



Music curriculum overview



Early Years Foundation Stage

Music is an important aspect of the Early Years Foundation Stage and is primarily delivered through the Expressive Arts and Design area of learning while also supporting children's development within Communication and Language, Physical Development and Personal, Social and Emotional Development. Through high-quality musical experiences, children develop their listening, attention, communication, creativity and self-expression.

Children are provided with regular opportunities to sing, move, listen and respond to music through a combination of adult-led and child-initiated activities. They learn a wide range of songs, including traditional nursery rhymes, action songs, seasonal songs, chants and singing games. Children participate in call-and-response activities and explore rhythm through repetition, movement and play, developing their memory, listening skills and confidence.

Throughout the year, children are encouraged to explore and create music using their voices, body percussion and a range of tuned and untuned instruments. Through these experiences they begin to recognise and respond to musical elements such as pulse, rhythm, pitch, tempo and dynamics using vocabulary appropriate to their stage of development, for example: fast, slow, loud, quiet, high and low.

As children progress through EYFS, they begin to create simple musical patterns, perform songs and rhymes as part of a group and develop increasing confidence in expressing themselves musically. These early musical experiences provide strong foundations for future learning in music.

Within *Development Matters*, the non-statutory curriculum guidance for the EYFS, it states:

'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.'

Year 1

National Curriculum Statutory objectives for KS1:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Autumn Term		Spring Term		Summer Term	
1	2	1	2	1	2
Unit – Brahms	Unit - Christmas	Unit – Boom whacker (Act 1 and 2 Charanga)	Unit – Learning to Listen	Unit – Beethoven Having fun with improvisation	Unit – Let's Perform Together
• Name crotchet and minim notes • Name semibreve. Compose a rhythm • Name dotted minims. Compose and perform a rhythm	• Name crotchet and minim notes • Name semibreve. Compose a rhythm • Name dotted minims. Compose and perform a rhythm • Learn a musical piece for a Christmas performance.	• Learn a song using the boom whackers • Compose a rhythm using crotchets, minims, dotted minims and semibreves • Understand a crotchet rest. Compose a rhythm using the crotchet rest	• Identify the difference between instruments that you blow into and instruments with strings • Identify string, brass, woodwind and percussion instruments	• Understand 4/4 time. Clap a pulse stressing the strong beat • Compose a rhythm in 4/4 time adding bar lines • Understand 3/4 time and compose a rhythm in $\frac{3}{4}$	• Learn a song for an end of year performance utilising and referencing all of the taught components from the Year 1 curriculum and using instrumental tuned and untuned instruments to support the performance.

• Learn about Brahms. Find the pulse to music. Create a dance to accompany music • Perform on tuned and untuned percussion accompanying Hungarian Dance no.5 as an ensemble		• Understand the minim and semibreve rest. Compose a rhythm using all three rests	• Learn a song using the boomwhackers	• Learn about Beethoven. Create a visual representation of Beethoven's 5th Symphony • Perform a rhythm and motif on tuned percussion based on 5th Symphony.	
Year 2 National Curriculum Statutory objectives for KS1: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music					
Autumn Term		Spring Term		Summer Term	
1 – Pulse, Rhythm and Pitch	2 – Composition, Christmas	1- Popular Music appraisal - Abba	2 –Music Critique: Picture Painting	1- Exploring Improvisation	2 – Our Big Concert
• Compose and perform a rhythm using crotchets, minims, dotted minims and semibreves within a time signature. • Compose and perform a notated four-bar rhythm. • Identify brass, woodwind and percussion instrument families. • Identify the sounds of different musical families. • Differentiate between string instruments. • Listen to Bach's <i>Tocatta and Fugue in D Minor.</i> and <i>Fugue in D Minor.</i>	• Revise crotchet and minim notation, semibreves and dotted minims. • Compose and perform a rhythm. • Learn and rehearse a musical piece for a Christmas performance.	• Understand what a musical genre is. • Listen to and identify features of Jazz, Pop and Rock music. • Identify the features of Country music. • Understand the significance of ABBA in popular music culture. • Learn the song <i>Mamma Mia.</i> • Perform <i>Mamma Mia.</i>	• Understand how music can create an image in the imagination. • Express feelings and ideas through music. • Create a dance to musical contrasts. • Create characters based on motifs from <i>Peter and the Wolf.</i> • Develop ideas for a comic strip. • Create a comic strip inspired by <i>Peter and the Wolf</i> by Prokofiev.	• Create ideas for composition based on pictures. • Develop a composition. • Perform a composition. • Learn about Schubert and create a visual representation of <i>The Trout.</i> • Perform a rhythm motif from <i>The Trout.</i> • Compose and perform a variation based on the theme of <i>The Trout.</i>	• Learn and rehearse a song for an end-of-year performance. • Utilise and reference all taught components from the Year 2 music curriculum. • Perform confidently as part of an ensemble.
Year 2 instrumental – continue with Boomwhackers across Spring and Summer term					
Charanga unit of work – Act 3 and 4					

		• Hold and play boomwhackers safely and correctly. • Maintain a steady pulse when performing as part of a group. • Follow simple rhythmic patterns using crotchets and rests. • Recognise and identify different boomwhacker pitches. • Perform call-and-response activities. • Listen and respond to changes in pulse and tempo. • Play simple accompaniments to familiar songs. Identify and name boomwhacker notes: • C • D • E • F • G • A • B • High C • • Develop confidence performing within an ensemble.	• Read and perform rhythmic patterns using: - Quavers - Crotchets - Minims - Semibreves • Understand bar lines and simple time signatures. • Perform rhythm patterns accurately and in time. • Recognise repeat signs and simple performance instructions. • Play colour-coded notation independently. • Develop ensemble skills through group performances. • Compose and perform simple rhythmic ostinatos. • Begin to lead and follow musical cues. Play simple melodies using: • C • D • E • F • G	• Recognise pitch patterns and melodic movement. • Perform simple melodies using colour-coded notation. • Create short melodic phrases using selected boomwhacker notes. • Explore question-and-answer musical phrases. • Understand how melody and rhythm work together. • Compose a simple group piece. • Experiment with dynamics including: • Forte • Piano • Crescendo • Diminuendo • Perform compositions to an audience. Perform melodies using: • C major pentatonic notes (C, D, E, G, A) • Full C major scale (C, D, E, F, G, A, B, C)	• Perform melodies and accompaniments simultaneously. • Maintain an individual part within a small ensemble. • Develop performance skills through rehearsal. • Create arrangements based on familiar songs. • Select appropriate rhythms and pitches for a composition. • Evaluate and improve performances. • Demonstrate control of pulse, rhythm, pitch and dynamics. • Participate in a final performance showcasing all skills learned through the boomwhacker programme. Use notes from the C major scale confidently: • C • D • E • F • G • A
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					• B • High C
Year 3					
National Curriculum Statutory objectives for KS2: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music					
Autumn Term		Spring Term		Summer Term	
1 – Writing Music Down	2- Composition Christmas	1- Compose using your imagination	2- Composition in the treble clef (more musical styles)	1 – Tchaikovsky Enjoying Improvisation	2 – Performance Opening Night
• Learn history of Baroque period and recognise and name famous Baroque composers including: Bach, Handel, Purcell and Lully. • Identify the sound of a harpsichord/organ. • Identify Baroque music from a selection of music. • Compose and perform a rhythm using crotchets, minims, dotted	• Throughout the term, additional listening and appraising exercises will take place, revising Baroque music. Further focus will be placed on instrumental technique re: whole-class instruments. • Revise crotchet and minim, semibreve and dotted minims. • Compose and perform a	• Learn history of Classical period and recognise the names of famous Classical composers including: Beethoven, Telemann and Mozart. • Listen and appraise a series of pieces from the era. • Compare and contrast the 3 movements of Moonlight Sonata • Compare Baroque and Classical music and begin to use musical terms to describe the similarities and differences.	• Throughout the term, additional listening and appraising exercises will take place, revising Baroque music. Further focus will be placed on instrumental technique re: whole-class instruments. • Learn notes on treble clef using a giant stave • Draw notes on a stave • Draw a treble clef and notes on lines and	• Learn history of Romantic period; listening and appraising music from Verdi, Wagner, Tchaikovsky Chopin. • Identify brass instruments in orchestral romantic music as well as other instruments of the orchestra. • Compare and contrast Baroque, Classical and Romantic periods	• Throughout the term, additional listening and appraising exercises will take place, revising Baroque music. Further focus will be placed on instrumental technique re: whole-class instruments. • Learn a song for an end of year performance utilising and referencing all of the taught components from the Year 3 curriculum.

minims and semibreves - Compose and perform a rhythm using crotchets, minims, dotted minims and semibreves, their respective rests, and a time signature - Compose and perform a notated four bar rhythm	rhythm with baroque features, if possible. Learn a musical piece for a Christmas performance.		spaces of the staff - Compose a rhythm in either 3/4 or 4/4 time - Develop rhythm into a melody and notate on treble clef - Perform composed melody in treble clef	- Learn about Tchaikovsky and his ballets - Observe the importance of the conductor in the orchestra and how the movements help to control the dynamics and tempo of the music.	
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Class instrumental tuition following Charanga scheme of work to expose children to a wide range of instruments across their Primary education.

Year 3 – Glockenspiel

 - Introduction to glockenspiel. Learn parts of the glockenspiel, soundbox, mallets, centre of bar, pins and note names. - To begin to understand finger changes and note lengths. - To introduce the treble clef and notation on the staff of B, A and G.	- To reinforce time signatures of 2/4, 3/4 and 4/4. - To further develop muscle memory, through repetitive practice and movements between G/A/B/C. - To introduce lower notes on the sound box of F, E, D and C (aspirational notes include F#, B flat, C# on the upper sound box. - To develop the skill of sightreading and understanding of notation.	- To revise key time signatures and reintroduce ¾ time. - To understand that purpose of an accent '>' is to accentuate the note. - Recognise how to play F# and that this raises the sound a semitone. - Learn to understand the difference between F and F# and play simple melodies where both are used. - To begin to play a scale of C major.	- To reintroduce the purpose of 'sharps' and 'naturals' – explaining that they add colour to melodies. - To revise and revisit rest values. - To recognise the concept of chords and arpeggios (broken chords) and comprehend the difference when listening to music.	- To confidently play pieces for performance. - To become more competent in tied notes. - To develop an appreciation of higher notes (E, G, A) and introduce the scales of C and D (and G, where able). - To revisit previously taught pieces.	To continue to develop competence in recognising and playing a wide range of musical notes and be able to play as a class, melody/harmony duet parts and where appropriate, solo performance.
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- To begin to demonstrate more competence in moving from G/A/B using different rhythms involving crotchet, minim and semibreve. - To continue to recognise rhythms and introduce Italian terms for dynamics - To play songs to a backing track as a whole class, keeping in time and working together as a class ensemble. - To introduce notes C and High D	- To introduce slurring between two notes. - To be able to perform duet style pieces (by separating the class into melody/harmony). - To understand the principle of a 'tie'/'tied-note' and how this extends the notes value/length.	To revise and revisit the principles of dynamics including typical Italian terms e.g. fort$\acute{e}$, fortissimo, mezzo forte, mezzo-piano, piano, crescendo and diminuendo.	To play more complex pieces which include rests, dotted rhythms; while using right and left hand rhythms.		
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Year 4

National Curriculum Statutory objectives for KS2:

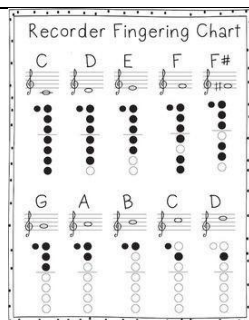
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Autumn Term		Spring Term		Summer Term	
1- Musical Structures	2 – Composition, exploring feelings when you play	1 -Compose with your friends	2 – Feelings through Music	1- Expression and Improvisation	2 – Performance The show must go on

• Revise the musical features of Baroque, Classical and Romantic music. • Compose a rhythm using crotchets, minims, dotted minims and semibreves. • Learn three songs in the style of 20th and 21st century music, a soul ballad and contemporary R&B. • Compose a melody on the treble clef. • Understand different tempo and dynamic markings. • Describe whether a piece of music is monophonic, homophonic or polyphonic in texture. • Explore different timbres using percussion instruments •	• Revise crotchets, minims, semibreves and dotted minims. • Compose and perform a rhythm. • Learn a musical piece for a Christmas performance.	• • Learn notes on the bass clef using a giant stave. • Compare the sounds of instruments which use treble clef and bass clef. • Draw a bass clef and notes on the lines and spaces of the stave. • Understand quavers and semiquavers. • Compose a rhythm in either 3/4 or 4/4 time. • Develop rhythm into a melody and notate on the bass clef. • Perform a composed melody in the bass clef.	• Recognise the work of film composer Hans Zimmer. • Listen to and appraise music including: • Pirates of the Caribbean • James Bond: No Time to Die • Batman • Create symbols for sounds. • Compose a melody using the treble clef for a 30-second silent movie. • Harmonise a melody on the treble clef. • Harmonise a melody using the bass clef. • Perform accompaniment to a silent film.	• Create sound effects to accompany a cartoon. • Create a jingle to introduce a news bulletin. • Explore film music. • Create a song and sound effects to accompany a silent film. • Develop musical ideas to accompany a one-minute silent film. • Perform accompaniment to the silent film.	• Learn a song for an end-of-year performance. • Utilise and reference all taught components from the Year 4 curriculum. • Recognise how to compose with a three or five-note instrument.
Class instrumental tuition following Charanga scheme of work to expose children to a wide range of instruments across their Primary education.					
Year 4 – Recorders (recorder from the beginning book 1)					



• Introduction to the recorder. • Learn parts of the recorder, string note names and how to hold the recorder. • Begin to understand finger changes and note lengths/breathing. • Introduce the treble clef and notation on the staff of B, A and G. • Demonstrate increasing competence moving between G, A and B using rhythms involving crotchets, minims and semibreves. • Recognise rhythms and Italian dynamic markings including piano and forte. • Play songs with a backing track as a whole class ensemble. • Introduce notes C and high D.	• Reinforce time signatures of 2/4, 3/4 and 4/4. • Develop muscle memory through repetitive practice between G, A, B and C. • Introduce lower notes F, E, D and C. • Develop sight-reading skills and understanding of notation. • Introduce slurring between two notes. • Perform duet-style pieces using melody and harmony groups. • Understand tied notes and how they extend note values.	• Revise key time signatures and reintroduce 3/4 time. • Understand the purpose of the accent mark (>). • Recognise how to play F#. • Understand the difference between F and F#. • Play simple melodies using both notes. • Begin to play a C major scale. • Revise dynamics, including: • Forte • Fortissimo • Mezzoforte • Mezzo-piano • Piano • Crescendo • Diminuendo	• Reintroduce sharps and naturals. • Revise rest values. • Recognise chords and arpeggios and understand the difference. • Play more complex pieces including rests and dotted rhythms. • Use both right- and left-hand rhythms.	• Play performance pieces confidently. • Develop competence in tonguing and slurring notes. • Develop an appreciation of higher notes E, G and A. • Introduce scales of C, D and where appropriate G major. • Revisit previously taught pieces.	• Continue developing competence in recognising and playing a wide range of notes. • Perform melody and harmony duet parts. • Perform solo pieces where appropriate.
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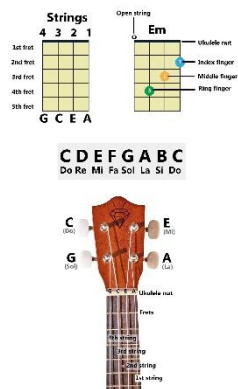
Year 5					
National Curriculum Statutory objectives for KS2: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music					
Autumn Term		Spring Term		Summer Term	
1 – Melody and Harmony in Music	2- Composition singing and playing in different styles	1- Composing and chords	2- Enjoying Musical styles	1- Freedom to improvise	2- Performance Battle of the Bands
• Compare and contrast the musical features of Baroque, Classical and Romantic music. • Identify the features of Gospel music. • Identify the features of 20th and 21st century orchestral music. • Compose a rhythm using semiquavers, quavers, crotchets, minims, dotted minims and semibreves. • Compose a melody using harmony in treble and bass clef. • Explore improvisation as a small group.	• Revise crotchets, minims, semibreves and dotted minims. • Compose and perform a rhythm. • Learn a musical piece for a Christmas performance.	• Learn about the roots of Blues music. • Understand the song structure and chord progression of Blues music. • Write lyrics to a Blues chord progression. • Perform a Blues chord progression. • Learn about George and Ira Gershwin. • Learn the chorus of <i>I Got Rhythm</i>. • Learn the verses of <i>I Got Rhythm</i>. • Perform <i>I Got Rhythm</i> by Gershwin.	• Recap the history of Blues and Jazz. • Perform a Blues song in rounds. • Learn about pop music from the 1950s. • Create a dance to <i>Rock Around the Clock</i>. • Learn about pop music from the 1960s. • Perform <i>Stand By Me</i>. • Learn about pop music from the 1970s. • Perform <i>We Will Rock You</i>. • Learn about pop music from the 1980s and 1990s. • Perform <i>Take On Me</i>.	• Learn about: • Scott Joplin • Clara Schumann • Florence Price • Louis Armstrong • Andrea Bocelli • Joe Hisaishi	• Learn how Queen fits into popular culture and their significance within the music industry. • Learn to sing <i>We Are the Champions</i>. • Develop performance techniques as an ensemble. • Learn to sing <i>I Want to Break Free</i>. • Rehearse <i>We Are the Champions</i> and <i>I Want to Break Free</i>, adding instrumental accompaniment where appropriate. • Take part in final rehearsals and performance.

Begin to recognise the impact of time signatures and key signatures.			- Learn about pop music in the 21st Century. - Perform <i>Seven Nation Army</i>.		
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Class instrumental tuition following Charanga scheme of work to expose children to a wide range of instruments across their Primary education.

Instrumental lessons taught by Gateshead Music Service

Year 5 – Ukulele



- Introduction to the ukulele. - Learn parts of the ukulele, string names and how to hold the instrument. - Begin to understand strings A, E, C and G. - Develop finger changes and note lengths. - Learn how to pluck and strum. - Identify the difference between plucking and strumming.	- Reinforce time signatures of 2/4, 3/4 and 4/4. - Develop muscle memory through practice moving between G7, C and F chords. - Develop sight-reading and notation skills. - Perform duet-style pieces as melody and harmony groups. - Understand tied notes and how they extend note values.	- Revise key time signatures and reintroduce 3/4 time. - Introduce triplets. - Understand the purpose of an accent (>). - Recognise that flat notes lower pitch by a semitone. - Understand the difference between D minor and C chords. - Play simple melodies using both chords. - Revise dynamics including: - Forte - Fortissimo - Mezzo-forte	- Reintroduce sharps and naturals. - Understand how accidentals add colour to melodies. - Revise rest values. - Recognise chords and arpeggios. - Understand the difference between chords and arpeggios when listening to music. - Play more complex pieces including rests and dotted rhythms.	- Play performance pieces confidently. - Develop greater fluency in playing techniques. - Explore modern songs that can be accompanied using ukulele chords. - Use chords for songs such as: <i>Yellow</i> (Coldplay) <i>Count on Me</i> (Bruno Mars) - Revisit previously taught pieces.	- Continue developing competence in recognising and playing a wide range of musical notes. - Perform melody and harmony parts within a class ensemble. - Perform solo parts where appropriate. - Apply ukulele skills in performance pieces such as <i>All Too Well</i>.
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• Introduce fret positions and chords of C and F. • Introduce broken chords to play <i>Morning Has Broken</i>. • Develop confidence moving fingers between chords using crotchets, minims and semibreves. • Recognise rhythms and Italian dynamic markings such as piano and forte. • Play songs to a backing track as part of a whole-class ensemble.		• Mezzo-piano • Piano • Crescendo • Diminuendo	• Improve ukulele tuning through practice and listening skills.		
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Year 6

National Curriculum Statutory objectives for KS2:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Autumn Term		Spring Term		Summer Term	
1- Music and Technology	2- Composing and developing ensemble skills	1- Creative composition	2- Musical styles connect us	1- Improvising with Confidence	2- Performance Farewell Tour
• Compose and perform a rhythm using crotchets, minims, dotted	• Revise crotchets, minims, semibreves and dotted minims.	• Use chords in compositions to create music that is more harmonically interesting.	• Perform a Blues song in rounds. • Learn about Blues and Jazz music.	• Revise sharps and flats. • Introduce composition using	• Develop and enhance songwriting skills using all aspects of

minims and semibreves. • Utilise music technology to produce a simple composition. • Understand that music may contain a combination of live instruments and digital sounds. • Begin to tell the difference between live and digital sounds.	• Compose and perform a rhythm. • Learn and rehearse a musical piece for a Christmas performance. • Play, improvise and compose using: • C • C# • D • E • F • F# • G • G# • Ab • A • Bb • B	• Create accompaniment for a melody using chords. • Explore how chords are used within music by listening and responding to <i>La Bamba</i>. • Explore composition activities linked to <i>Disco Fever</i>.	• Learn about pop music from the 1950s and perform <i>Rock Around the Clock</i>. • Learn about pop music from the 1960s and perform <i>Stand By Me</i>. • Learn about pop music from the 1970s and perform <i>We Will Rock You</i>. • Learn about pop music from the 1980s and 1990s and perform <i>Take On Me</i>. • Learn about 21st Century pop music and perform <i>Seven Nation Army</i>.	notes on treble and bass clef. • Compose a melody and develop a rhythm into a melody. • Notate melodies on the treble clef. • Perform a composed melody on a tuned instrument. • Recognise that singing and listening are at the heart of each lesson. • Play, improvise and compose using: • C • C# • D • E • F • F# • G • G# • Ab • A • Bb • B	the music curriculum. • Create a song for performance in the end-of-school assembly. • Recognise how melody and lyrics interlink. • Understand how major and minor approaches can affect the listener.
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Class instrumental tuition following Charanga scheme of work to expose children to a wide range of instruments across their Primary education.
Instrumental lessons taught by Gateshead Music Service

Year 6 – Violin



• Demonstrate correct violin posture and instrument care. • Hold the violin safely using appropriate playing and resting positions. • Develop basic pizzicato technique using open strings. • Identify the names of the violin strings (G, D, A and E). • Read and follow simple musical notation using open strings. • Understand and use musical vocabulary including pitch, tempo, rhythm and dynamics. • Perform simple call-and-response exercises using pizzicato. • Play short pieces using open strings in a range of musical styles.	• Develop a correct bow hold and bowing posture. • Play open strings using arco technique with control. • Maintain a steady pulse while bowing. • Recognise and perform crotchets, minims and semibreves. • Follow simple musical notation when performing. • Demonstrate contrasts in dynamics using piano and forte. • Perform short ensemble pieces combining pizzicato and arco playing. • Perform a simple class performance demonstrating bow control and open-string playing.	• Introduce first-finger notes on the D and A strings. • Play simple melodies using open strings and first fingers. • Develop accuracy of intonation and finger placement. • Read and perform simple melodic notation. • Maintain consistent tempo during group performances. • Perform pieces from a variety of genres including folk, classical and popular music. • Recognise and perform quavers, crotchets, minims and semibreves. • Begin to play melodies independently from notation.	• Develop smooth bow changes between strings. • Improve bow control through longer phrases and melodies. • Use dynamics including forte, piano, crescendo and diminuendo. • Perform simple melodies with musical expression. • Understand how dynamics affect performance. • Play in small ensembles with increasing confidence. • Demonstrate accurate note reading and rhythm awareness. • Perform a short ensemble piece using both pizzicato and arco techniques.	• Perform confidently as part of a violin ensemble. • Explore music from classical, folk, jazz and popular traditions. • Maintain an independent part within a group performance. • Develop listening skills when performing with others. • Use dynamics and tempo markings appropriately. • Demonstrate accurate rhythm and pulse within ensemble playing. • Rehearse and refine performance pieces. • Perform melodies using a wider range of notes and rhythms.	• Create and perform simple musical phrases using notes already learned. • Improvise short melodic ideas within a structured framework. • Combine rhythm, pitch and dynamics to create original music. • Read and perform notation with increasing independence. • Demonstrate confidence when performing solo and as part of an ensemble. • Evaluate and improve performances through rehearsal. • Perform a final concert showcasing the skills developed during the year.
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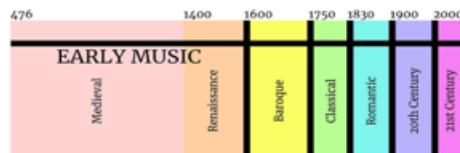
Every music lesson will begin with a listening and appraising activity to expose pupils to a broad and diverse range of musical experiences. Pupils will listen to and discuss music from different genres, historical periods, cultures and traditions, including works by significant composers, performers and ensembles. Through regular listening activities, pupils will develop their understanding of musical elements such as pitch, pulse, rhythm, tempo, dynamics, texture and timbre, while also learning to express and justify their opinions about music using appropriate musical vocabulary. Listening and appraising will support pupils in developing a wider appreciation of music, understanding its historical and cultural significance, and making connections between the music they study, perform and compose within the curriculum.

Name: _____ Date: _____ Name: _____ Date: _____

LO: We are learning to listen and appraise a piece of music.

Context: _____ (Composer/genre)

SC: To use the 'elements of music' to support analysis.



LO: We are learning to listen and appraise a piece of music.

Context: _____ (Composer/genre)

SC: To use the 'elements of music' to support analysis.



Who is the composer of the piece?	What do you think the time signature of the music is?	What do you think the time signature of the music is?
Which instruments can you hear in the piece?	In which era do you think the piece was written?	Which instruments can you hear in the piece? How frequently can you hear them?
Describe how the music makes you feel:	Can you hear any use of dynamics within the piece? If so, describe them.	Describe how the music makes you feel:
Can you hear any repeating patterns within the music? If so, what do they sound like?	Think about the texture of the music, is it sparse or dense? Are there lots of instruments, or few?	Is the pitch high or low?

Name: _____ Date: _____

LO: We are learning to listen and appraise a piece of music.

Context: _____ (Composer/genre)

SC: To use the 'elements of music' to support analysis.



Who is the composer of the piece? Beethoven Taylor Swift Robin Schulz	What do you think the time signature of the music is? 2 3 4 6 4 4 4 8
Which instruments can you hear in the piece? woodwind brass percussion strings piano/organ	In which era do you think the piece was written? Before 1750 1751 – 1900 20th/21st century
Describe how the music makes you feel:	Can you hear any use of dynamics within the piece? If so, describe them. louder softer piano (<u>quiet</u>) forte (loud)
Is the music written as piece which is: in unison in parts choral solo	What is the genre of the music? Jazz classical R&B Gospel Latin Indie rock