

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>

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<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>

	<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</p> <p>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</p> <p>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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		<ul style="list-style-type: none"> Demonstrate playing along to a wide variety of styles and genres <p>Key Vocabulary Tempo Pitch Dynamics Fret Chord Hammer-on Pulse Ternary Binary</p>		
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