



## Billingshurst Primary School – Music

### Music

#### Interrelated dimensions of music

Singing

Instruments

Improvisation

Composition

Notation

History

Vision for subject and summary of how it is taught at Billingshurst Primary School.

**Every child at Billingshurst Primary School** is given opportunities to experience and enjoy music in all its musical forms. Music is woven into every aspect of our school life so that through singing, playing instruments, performing, listening, appraising or composing children can develop a love and respect for music that will last for their whole lives.

Music is a universal language that has the power to communicate and connect. Music can call children to feel that they belong to a community that inspires them and supports their limitless talents. It can touch their lives enabling them to express themselves uniquely and creatively. Music can cross cultural boundaries enabling children to understand and experience not only the society in which they live but also the wider world around them.

**Musicians at Billingshurst Primary School are all of our children - creative, curious, confident, persevering, supportive and happy!** By providing a broad and ambitious programme for all, that is 'academically, physically and socially enriching' Henley, D. 2012 Music Education, our pupils are enabled to make progress. Our enthusiastic and dedicated teaching staff facilitate lessons so that our musicians enjoy learning about the subject and take pride in their ambitions, progress and achievements. We teach our children to become skilled at singing, understanding technique and applying it in settings within school and beyond. For example, our KS2 school choir and KS1 singing club. The children experience playing and looking after a variety of instruments. We embrace opportunities for our children to take part in performances for their peers and family and beyond, individually or ensemble. Our children are taught to use musical vocabulary accurately so that they can evaluate technique and express productive opinions including appreciating and celebrating the achievements of past musicians and music throughout historical periods.



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## Progression of Interrelated Dimensions of Music - The mixing desk

Year	Rhythm (note length)	Tempo (speed)	Dynamics (volume)	Timbre (character of sound)	Texture (layering)	Structure (organisation)	Pitch (note range)
R	Crotchet and crotchet rest	Listen to and respond to music of a moderate speed	Play and sing loud and soft sounds	Recognise that sounds are made in different ways	Perform with others in unison	Sing and play in short rhythmic phrases	Sing and recognise high and low notes
1	Crotchet, crotchet rest and quavers	Maintain the tempo at fast, slow or moderate speeds	Play /sing sounds getting louder or quieter	Choose sounds to represent or match settings, feelings, moods, pictures, stories, poems or characters		Sing and play in unison	Show an awareness of structure by listening and recognising the difference of the verse and chorus
2	Crotchet, crotchet rest, quavers and minim	Recognise that the tempo can change Respond to a changing beat	Listen to and identify loud and quiet sounds.		Sing songs (do-so) with control. Sing with increasing vocal accuracy incorporating tempo and dynamics		
3	Crotchet, crotchet rest, quavers, minim, semi-breve and semi-quavers	Be aware of and perform in different time signatures (2, 3 and 4/4)	Describe changes in dynamics	Recognise the sounds and characters of individual instruments within instrument families (eg. Peter and the Wolf)	Sing in unison and in more than one part. Play tuned and un-tuned instruments together	Compose using structures such as verse chorus verse (ABA structure)	Sing songs (do-so) with control. Sing with increasing vocal accuracy incorporating tempo, dynamics, expression and tunefulness.
4	Crotchets, crotchet rests, quavers, minims, semi-breve, semi-quavers and dotted minim	Begin to count in different time signatures (2/4, 3/4 and 4/4)	Introduce the vocabulary of forte (loud) and piano (quiet/slow)		Sing in more than one part to introduce vocal harmony. Play tuned instruments in unison		Pitch the voice accurately (within a range of an octave) and getting louder (crescendo) or quieter (decrescendo) as directed. <b>Read and write notes a-c</b> <b>Progressing to write notes a - e</b>



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5	Crotchet, crotchet rest, quavers, minim, semi-breve, semi-quavers, dotted minim, dotted crotchet and quaver, dotted quaver and semi-quavers	Introduce and understand the meaning of musical vocabulary accelerando/ritenendo, lento/allegro/ moderato.	Introduce the vocabulary crescendo / diminuendo (getting louder/getting quieter); and the corresponding symbols < >	Recognise the sounds of individual instruments playing in an orchestra, ensemble; recognise how the instrument can add to or affect the piece.	Sing three part rounds and partner songs. Play tuned and un-tuned instruments in two parts (rhythm and melody)	Choose an appropriate structure for a composition including repetition and contrast (Eg. including a Middle 8)	Pitch accurately within discrete vocal groupings  <b>Read and write notes a - g</b>
6	Crotchet, crotchet rest, quavers, minim, semi-breve, semi-quavers, dotted minim, minim rest, dotted crotchet and quaver, dotted quaver and semi-quaver	Introduce 6/8 time signature.  Continue to listen to, respond and play using the differing tempos accelerando/ritenendo, lento/allegro/ moderato.	Introduce and understand <b>pp, p, mp, mf, f, ff, cresc. and dim.</b>		Sing in three and four part rounds or partner songs. Play in three part ensembles (rhythm, melody and harmony)		Pitch accurately without grouping discretely to develop vocal independence and listening skills  <b>Read and write middle c – top g</b>



# Billingshurst Primary School – Music

## EYFS – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Early Years Foundation Stage: Expressive Arts and Design Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Being Imaginative and Expressive ELG</li> <li>• Children at the expected level of development will:               <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul> </li> </ul>	<b>Singing</b>	<p>Start to sing simple songs and nursery rhymes.</p> <ul style="list-style-type: none"> <li>• Dynamics – sing loud and soft sounds</li> <li>• Texture – perform with others</li> <li>• Structure – sing short rhythmic phrases</li> <li>• Pitch – sing high and low notes</li> </ul>
	<b>Instruments</b>	<p>Explore and experiment with un-tuned percussion and body percussion. Listen to and recognise the sound and characters of the instrument family – un-tuned percussion</p> <ul style="list-style-type: none"> <li>• Rhythm – introduce crotchet and crotchet rest</li> <li>• Tempo – listen to and respond to music of a moderate speed</li> <li>• Dynamics – play loud and soft sounds</li> <li>• Timbre – recognise that sounds can be made in different ways</li> <li>• Structure – play in short rhythmic phrases</li> </ul>
	<b>Improvisation</b>	<p>Practise improvising with voice and percussion (body or un-tuned) by playing games such as call and response/ answer games.</p> <ul style="list-style-type: none"> <li>• Rhythm – incorporate crotchets and crotchet rests</li> <li>• Tempo -listen to and respond to music of a moderate speed</li> <li>• Timbre – recognise that sounds can be made in different ways</li> </ul>
	<b>Composition</b>	<p>Experiment with making sound using voice and percussion.</p> <ul style="list-style-type: none"> <li>• Rhythm – compose rhythmic patterns using crotchets and crotchet rests</li> <li>• Tempo – maintain a moderate speed</li> <li>• Dynamics – play loudly and softly</li> <li>• Timbre – use instruments in different ways</li> <li>• Structure – organise composition using short rhythmic phrases</li> </ul>
	<b>Notation</b>	<p>Pictorial representations</p> <ul style="list-style-type: none"> <li>• Represent ideas, thoughts and feelings in response to stimuli</li> </ul>



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	<b>History</b>	<p>Traditional Folk and World music can be used to enhance developing aural awareness, and to help pupils appreciate and understand music from different traditions</p> <p>Musical Traditions - 21<sup>st</sup> century, 20<sup>th</sup> century, Romantic 19<sup>th</sup> C, Classical 18<sup>th</sup>/19<sup>th</sup> C, Baroque 17<sup>th</sup>/18<sup>th</sup> C, Renaissance 16<sup>th</sup> C, Early Period, 11<sup>th</sup>/12<sup>th</sup>/13<sup>th</sup> C</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Year 1 – Knowledge &amp; Skills</b>		
National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and un-tuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<b>Singing</b>	<p>Sing simple songs (verse and chorus) from memory</p> <ul style="list-style-type: none"> <li>• Dynamics – sing getting louder and quieter following visual directions</li> <li>• Texture – perform with others</li> <li>• Structure – listen to songs showing an awareness of the difference between a verse and a chorus</li> <li>• Pitch – hold a melody by controlling vocal pitch to match what is heard based on the pentatonic scale (5 note range)</li> </ul>
	<b>Instruments</b>	<p>Experiment in groups playing tuned and un-tuned percussion; explore pulse (tempo), rhythm and dynamics to create a variety of effects. <b>DJEMBE drums</b></p> <p>Listen to and recognise the sound and characters of the instrument family – percussion</p> <ul style="list-style-type: none"> <li>• Rhythm – crotchet and crotchet rest and quavers</li> <li>• Tempo – listen to and respond to music of a moderate, fast or slow speed</li> <li>• Dynamics – play getting louder and softer</li> <li>• Timbre – choose sounds to represent pictures, stories or poems</li> <li>• Structure – play in short rhythmic phrases</li> <li>•</li> </ul>
	<b>Improvisation</b>	<p>Create own improvised sound effects using voice and percussion (un-tuned) and begin to experiment with dynamics using question and answer phrases.</p> <ul style="list-style-type: none"> <li>• Rhythm – incorporate crotchets and crotchet rests and quavers</li> <li>• Tempo – maintain a fast, slow or moderate beat</li> <li>• Dynamics – experiment with loud and soft sounds</li> <li>• Timbre – choose sounds to create own sound effects inspired by feelings, moods and characters</li> </ul>
	<b>Composition</b>	<p>Understand the difference between creating a rhythm pattern and a pitch pattern, then invent and perform them.</p> <p>Learn note values - through rhythmic word association.</p> <p>Rhythm patterns example : crotchet = fly, quaver = beetle, crotchet rest = bug</p> <ul style="list-style-type: none"> <li>• Rhythm – create patterns with crotchets,</li> <li>• Pitch – create patterns with high and low notes and perform them</li> </ul>



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	<b>Notation</b>	<p>Create own graphic scores using given symbols (those used to create rhythmic patterns) or by creating own symbols.</p> <ul style="list-style-type: none"><li>• Rhythm – crotchet, crotchet rests and quavers</li><li>• Tempo – maintain a tempo</li></ul>
	<b>History</b>	<p>Traditional Folk and World music can be used to enhance developing aural awareness, and to help pupils appreciate and understand music from different traditions</p> <p>Musical Traditions - 21<sup>st</sup> century, 20<sup>th</sup> century, Romantic 19<sup>th</sup> C, Classical 18<sup>th</sup>/19<sup>th</sup> C, Baroque 17<sup>th</sup>/18<sup>th</sup> C, Renaissance 16<sup>th</sup> C, Early Period, 11<sup>th</sup>/12<sup>th</sup>/13<sup>th</sup> C</p>



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## Year 2 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
Pupils should be taught to: <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and un-tuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<b>Singing</b>	Sing songs expressively and creatively by responding to a leader’s direction (pitch, dynamics and tempo). <ul style="list-style-type: none"> <li>• Tempo – recognise that the tempo (speed) can change</li> <li>• Dynamics – identify loud and quiet sounds</li> <li>• Texture – perform with others in unison</li> <li>• Structure – listen to songs recognising the difference between a verse and a chorus</li> <li>• Pitch – hold a melody by controlling vocal pitch whilst incorporating dynamics (singing loudly and softly)</li> </ul>
	<b>Instruments</b>	Develop playing tuned and un-tuned instruments in groups to create copycat or repeating rhythmic patterns varying the tempo. Listen to and recognise the sound and character of the instrument family –woodwind <ul style="list-style-type: none"> <li>• <b>GLOCKS / RECORDERS</b></li> <li>• Rhythm – crotchet, crotchet rest, quavers and minim.</li> <li>• Tempo – recognise that tempos can change; respond to a changing beat.</li> <li>• Dynamics – play loudly and quietly</li> <li>• Timbre – choose sounds to match feelings, moods and characters</li> <li>• Texture – play in unison</li> <li>• Structure – play repeating rhythmic patterns including variation for verse and chorus</li> </ul>
	<b>Improvisation</b>	Continue to develop improvisation for singing and compositions. <ul style="list-style-type: none"> <li>• Rhythm – use crotchets, crotchet rests, quavers and minims</li> <li>• Tempo – change the beat to incorporate fast, slow and moderate tempos</li> <li>• Dynamics – include loud and soft sounds</li> <li>• Timbre – Choose sounds to create own sound effects inspired by feelings, moods and characters</li> </ul>
	<b>Composition</b>	Understand the difference between creating a rhythm pattern and a pitch pattern, then invent and perform them using instruments or voice. Continue to learn note values - through rhythmic word association. Rhythm patterns example : crotchet = knight, quaver = castle, crotchet rest = king, minim = joust <ul style="list-style-type: none"> <li>• Rhythm – create rhythmic patterns and perform them</li> <li>• Tempo – choose the tempo (fast, moderate or slow) and maintain it</li> <li>• Pitch – incorporate high and low note patterns</li> </ul>



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	<b>Notation</b>	<p>Use graphic symbols, dot notation and stick notation to record compositions.</p> <ul style="list-style-type: none"> <li>• Rhythm – crotchet, crotchet rest, quavers and minim</li> <li>• Tempo – recognise that the tempo can change</li> </ul>
	<b>History</b>	<p>Traditional Folk and World music can be used to enhance developing aural awareness, and to help pupils appreciate and understand music from different traditions.</p> <p>Musical Traditions: 21<sup>st</sup> century, 20<sup>th</sup> century, Romantic 19<sup>th</sup> C, Classical 18<sup>th</sup>/19<sup>th</sup> C, Baroque 17<sup>th</sup>/18<sup>th</sup> C, Renaissance 16<sup>th</sup> C, Early Period, 11<sup>th</sup>/12<sup>th</sup>/13<sup>th</sup> C</p>
<b>Year 3 – Knowledge &amp; Skills</b>		
National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> </ul>	<b>Singing</b>	<p>Sing in unison holding a melody line tunefully while controlling pitch (do-so) and dynamics (forte and piano) and changing tempos.</p> <ul style="list-style-type: none"> <li>• Tempo – perform in different time signatures – 2/4 (march) 3/4 (waltz) and 4/4</li> <li>• Dynamics – use and respond to the vocabulary of forte and piano to describe loud and soft sounds</li> <li>• Texture – perform with others in unison and in more than one part</li> <li>• Pitch - sing songs empathetically and expressively whilst maintaining vocal control and an awareness of other singers</li> </ul>
	<b>Instruments</b>	<p>Begin to explore instruments of the orchestra and from different cultures. Start to perform in groups for a specified audience. Listen to and recognise the sound and characters of the instrument family – strings including ukulele / guitar/ lute family</p> <ul style="list-style-type: none"> <li>• <b>UKELELE / GLOCKS / RECORDERS</b></li> <li>• Rhythm – crotchet, crotchet rest, quavers, minims, semi-breve and semi-quavers.</li> <li>• Tempo – perform in different time signatures 2/4, 3/4 and 4/4</li> <li>• Dynamics – describe changes in dynamics using specified vocabulary – forte and piano</li> <li>• Timbre – recognise the sounds of individual instruments within the stringed instrument family</li> <li>• Texture – play tuned and un-tuned instruments together</li> </ul>
	<b>Improvisation</b>	<p>Begin to explore basic rhythmic patterns to compose a piece. Create music that has a beginning, middle and end Begin to practise and improvise compositions in groups to perform to an audience</p> <ul style="list-style-type: none"> <li>• Rhythm- crotchet, crotchet rest, quavers, minim, semi-breve, semi-quavers</li> <li>• Tempo – be aware of and perform in different time signatures (2/4, 3/4 and 4/4)</li> <li>• Dynamics- consider changes in volume</li> <li>• Timbre – consider the sound and character of instrument</li> </ul>





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<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>		<ul style="list-style-type: none"> <li>• Texture – combine tuned and un-tuned instruments</li> <li>• Structure- organise compositions using structures such as verse, chorus, verse (ABA structure)</li> </ul>
	<b>Composition</b>	<p>Compose in response to different stimuli.</p> <ul style="list-style-type: none"> <li>• Compose a melody or rhythmic composition using a limited note range as a class, individuals or in groups</li> <li>• Rhythm – crotchet, crotchet rest, quavers, minim, semi-breve and semi-quavers</li> <li>• Tempo – be aware of different time signatures 2/4, 3/4 and 4/4</li> </ul>
	<b>Notation</b>	<p>Read notated rhythms on a single line without word associations Use dot notation or stick notation to record compositions</p> <ul style="list-style-type: none"> <li>• Rhythm – crotchet, crotchet rest, quaver, minim, semi-breve, semi-quavers</li> <li>• Tempo - consider the time signature 2/4, 3/4 or 4/4</li> </ul>
	<b>History</b>	<p>Traditional Folk and World music can be played to enhance developing aural awareness, and to help pupils appreciate and understand music from different traditions.</p> <p>Musical Traditions: 21<sup>st</sup> century, 20<sup>th</sup> century, Romantic 19<sup>th</sup> C, Classical 18<sup>th</sup>/19<sup>th</sup> C, Baroque 17<sup>th</sup>/18<sup>th</sup> C, Renaissance 16<sup>th</sup> C, Early Period, 11<sup>th</sup>/12<sup>th</sup>/13<sup>th</sup> C</p>



## Year 4 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<b>Singing</b>	<p>Sing tunefully and accurately in unison with an octave range (do-do). Create texture by singing in 2 part rounds or singing a simple 2-part harmony.</p> <ul style="list-style-type: none"> <li>Tempo – perform in different time signatures 2/4, 3/4 and 4/4</li> <li>Dynamics – introduce vocabulary of forte (loudly) and piano (quietly)</li> <li>Texture – sing in more than one part to introduce vocal harmony</li> <li>Pitch – pitch the voice accurately within an octave range and introduce vocabulary of legato (smoothly), staccato (detached)</li> </ul>
	<b>Instruments</b>	<p>Select appropriate instruments for compositions.            Begin to recognise instrument families and the contribution of each musician.            Listen to and recognise the sound and characters of the instrument family – brass  <b>RECORDERS and previously learned instruments</b></p> <ul style="list-style-type: none"> <li>Rhythm – crotchet, crotchet rest, quaver, minim, semi-breve, semi-quaver and dotted minim</li> <li>Tempo – begin to count in different time signatures 2/4, 3/4 and 4/4</li> <li>Dynamics – introduce vocabulary of forte (loudly) and piano (softly)</li> <li>Timbre – recognise the sound and characters of individual instrument families</li> <li>Texture – play tuned instruments in unison</li> </ul>
	<b>Improvisation</b>	<p>Begin to use expression (eg. smooth (legato) and detached (staccato) )when singing and develop listening skills to enable improvisation within the group, eg. counter melody and harmony.</p> <ul style="list-style-type: none"> <li>Rhythm- crotchet, crotchet rest, quavers, minim, semi-breve, semi-quavers and dotted minim</li> <li>Tempo – be aware of and perform in different time signatures (2/4, 3/4 and 4/4)</li> <li>Dynamics- consider changes in volume introducing vocabulary forte (loud) and piano (quiet)</li> <li>Timbre – consider the sound and character of instrument</li> <li>Texture – combine tuned instruments in unison</li> <li>Structure- organise compositions using structures of verse, chorus, verse (ABA structure)</li> </ul>
	<b>Composition</b>	<p>Layered (texture) compositions with melody and rhythm as a class or in groups.</p> <ul style="list-style-type: none"> <li>Rhythm – crotchet, crotchet rest, quavers, minim, semi-breve, semi-quavers and dotted minim</li> <li>Tempo – compose in different time signatures 2/4, 3/4 and 4/4</li> <li>Dynamics – determine the volume (forte / piano) within compositions</li> <li>Texture – compose for tuned instruments in unison</li> <li>Structure – experiment with verse and chorus arrangements</li> <li>Read and write notes a- c / a-e</li> </ul>



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<ul style="list-style-type: none"> <li>develop an understanding of the history of music.</li> </ul>	<p align="center"><b>Notation</b></p>	<p>Reading and writing notes a-c on a single line (b) and a-e on two lines (b and d) including introduction of treble clef</p> <ul style="list-style-type: none"> <li>Rhythm – crotchet, crotchet rest, quaver, minim, semi-breve, semi-quavers and dotted minim</li> <li>Tempo – notate time signature (2/4, 3/4 or 4/4)</li> </ul>
	<p align="center"><b>History</b></p>	<p>Traditional Folk and World music can be played to enhance developing aural awareness, and to help pupils appreciate and understand music from different traditions.</p> <p>Musical Traditions: 21<sup>st</sup> century, 20<sup>th</sup> century, Romantic 19<sup>th</sup> C, Classical 18<sup>th</sup>/19<sup>th</sup> C, Baroque 17<sup>th</sup>/18<sup>th</sup> C, Renaissance 16<sup>th</sup> C, Early Period, 11<sup>th</sup>/12<sup>th</sup>/13<sup>th</sup> C</p> <ul style="list-style-type: none"> <li></li> </ul>

## Year 5 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> </ul>	<p align="center"><b>Singing</b></p>	<p>Sing with a sense of ensemble performance and with increasing confidence and control observing pitch, phrase and style. Develop singing in a variety of compositional arrangements.</p> <ul style="list-style-type: none"> <li>Tempo – introduce and use the musical vocabulary <i>accelerando</i> (to speed up), <i>ritenendo</i> (to slow down), <i>lento</i> (slow), <i>allegro</i> (upbeat / brisk) and <i>moderato</i> (walking pace)</li> <li>Dynamics – introduce and use the musical vocabulary <i>crescendo</i> (getting louder) and <i>diminuendo</i> (getting quieter)</li> <li>Texture – sing in three part rounds and partner songs</li> <li>Pitch – pitch the voice accurately observing <i>legato</i>, <i>staccato</i>, <i>crescendo</i>, <i>decrescendo</i> including as directed by conductor</li> </ul>
	<p align="center"><b>Instruments</b></p>	<p>Start to take turns in leading /directing the group. Develop performance skills on class instruments and integrate other instruments learned out of class.</p> <p>Listen to and recognise the sound and characters of keyboard instruments.</p> <p><b>KEYBOARDS</b></p> <ul style="list-style-type: none"> <li>Rhythm – crotchet, crotchet rest, quaver, minim, semi-breve, semi-quaver, dotted minim, minim rest, dotted crotchet and quaver, dotted quaver and semi-quaver</li> <li>Tempo – introduce and use the musical vocabulary <i>accelerando</i> (to speed up), <i>ritenendo</i> (to slow down), <i>lento</i> (slow), <i>allegro</i> (upbeat / brisk) and <i>moderato</i> (walking pace)</li> <li>Dynamics – introduce and use the musical vocabulary <i>crescendo</i> (getting louder) and <i>diminuendo</i> (getting quieter)</li> <li>Timbre - recognise the sound of individual instruments playing within an orchestra or ensemble</li> </ul>
	<p align="center"><b>Improvisation</b></p>	<p>Continue to use expression when singing in groups or individually;</p> <p>Perform in pupil-led groups using tuned and un-tuned instruments and improvise with expression and rhythm.</p> <ul style="list-style-type: none"> <li>Rhythm - crotchet, crotchet rest, quaver, minim, semi-breve, semi-quaver, dotted minim, minim rest, dotted crotchet and quaver, dotted quaver and semi-quaver</li> <li>Tempo - Introduce and use the musical vocabulary <i>accelerando</i> (to speed up), <i>ritenendo</i> (to slow down), <i>lento</i> (slow), <i>allegro</i> (upbeat / brisk) and <i>moderato</i> (walking pace)</li> <li>Dynamics - introduce and use the musical vocabulary <i>crescendo</i> (getting louder) and <i>diminuendo</i> (getting quieter)</li> </ul>



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<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>		<ul style="list-style-type: none"> <li>• Timbre – consider the purpose of sound and character of individual instruments</li> <li>• Texture – play un-tuned and tuned instruments in two parts (rhythm and melody)</li> <li>• Pitch – pitch accurately within discrete vocal groupings</li> </ul>
	<b>Composition</b>	<p>Pupil led group (ensemble) compositions choosing and using tuned and / or un-tuned percussion.</p> <ul style="list-style-type: none"> <li>• Rhythm - crotchet, crotchet rest, quaver, minim, semi-breve, semi-quaver, dotted minim, minim rest, dotted crotchet and quaver, dotted quaver and semi-quaver</li> <li>• Tempo - Introduce and use the musical vocabulary accelerando (to speed up), ritenendo (to slow down), lento (slow), allegro (upbeat / brisk) and moderato ( walking pace)</li> <li>• Dynamics - introduce and use the musical vocabulary crescendo (getting louder) and diminuendo (getting quieter)</li> <li>• Timbre – consider the purpose of sound and character of individual instruments</li> <li>• Texture – play un-tuned and tuned instruments in two parts (rhythm and melody)</li> <li>• Pitch –play notes a-g</li> </ul>
	<b>Notation</b>	<p>Reading and writing notes a- g on a three line staff incorporating bar lines and time signatures.</p> <ul style="list-style-type: none"> <li>• Rhythm - crotchet, crotchet rest, quaver, minim, semi-breve, semi-quaver, dotted minim, minim rest, dotted crotchet and quaver, dotted quaver and semi-quaver</li> <li>• Tempo – Time signatures 2/4, 3/4 and 4/4</li> <li>• Dynamics – introduce &lt; and &gt; as the symbols to represent crescendo and diminuendo</li> </ul>
	<b>History</b>	<p>Traditional Folk and World music played to enhance developing aural awareness, and to help pupils appreciate and understand music from different traditions.</p> <p>Musical Traditions: 21<sup>st</sup> century, 20<sup>th</sup> century, Romantic 19<sup>th</sup> C, Classical 18<sup>th</sup>/19<sup>th</sup> C, Baroque 17<sup>th</sup>/18<sup>th</sup> C, Renaissance 16<sup>th</sup> C, Early Period, 11<sup>th</sup>/12<sup>th</sup>/13<sup>th</sup> C</p>



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## Year 6 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
Pupils should be taught to: <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<b>Singing</b>	As an ensemble, show control of phrasing, expression and accuracy and fluency incorporate shaping and dynamics in 3 and 4 part singing and other compositional arrangements. <ul style="list-style-type: none"> <li>• Tempo – introduce 6/8 time</li> <li>• Dynamics – introduce and understand the meaning of <i>pp, p, mp, mf, f, ff, cresc. and dim</i> on written scores</li> <li>• Texture – sing in 3 or 4 part rounds or partner songs</li> <li>• Pitch– pitch accurately without vocal grouping to develop listening skills and secure vocal independence.</li> <li>•</li> </ul>
	<b>Instruments</b>	Use the correct techniques for playing tuned and un-tuned percussion and play chosen instruments confidently and with fluency. <b>MIX OF INSTRUMENTS including computers / tech and instruments learned out of class</b> <ul style="list-style-type: none"> <li>• Rhythm - crotchet, crotchet rest, quaver, minim, semi-breve, semi-quaver, dotted minim, minim rest, dotted crotchet and quaver, dotted quaver and semi-quaver</li> <li>• Tempo – introduce 6/8 time signature</li> <li>• Tempo - listen to, respond and play using differing tempos including <i>accelerando</i> (to speed up), <i>ritenendo</i> (to slow down), <i>lento</i> (slow), <i>allegro</i> (upbeat / brisk) and <i>moderato</i> ( walking pace)</li> <li>• Dynamics - play with expression ( <i>pp, p, mp, mf, f, ff, cresc. and dim</i> )</li> <li>• Texture - play in three part ensembles – rhythm, melody and harmony</li> </ul>
	<b>Improvisation</b>	Perform in pupil-led ensembles using tuned and un-tuned instruments developing melodic and rhythmic improvisational skills. <ul style="list-style-type: none"> <li>• Rhythm - crotchet, crotchet rest, quaver, minim, semi-breve, semi-quaver, dotted minim, minim rest, dotted crotchet and quaver, dotted quaver and semi-quaver</li> <li>• Tempo – play in differing tempos – 2/4, 3/4, 4/4 and 6/8</li> <li>• Dynamics - play with expression and confidence ( <i>pp, p, mp, mf, f, ff, cresc. and dim</i> )</li> <li>• Timbre – recognise and select instruments to add to or affect the piece / performance</li> <li>• Texture – play in three part ensembles (observing rhythm, melody and harmonies)</li> <li>• Structure – devise a structure for improvisation incorporating repetition, verse, chorus and contrast such as a middle 8</li> <li>• Pitch –pitch accurately when singing with fluency and expression</li> </ul>
	<b>Composition</b>	Ensemble (pupil led groups) compositions to convey a message or an emotion with tuned and or un-tuned percussion including lyrics if desired. <ul style="list-style-type: none"> <li>• Rhythm - crotchet, crotchet rest, quaver, minim, semi-breve, semi-quaver, dotted minim, minim rest, dotted crotchet and quaver, dotted quaver and semi-quaver</li> <li>• Tempo – compose in different tempos to reflect mood, emotion and expression</li> <li>• Dynamics – use dynamics to provide expression and convey meaning</li> <li>• Texture – use voice and instruments to create rhythm, melody and harmony</li> </ul>



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		<ul style="list-style-type: none"><li>• Structure – use contrast within compositional structures to convey the musical meaning</li><li>• Read and write notes – middle c- top g</li></ul>
	<b>Notation</b>	<p>Reading and writing notes middle c to top g on a treble clef staff incorporating bar lines, time signatures and rests</p> <ul style="list-style-type: none"><li>• Rhythm - crotchet, crotchet rest, quaver, minim, semi-breve, semi-quaver, dotted minim, minim rest, dotted crotchet and quaver, dotted quaver and semi-quaver</li><li>• Tempo - write compositions using time signatures 2/4, 3/4, 4/4 and 6/8</li><li>• Dynamics – write <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>cresc.</i> and <i>dim</i> and &lt; &gt; as appropriate to convey composer’s intent</li><li>• Texture – choose instruments and voice for effect or to affect listener</li><li>• Structure – compose using contrast including verse, chorus and / or middle 8</li><li>• Pitch - write notation from middle c – top g</li></ul>
	<b>History</b>	<p>Traditional Folk and World music can be played to enhance developing aural awareness, and to help pupils appreciate and understand music from different traditions.</p> <p>Musical Traditions: 21<sup>st</sup> century, 20<sup>th</sup> century, Romantic 19<sup>th</sup> C, Classical 18<sup>th</sup>/19<sup>th</sup> C, Baroque 17<sup>th</sup>/18<sup>th</sup> C, Renaissance 16<sup>th</sup> C, Early Period, 11<sup>th</sup>/12<sup>th</sup>/13<sup>th</sup> C</p>