

Intent: In Music lessons at Uplands L.E.A.D Academy, children will develop technical, constructive and expressive knowledge of music to enable them to engage critically with music, compose and listen with discrimination.

	Year 3	Year 4	Year 5	Year 6
<p><u>Listen and Appraise</u></p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Listen to and associate short, simple pieces of music to different situations.</p> <p>Offer simple comments about own and others' work and suggest simple ways to improve, using appropriate musical vocabulary. Accept feedback and suggestions from others.</p>	<p>Listen with attention and recall patterns of sounds with increasing accuracy.</p> <p>Offer comments about own and others' work and suggest ways to improve with some confidence and accuracy, using appropriate musical vocabulary. Accept feedback and suggestions from others.</p>	<p>Listen to and aurally understand an increasingly broad range of music genres and styles, showing secure aural awareness and memory of melody and rhythm.</p> <p>Critique own and others' work with increasing confidence and accuracy, justify the comments.</p> <p>With increasing confidence and accuracy, offer comments about own and others' work and suggest ways to improve, using appropriate musical vocabulary, accept feedback and suggestions from others.</p>	<p>Listen to and aurally understand an increasingly broad range of music genres and styles, showing secure aural awareness of how constructive elements work together to create music expression and effect.</p> <p>Critique my own and others' work, offering specific and accurate comments and justifying these.</p> <p>Share opinions about own and others' music and be willing to justify these using musical vocabulary.</p> <p>Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>
<p><u>Improvise/ Compose</u></p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>Improvise descriptive musical ideas and patterns.</p> <p>Compose, organise and layer musical ideas showing choice in some musical dimensions.</p> <p>Demonstrate understanding of the differences between pulse and rhythm through playing an instrument.</p>	<p>Improvise descriptive musical ideas and patterns.</p> <p>Compose simple rhythmic and melodic ideas and start to show an awareness of harmony. Be aware of simple form (ternary form)</p>	<p>Compose increasingly expressive, melodic and harmonic material with increasingly sophisticated use of the dimensions of music.</p> <p>Use structures such as ternary and rondo to organise and give shape to music.</p>	<p>Compose increasingly expressive, melodic and harmonic material with increasingly sophisticated use of the dimensions of music.</p> <p>Use structures such as ternary and rondo to organise and give shape to music.</p>

Uplands Junior L.E.A.D Academy Music Subject Overview

<p>Perform</p> <p>Play musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Play, rehearse and perform simple musical rhythms on tuned and untuned instruments with an awareness of a steady pulse.</p>	<p>Play, rehearse and perform simple melodic and rhythmic patterns musically on tuned and untuned instruments to a steady pulse.</p>	<p>Play, rehearse and perform in a range of solo and ensemble contexts following notation with increasing confidence, accuracy, fluency, control and musicianship.</p>	<p>Play, rehearse and perform in a range of solo and ensemble contexts from memory and notation with increasing confidence, accuracy, fluency, control and musicianship.</p>
<p>Use musical notation</p> <p>Use and understand staff and other musical notation.</p>	<p>Hear a melody and create a graphic score represent it</p> <p>Create graphic notation to represent rhythm.</p>	<p>Use standard or graphic notation to create a melody.</p> <p>Aurally identify, recognise, respond to and use musically basic symbols including Western notation</p>	<p>Follow and perform a vocal piece using a graphic / notated score.</p> <p>Aurally identify, recognise, respond to and use musically basic symbols including Western notation</p>	<p>Follow staff and other notations while playing short passages of music</p>
<p>Singing</p> <p>Using their voices with increasing accuracy, fluency, control and expression.</p>	<p>Sing simple songs in unison, with a limited but developing pitch range.</p>	<p>I can sing with an awareness of my breathing and pronunciation.</p> <p>Sing in unison and in rounds, listening to others to develop an awareness of harmony.</p>	<p>Sing in unison and in rounds confidently, in groups of varying sizes, listening to others to develop an awareness of harmony.</p>	<p>When singing, identify and hold a simple harmony/ descant line in group singing.</p>
<p>Autumn</p>	<p>Unit: Pulse</p> <p><u>Question: How can you compose an ostinato and perform it too a steady pulse?</u></p>	<p>Unit: Ukulele</p> <p><u>Question: How can you compose and play your own rhythm using three chords, strumming and plucked strings?</u></p>	<p>Unit: Pulse</p> <p><u>Question: How can you perform rhythm patterns and play them keeping a steady pulse?</u></p>	<p>Unit: 20th Century Music</p> <p><u>Question: How can I create a 20th Century style composition including a feature of Hip Hop, Wartime (swing) and Minimalism?</u></p>

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	<p>Knowledge</p> <ul style="list-style-type: none"> • Sing and play confidently, maintaining a steady pulse. • Use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rest • Apply word chants to rhythms and link each syllable to a musical note • Maintain a part in a piece consisting of two or more parts • Offer comments about my own and other's work and ways to improve, using musical vocabulary. • Accept feedback and suggestions from others. • Follow and lead simple performance directions and respond to visual and aural clues, demonstrating my understanding of pulse. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Play three different chords with the correct fingering and change between them. • Strum down and up in time to a pulse • Recognise different chord symbols and find them on a ukulele • Create my own arrangement of a song using plucked strings • Understand how to improvise a melody using four strings • Compose a song using open strings • Complete a rhythm grid and compose using crotchets, quavers and semiquavers • Recognise high and low pitch, slow and fast tempo, different rhythms <p>Key Vocabulary Tempo Pitch Dynamics Fret Chord Hammer-on</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Maintain a strong sense of pulse throughout pieces. • Create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation. • Maintain an independent part in a group when playing. • Offer comments about my own and others' work and suggest ways to improve, using appropriate musical vocabulary. • Lead simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves. <p>Key Vocabulary Crotchet Crotchet rest Graphic notation Minim Pulse Quaver Rhythm Semibreve</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Identify and perform features of Hip Hop. • Identify and perform features of Minimalism. • Identify and perform features of Wartime (swing) music. • Create and practise a piece of music using features of different genres. • Comment on my own and other people's performances. <p>Key Vocabulary Beat Chord DJ-ing Dynamics Genre Harmony Improvisation Melody Natural note Ostinato Phrasing Rapping Rhythms Samples Solos Swung (rhythm)</p>
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	<p>Key Vocabulary Crotchet Ostinato Paired quavers Pulse Rest rhythm Tempo Texture</p>	<p>Pulse Ternary Binary</p>		<p>Textures</p>
<p>Spring</p>	<p>Unit: Rhythm</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Listen to and copy rhythmic patterns • Play rhythms confidently while maintaining a consistent pulse • Demonstrate I understand the difference between pulse and rhythm whilst performing songs and playing instruments. • Take part in a performance, follow musical signals and maintain a strong sense of pulse • Offer comments about others 'work and accept suggestions about my own work 	<p>Unit: Ukulele</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Play three different chords with the correct fingering and change between them fluently and more quickly than the previous term. • Demonstrate how to hold the ukulele in the correct position and have the correct posture when holding or playing • Strum down and up in time to a pulse and using different strumming patterns • Understand what pulse and tempo are and play along to these • Recognise different chord symbols and find these chords on the ukulele, including Bb, Dm and D as well as previous chords • Know how to read tab notation and can find some single notes on the ukulele with rhythms added 	<p>Unit: Rhythm</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Use a variety of timbres and techniques when creating and playing music • Confidently maintain an independent part when playing an instrument in a small group • Use and respond to basic musical symbols including Western notation • Critique my own and others' work and justify any comments given. <p>Key Vocabulary Crotchet Minim Ostinato Pulse Quaver Rhythm Semibreve Timbre Tempo</p>	<p>Unit: Pitch</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal. • Create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies • Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music. • Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through

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	<p>Key Vocabulary Graphic notation Ostinato Pulse Phrase Rhythm Rhythm notation Tempo</p>	<ul style="list-style-type: none"> • Play single notes using first, second and third frets on each string • Play a variety of songs and perform these as a class • Clap and play different rhythms • Read basic tab notation of two and three notes • Play using different speeds and volumes and include these when making own music • Copy and respond with accuracy to a pulse and play a variety of accurate rhythms • Play own composed chord patterns with help from a teacher • Understand more complex rhythms and demonstrate these • Play different frets on one of the strings with good accuracy and fluency • Recognise different sections of a piece of music, including repetitions, variations in elements • Know what techniques and parts ukuleles are playing by watching them perform 	<p>Texture</p>	<p>composition and discussion.</p> <ul style="list-style-type: none"> • Critique my own and others 'work, offering specific comments and justifying these with musical examples and technical vocabulary. <p>Key Vocabulary Pulse Tempo Arpeggio Chord Harmony Interval Melodic phrase Motif Ostinato Pitch Rhythm Tone Semitone Texture Timbre Tone cluster</p>
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Summer	<p>Unit: Technology, Structure and Form</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Listen to and use features of music from other traditions, genres and times • Recognise and use basic musical structure • Use technology to create, change and combine sounds. • Offer comments about my own and others' work and offer ways to improve <p>Key Vocabulary Structure</p>	<p>Unit: Ukulele</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Play five chords or more with confidence • Understand different sections of a song (verse, chorus etc.) and how they fit within a piece of music – and can identify other structures such as binary and ternary • Know how to play a variety of strumming patterns varying in complexity • Demonstrate starting and stopping a piece together as a class • Know how to play a variety of strumming patterns varying in complexity • Use techniques such as a hammer-on when playing 	<p>Unit: 20th Century Music</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Identify and perform features of Jazz music. • Identify and perform features of Expressionism. • Identify and perform features of Film music. • Create and practise a piece of music using features of different genres. • Comment on my own and other people's performances. <p>Key Vocabulary Atonal Bent note Dissonance</p>	<p>Unit: Technology, Structure and Form</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Listen to and evaluate a variety of music from different genres, cultures and times. • Use a variety of musical devices when creating and playing music • Create music with an understanding of structure <p>Key Vocabulary Structure Verse-Chorus Call and response Music technology Record Backing Track</p>

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	<p>Verse-Chorus Call and response Music technology Record</p>	<ul style="list-style-type: none"> • Recognise a variety of music notation including chord diagrams, TAB notation, notated stave and string name and fret numbers • Write down compositions that are produced with rhythm notation • Identify where a piece of music repeats or where it changes and use these ideas to make my own structured pieces of music • Create music which uses different elements of music in it • Improvise own pieces using open strings and fretted notes • Understand more complex rhythms and chord progressions and demonstrate these on an instrument with confidence • Play different frets on one string with good accuracy and fluency • Compose own structured pieces in a group. • Understand the importance of playing a variety of different styles of music and listen to different styles of music • Recognise different sections within a piece of music and when there is repetition, variation and different use of elements 	<p>Dynamics Genre Graphic notation Harmonies Improvisation Melodies Motif Pentatonic Scale Pitch Pulse Rhythm Ronda Standard notation Swung rhythms</p>	
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- Know all of the different elements of music and when they are being used in a piece of music
- Demonstrate playing in two or three parts as a class to develop knowledge of texture
- Comment on my peer's performance using elements of music and keywords with confidence

Key Vocabulary

Tempo
Pitch
Dynamics
Fret
Chord
Hammer-on
Pulse
Ternary
Binary