Combine pitch change with changes in other 	<ul style="list-style-type: none"> ➤ Perform changes in pitch with voice ➤ Use voice to create descriptive musical effect ➤ Sing with expression ➤ Accompany a song with vocal ostinato ➤ Combine sounds to create a musical effect ➤ Accompany a song with instrumental ostinato ➤ Perform to an audience ➤ Show an understanding of how music / dance / drama can 	<ul style="list-style-type: none"> ➤ Accompany a song with different word patterns ➤ Perform beat patterns using voice ➤ Accompany a song with a rhythmic pattern ➤ Play beat patterns with percussion ➤ Perform a rhythmic chant ➤ Perform a rap ➤ Compose music to illustrate a story ➤ Play different patterns of beats 	<ul style="list-style-type: none"> ➤ Combine steady beat and rhythms to accompany a song ➤ Use instruments expressively ➤ Rehearse and refine to develop a performance ➤ Perform different pitches using note names / movement ➤ Perform a melody ➤ Use musical scales, high and low notes in a composition ➤ Demonstrate an understanding of notation

	<ul style="list-style-type: none"> ➤ Mark beats in 4 beat metre ➤ Change the tempo in a song ➤ Respond to images 	<ul style="list-style-type: none"> ➤ develop a performance ➤ Identify contrasting sections of descriptive music ➤ Match descriptive sounds to images ➤ Evaluate a composition ➤ Recognise and respond to a steady beat / ostinato at different tempi 	<p>musical elements / dimensions</p> <ul style="list-style-type: none"> ➤ Differentiate between beat and rhythm ➤ Recognise and respond to a steady beat ➤ Identify and respond to changes in pitch 	<p>combine into storytelling</p> <ul style="list-style-type: none"> ➤ Identify and respond to changes in pitch ➤ Respond to a song with movement 	<p>matching to a simple score</p> <ul style="list-style-type: none"> ➤ Create 3, 4 beat rhythms using a simple score ➤ Interpret a score to perform different beat patterns ➤ Explore ways of organising music ➤ Listen and respond to contemporary orchestral music 	<ul style="list-style-type: none"> ➤ Identify and respond to changes in pitch ➤ Respond to a song with movement ➤ Use simple musical vocabulary to describe music ➤ Listen and respond to contemporary orchestral music
Year 3	<ul style="list-style-type: none"> ➤ Sing in 2-part harmony ➤ Sing with expression and attention to breathing ➤ Use voice and action to perform simple rhythms with a beat ➤ Combine rhythm patterns in layers ➤ Use instruments to make descriptive sounds ➤ Explore the timbre of different instruments ➤ Create a sound picture 	<ul style="list-style-type: none"> ➤ Enhance performance of a poem using vocal patterns ➤ Explore how sounds are produced and instruments classified ➤ Explore contrasting moods and effect as part of a performance ➤ Combine 2 rhythmic patterns using body percussion and instruments in a performance 	<ul style="list-style-type: none"> ➤ Perform a pentatonic song using pitched and unpitched accompaniment ➤ Perform / improvise an ostinato ➤ Perform ostinato individually and in combination ➤ Identify different metres ➤ Play parts in different metres simultaneously ➤ Compose, notate, read and play graphic notation ➤ Read rhythmic patterns from 	<ul style="list-style-type: none"> ➤ Use voice creatively and expressively in a variety of contexts ➤ Create a piece of music using a symbol score ➤ Perform a piece of music using a symbol score ➤ Read rhythmic patterns from simple staff notation ➤ Read and use simple pitch notation ➤ I can evaluate and improve my own and others performances 	<ul style="list-style-type: none"> ➤ Sing with expression and attention to breathing ➤ Develop lyrics of a song ➤ Explore music structure in call and response form ➤ Read and use simple pitch notation ➤ Explore music in binary form ➤ I can evaluate and improve my own and others performances 	<ul style="list-style-type: none"> ➤ Sing with expression and attention to breathing ➤ Sing a round in 3 parts ➤ Accompany a song with a melodic ostinato ➤ Perform an ostinato ➤ Perform ostinato individually and in combination ➤ Arrange an accompaniment with attention to balance and musical effect



Music at Wantage CE Primary

Design Revision May 2020



	<ul style="list-style-type: none"> ➤ Develop lyrics of a song ➤ Explore music structure in sequences / layers ➤ Accompany a story / poem with a range of percussion instruments ➤ Create a descriptive piece of music using a range of pitched / non-pitched instruments ➤ Select instruments of specific timbre to best accompany a song ➤ I can evaluate and improve my own and others performances 	<ul style="list-style-type: none"> ➤ Explore music structure in conversational / call and response form ➤ Create a call and response ➤ I can evaluate and improve my own and others performances 	<p>simple staff notation</p> <ul style="list-style-type: none"> ➤ I can evaluate and improve my own and others performances 			<ul style="list-style-type: none"> ➤ Combine sounds to create different musical textures ➤ I can evaluate and improve my own and others performances
Year 4	<ul style="list-style-type: none"> ➤ Imitate the sound of a drum kit using beatboxing ➤ Demonstrate choral speaking ➤ Explore different timbres of instruments ➤ Explore combination of timbres ➤ Accompany a song using 	<ul style="list-style-type: none"> ➤ Sing a variety of song styles ➤ Sing with expression / increasing breath control / attention to phrasing ➤ Perform vocal chanting in 3 parts ➤ Create repeated 	<ul style="list-style-type: none"> ➤ Sing a variety of song styles ➤ Sing with expression / increasing breath control / attention to phrasing ➤ Explore texture in music ➤ Combine body percussion (4 parts) into a 	<ul style="list-style-type: none"> ➤ Sing a variety of song styles with attention to phrasing ➤ Sing in smaller groups ➤ Sing in a minor key ➤ Sing in 2 / 3 parts with accompaniment ➤ Play in groups 	<ul style="list-style-type: none"> ➤ Sing in 2 / 3 parts with accompaniment ➤ Sing ostinato from notation ➤ Play ostinato from notation ➤ Create layered ostinato ➤ Use layered ostinati in a performance 	<ul style="list-style-type: none"> ➤ Sing a variety of song styles ➤ Sing with expression / increasing breath control / attention to phrasing ➤ Sing a call and response ➤ Combine expressive voice with physical movement

	<p>different timbres / ostinato / drone</p> <ul style="list-style-type: none"> ➤ Create an extended performance from a poem ➤ Perform a rap ➤ Use music notation ➤ Identify accent, metre, diminuendo, balance ➤ Accompany using canon and ostinato ➤ Compose music based on a setting description ➤ Use the music of 2 major composers to build up descriptions 	<p>rhythm patterns</p> <ul style="list-style-type: none"> ➤ Add improvisation to a performance ➤ Perform repeated rhythm patterns ➤ Classify instruments according to how sound is produced ➤ Interpret notation ➤ Interpret different music structures ➤ Explore expressive effects of combined instrument sounds ➤ Use verse / chorus structure for performance 	<p>song accompaniment</p> <ul style="list-style-type: none"> ➤ Explore the pentatonic scale ➤ Create rhythmic ostinati ➤ Play 'leaps' on tuned instruments ➤ Perform Rondo form ➤ Combine tuned / un-tuned percussion with singing in a performance ➤ Use a rondo structure ➤ Interpret notation ➤ Compose and notate pentatonic melodies ➤ Describe the structure of an orchestral piece of music ➤ Describe music using musical / non-musical terms 	<ul style="list-style-type: none"> ➤ Develop descriptive song accompaniments ➤ Use instruments to create descriptive music ➤ Combine tuned / un-tuned percussion with singing in a performance ➤ Describe the effects of layering in a performance ➤ Explore layers and layering ➤ Identify features of minimalist structure ➤ Compare and contrast structures ➤ Combine sections in a layered structure 	<ul style="list-style-type: none"> ➤ Create music which tells a story ➤ Combine parts in different metres ➤ Compose a rap ➤ Improvise using syncopation ➤ Copy rhythms and short melodic phrases ➤ Identify metre of a piece of music ➤ Identify how stories can be told through music 	<ul style="list-style-type: none"> ➤ Play music for a given purpose (celebration) ➤ Perform sound sequences linked to visual sequences ➤ Use a rondo structure ➤ Compose a fanfare ➤ Use notation to learn an historical piece of music ➤ Compose sequences of word rhythms ➤ Create a performance using a range of musical features incl. Tuned accompaniment, chords, rhythmic ostinato, changing musical structure
Year 5	<ul style="list-style-type: none"> ➤ Sing confidently, with expression 	<ul style="list-style-type: none"> ➤ Sing with attention to 	<ul style="list-style-type: none"> ➤ Sing confidently in 2, 3 parts 	<ul style="list-style-type: none"> ➤ Sing syncopated melodies 	<ul style="list-style-type: none"> ➤ Perform melodic 	<ul style="list-style-type: none"> ➤ Sing in 3 part harmony

	<ul style="list-style-type: none"> ➤ and accurate breathing ➤ Demonstrate understanding of metre through singing ➤ Extend arrangement of a song ➤ Sing with attention to tone and phrasing ➤ Accompany a song with tuned / untuned instruments ➤ Write lyrics ➤ Develop accompaniments using ostinato / improvisation ➤ Create and develop performances by adding media ➤ Perform showing awareness of audience ➤ Conduct in metre 2, 3, 4 	<ul style="list-style-type: none"> ➤ tone and phrasing ➤ Develop dynamics in a song ➤ Sing a song with complex texture ➤ Interpret images to create descriptive sound sequences ➤ Create a musical background to accompany a poem ➤ Develop rap techniques using texture and rhythm ➤ Learn to use complex texture in a song ➤ Create and present a performance of song, music and poetry ➤ Learn a melodic ostinato using staff notation ➤ Explore the whole tone scale ➤ Analyse composition of 	<ul style="list-style-type: none"> ➤ Explore extended vocal techniques ➤ Combine vocal sounds in performance ➤ Develop a structure to combine sounds ➤ Accompany a song with tuned / untuned instruments ➤ Creating musical effects using contrasting pitch ➤ Compose and perform in small groups ➤ Create a performance using voices and instruments in 4 parts ➤ Create musical effect by using contrasting pitch ➤ Read a melody in staff (stave) notation 	<ul style="list-style-type: none"> ➤ Sing chromatic melodies ➤ Play chromatic melodies ➤ Develop rhythm skills through singing / playing / moving ➤ Explore beat at different tempi ➤ Develop an arrangement of a 2-part song ➤ Play a baseline using staff notation ➤ Sing a drone to accompany a song ➤ Play a drone to accompany a song ➤ Use a score to guide / notate a performance ➤ Evaluate and refine compositions ➤ Sing scales ➤ Play scales ➤ Play syncopated rhythms ➤ Perform a song with syncopated rhythms 	<ul style="list-style-type: none"> ➤ phrases with a movie ➤ Use a cue score to guide a performance ➤ Perform music using musical dimensions ➤ Interpret notation ➤ Use a timesheet to create sounds for a movie ➤ Use narrative structure ➤ Compose sound effects for a movie ➤ Create melodic phrases with a movie ➤ Create descriptive movie music in small groups using musical dimensions ➤ Evaluate and refine compositions 	<ul style="list-style-type: none"> ➤ Develop ensemble playing ➤ Play melody / harmony parts on tuned instruments ➤ Accompany a song using ostinati and body percussion ➤ Play accurately in an ensemble ➤ Control sounds on a variety of instruments ➤ Perform a song with complex structure in 4 parts ➤ Perform showing awareness of audience ➤ Explore song arrangements and structures
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		<p>music using music vocabulary</p> <ul style="list-style-type: none"> ➤ Comment on dynamics and texture in a song ➤ Describe the effects of music and use of musical dimensions 	<ul style="list-style-type: none"> ➤ Create descriptive music ➤ Develop knowledge of the early opera 	<ul style="list-style-type: none"> ➤ Arrange a performance of music and songs 		
Year 6	<ul style="list-style-type: none"> ➤ Develop understanding of pitch ➤ Explore pitch shape through movement and tuned percussion ➤ Arrange different musical sections for a larger performance ➤ Relate pitch movement to notation ➤ Create rhythm patterns ➤ Perform a rhythmic sequence to a piece of music 	<ul style="list-style-type: none"> ➤ Sing in 2,3 part harmony ➤ Sing a song in parts with echoes ➤ Develop expressive singing in a variety of song styles (parts / pop / African) ➤ Develop song cycles ➤ Sing a backing harmony ➤ Sing major and minor note patterns effectively ➤ Perform showing awareness of audience 	<ul style="list-style-type: none"> ➤ Sing in 2,3 part harmony ➤ Sing a backing harmony ➤ Performing and improvising rhythmic and melodic ostinato ➤ Move to a 3 beat pulse ➤ Revise, rehearse and develop music for a performance ➤ Develop understanding of different song structures ➤ Develop knowledge of chords 	<ul style="list-style-type: none"> ➤ Develop expressive singing in a variety of song styles (parts / pop / African) ➤ Sing call and response in 2 parts ➤ Improvise descriptive music ➤ Play and combine rhythm cycles in a percussion piece ➤ Perform showing awareness of audience ➤ Revise, rehearse and develop music for a performance 	<ul style="list-style-type: none"> ➤ Perform showing awareness of audience ➤ Develop a song performance ➤ Write new verses for a rap ➤ Learn music for a special occasion ➤ Compose from a visual stimulus ➤ Develop a song arrangement 	<ul style="list-style-type: none"> ➤ Sing in 2,3 part harmony ➤ Develop expressive singing in a variety of song styles (parts / pop / African) ➤ Sing with sustained notes ➤ Play instrumental parts to accompany a song ➤ Perform complex song rhythms accurately ➤ Perform a song with a complex structure



Music at Wantage CE Primary

Design Revision May 2020



	<ul style="list-style-type: none">➤ Combine different rhythms➤ Combine and structure rhythm through dance➤ Explore beat and syncopation➤ Develop rhythmic skills	<ul style="list-style-type: none">➤ Incorporate mixed media into a performance		<ul style="list-style-type: none">➤ Devise rhythmic actions to music➤ Combine songs with rhythmic cycles➤ Develop a descriptive composition➤ Planning and structuring pieces to make a finale		<ul style="list-style-type: none">➤ Identify structure of a piece of music➤ Describe the effect of harmony changing➤ Identify and demonstrate understanding of modulation in a musical bridge➤ Play a melody with a chordal accompaniment➤ Perform complex song rhythms with confidence
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Music at Wantage CE Primary

Design Revision May 2020

