



Intent	<p>At Talavera, we understand the importance of a varied musical curriculum in providing cultural capital for our pupils. As such, by the end of their time with us, children will be able to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, by organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Children will have the opportunity to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will develop their ability to compose music for a range of purposes using the dimensions of music, 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 and have an understanding about the history of music.</p>				
Year 3	<p>Autumn 1</p> <p>Dimensions</p> <ul style="list-style-type: none"> Pitch - Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic Dynamics - Identify, use and understand getting louder and quieter in finer gradations Tempo - Identify, use and understand getting faster and slower in finer gradations Timbre - extend the use of voices and percussion instruments. Texture - Identify the use and purpose of different layers in music heard, created and performed Structure - Develop understanding of conventional. Explore the use of simple ostinato (short repeated patterns) <p>Singing - Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs</p> <p>Rehearsing and performing Recognise why and when to improve and start to develop basic individual and group rehearsal skills</p> <p>Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.</p> <p>Describing and discussing - Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary</p> <p>Singing</p>	<p>Autumn 2</p> <p>Dimensions</p> <ul style="list-style-type: none"> Duration - Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre Dynamics - Identify, use and understand getting louder and quieter in finer gradations Tempo - Identify, use and understand getting faster and slower in finer gradations Timbre - Identify families of non-percussion instruments and the way they are played <p>Identify, listen and respond to a basic rhythm.</p> <p>Singing - Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs</p> <p>Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes.</p> <p>Describing and discussing - Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary</p> <p>Body percussion</p>	<p>Spring 1</p> <p>Dimensions</p> <ul style="list-style-type: none"> Pitch - Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g., pentatonic. Duration - Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre. Structure - Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of ostinato. <p>Playing - Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality</p> <p>Rehearsing and performing - Recognise why and when to improve and start to develop basic individual and group rehearsal skills</p> <p>Listening and responding Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.</p> <p>Describing and discussing Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer's ideas and choices using a growing musical vocabulary</p> <p>Ukuleles</p>	<p>Spring 2</p>	<p>Summer 1+ 2</p>
Year 4	<p>Dimensions</p> <ul style="list-style-type: none"> Duration - Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre Dynamics - Explore how to use dynamics for expressive effect Tempo - Explore how to use tempi for expressive effect Timbre - Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments Texture - Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts Structure - Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato <p>Singing - Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs</p> <p>Playing - Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p>	<p>Dimensions</p> <ul style="list-style-type: none"> Pitch - Identify melodic shape and explore different scale patterns including pentatonic, major and minor Duration - Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre Dynamics - Explore how to use dynamics for expressive effect Tempo - Explore how to use tempi for expressive effect Texture - Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts - Different children playing different parts but in unison. Structure - Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato <p>Playing - Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p> <p>Rehearsing and performing - Recognise which improvements need to be made and use individual and group rehearsal skills</p>	<p>Dimensions</p> <ul style="list-style-type: none"> Pitch - Identify melodic shape and explore different scale patterns including pentatonic, major and minor Duration - Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre Dynamics - Explore how to use dynamics for expressive effect Tempo - Explore how to use tempi for expressive effect Structure - Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato <p>Playing - Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality</p> <p>Rehearsing and performing - Recognise which improvements need to be made and use individual and group rehearsal skills</p> <p>Notating - Understand and use detailed graphic notation. Use basic stave notation</p> <p>Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically</p>		



	<p>Rehearsing and performing - Recognise which improvements need to be made and use individual and group rehearsal skills Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically Describing and discussing - Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p> <p>African drumming - LM2</p>	<p>Notating - Understand and use detailed graphic notation. Use basic stave notation Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically Describing and discussing - Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p> <p>Brass - L2M</p>	<p>Describing and discussing - Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p> <p>Keyboards- L2M</p>
<p>Year 5</p>	<p>Dimensions</p> <ul style="list-style-type: none"> Pitch - Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music Duration - Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6 Dynamics - Understand how a wide range of dynamics can be used and manipulated for expressive effect Tempo - Understand how a wide range of tempi can be used and manipulated for expressive effect Timbre - Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments Texture - Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments Structure - Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif <p>Singing - Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments Playing - Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent. Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch Listening and responding - Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas Describing and discussing - Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p> <p>Music through the ages - Anglo Saxons</p>	<p>Dimensions</p> <ul style="list-style-type: none"> Duration - Identify and begin to understand more complex rhythm patterns and metres including counting in 8 Dynamics - Understand how a wide range of dynamics can be used and manipulated for expressive effect - children to create the mood of the rainforest depending on weather. Tempo - Understand how a wide range of tempi can be used and manipulated for expressive effect - children to use speed to show the atmosphere in the rainforest. Timbre - Identify instruments within families and different instrumental / vocal combinations - children to make choices about instruments that would show the noise in the rainforest. e.g. hail would be loud bangs not a rain maker. <p>Singing - Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments - Children to use their voice as an instrument to add to the mood of the music. Playing - Demonstrate accuracy and control of correct technique on a range of untuned and percussion instruments. Begin to play with musical intent. Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve Listening and responding - Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas Describing and discussing - Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p> <p>Rainforests - musical families - un-tuned instruments</p>	<p>Dimensions</p> <ul style="list-style-type: none"> Pitch - Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music Duration - Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6 Dynamics - Understand how a wide range of dynamics can be used and manipulated for expressive effect Tempo - Understand how a wide range of tempi can be used and manipulated for expressive effect Children to use to show the atmosphere of the planet. Would they go fast for Venus because it is red/orange and close to the sun so it is hot and dangerous? Timbre - Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments Children to make appropriate choices of instruments that would represent the size of planets, colour, warmth etc. Would they choose a loud drum to represent Venus because of the heat and danger? Texture - Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments - Can children layer their piece of music with varies instruments. Structure - Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif - Is there a structure to the children's piece of music? Does it repeat or have ostinato? <p>Singing - Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments Playing - Demonstrate accuracy and control of correct technique on a range of un-tuned and tuned percussion instruments. Begin to play with musical intent. Rehearsing and performing - Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve Notating - Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch Listening and responding - Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas Describing and discussing - Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</p> <p>Composing Space - musical families - tuned instruments</p>



<p>Year 6</p>	<p>Dimensions</p> <ul style="list-style-type: none"> Pitch - Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music Duration - Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7 Dynamics - Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect Tempo - Understand how a wide range of tempi can be precisely used and manipulated for expressive effect Timbre - Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact Texture - Use a range of harmonic devices with greater awareness and understanding in different musical contexts Structure - Use a broader range of developmental structures and expressive structures <p>Singing - Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style</p> <p>Playing - Demonstrate precise and confident instrumental skills and use them to perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and know how to make them</p> <p>Notating - Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved</p> <p>Describing and discussing Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary</p> <p>David Attenborough - composing</p>	<p>Dimensions</p> <ul style="list-style-type: none"> Pitch - Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music Duration - Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7 Dynamics - Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect Tempo - Understand how a wide range of tempi can be precisely used and manipulated for expressive effect Timbre - Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact Texture - Use a range of harmonic devices with greater awareness and understanding in different musical contexts Structure - Use a broader range of developmental structures and expressive structures <p>Singing - Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style</p> <p>Playing - Demonstrate precise and confident instrumental skills and use them to perform with musical awareness</p> <p>Rehearsing and performing Recognise which refinements need to be made and know how to make them</p> <p>Notating - Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation</p> <p>Listening and responding Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. 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Explore the use of simple ostinato (short repeated patterns) <p>Singing - Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs</p> <p>Rehearsing and performing Recognise why and when to improve and start to develop basic individual and group rehearsal skills</p> <p>Listening and responding - Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.</p> <p>Describing and discussing - Describe, discuss and start to share opinions about what you hear, the impact of the music and the composer's ideas and choices using a growing musical vocabulary</p> <p>Singing- end of year concert</p>
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