

BWJPS
Music Whole School Subject Plans 19/20

	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	My Body	Seasons	Recorder First Access	Create music as part of music presentation. Recorder Further Access	Romans	Ukulele	Music through the ages
Autumn 2	Colours & Shapes	Chanukah concert	Chanukah concert Recorder First Access	Chanukah concert Recorder Further Access Ancient Egypt themed music	Chanukah concert Chumash Presentation	Chanukah concert Ukulele	Chanukah concert
Spring 1	Animals & Fish Music Evening	Your Imagination Music Evening	Recorder First Access Music Evening	Recorder Further Access Music Evening Winter Composition	Music Evening	Ukulele Music Evening	Music Evening Music through the ages – focus World War Two music
Spring 2	Disney	Pulse & Rhythm Hey You! (Charanga)	I Wanna Play In A Band! (Charanga)	Recorder Further Access	World Music - Samba	Ukulele	Blues – Using Ipad Garage band Musical Notation and Composition
Summer 1	Growing	Round & Round (Charanga) & Water (Music Express)	African Music - Hands, Feet, Heart (Charanga)	Recorder Further Access Summer Composition Active Planet themed music	Stop! (Charanga)	Ukulele	Blackbird (Charanga) Musical Notation, Composition & Improvisation
Summer 2	Transport	Transport	Friendship Song (Charanga)	Understanding of Ancient Greece through song Recorder Further Access Understanding of Ancient Greece through song	Soul/Gospel	Ukulele	End of year play Happy (Charanga) Performance & Composition

In addition children will take part in weekly Jewish studies singing sessions. They will also bentsh and daven daily and will study songs and chants associated with different festivals including Passover, Succos & Shavuot.

M. Marks Specialist Music Curriculum Teaching

EYFS & Year 2 – Autumn 1&2, Spring 1

Year 1 & 6 - Spring 2, Summer 1&2

Year 3, 4 & 5 – Whole Year

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<p><u>Year Group</u></p> <p><u>ELG</u></p>	<p><u>Learning Challenge Curriculum</u></p> <p><u>1.Children sing songs, make music, dance and experiment with ways of changing them.</u></p> <p><u>2.Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</u></p> <p><u>ELG Exceeding</u></p> <p>1. <u>Children develop their own ideas through selecting and using materials and working on processes that interest them.</u></p> <p>2. <u>Children talk about the ideas and processes which have led them to make music, designs, images or products.</u></p>		
<p>Year 1</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> •Can they use their voice to speak/sing/chant? •Do they join in with singing? •Can they use instruments to perform? •Do they look at their audience when they are performing? •Can they clap short rhythmic patterns? •Can they copy sounds? 	<p><u>Composing (incl notation)</u></p> <ul style="list-style-type: none"> •Can they make different sounds with their voice? •Can they make different sounds with instruments? •Can they identify changes in sounds? •Can they change the sound? •Can they repeat (short rhythmic and melodic) patterns? •Can they make a sequence of sounds? •Can they show sounds by using pictures? 	<p><u>Appraising</u></p> <ul style="list-style-type: none"> •Can they respond to different moods in music? •Can they say how a piece of music makes them feel? •Can they say whether they like or dislike a piece of music? •Can they choose sounds to represent different things? •Can they recognise repeated patterns? •Can they follow instructions about when to play or sing?
<p>Year 2</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> •Do they sing and follow the melody (tune)? •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? 	<p><u>Composing (incl notation)</u></p> <ul style="list-style-type: none"> •Can they order sounds to create a beginning, middle and end? •Can they create music in response to <different starting points>? •Can they choose sounds, which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? 	<p><u>Appraising</u></p> <ul style="list-style-type: none"> •Can they improve their own work? •Can they listen out for particular things when listening to music?
<p>Year 3</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> •Do they sing in tune with expression? •Do they control their voice when singing? •Can they play clear notes on instruments? 	<p><u>Composing (incl notation)</u></p> <ul style="list-style-type: none"> •Can they use different elements in their composition? •Can they create repeated patterns with different instruments? •Can they compose melodies and songs? •Can they create accompaniments for tunes? •Can they combine different sounds to create a specific mood or feeling? 	<p><u>Appraising</u></p> <ul style="list-style-type: none"> •Can they improve their work; explaining how it has improved? •Can they use musical words (the elements of music) to describe a piece of music and compositions? •Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer?
<p>Year 4</p>	<p><u>Performing</u></p>	<p><u>Composing (incl notation)</u></p>	<p><u>Appraising</u></p>

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	<ul style="list-style-type: none"> •Can they perform a simple part rhythmically? •Can they sing songs from memory with accurate pitch? •Can they improvise using repeated patterns? 	<ul style="list-style-type: none"> •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? 	<ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?
Year 5	<p><u>Performing</u></p> <ul style="list-style-type: none"> •Do they breathe in the correct place when singing? •Can they sing and use their understanding of meaning to add expression? •Can they maintain their part whilst others are performing their part? •Can they perform 'by ear' and from simple notations? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? 	<p><u>Composing (incl notation)</u></p> <ul style="list-style-type: none"> •Can they change sounds or organise them differently to change the effect? •Can they compose music, which meets specific criteria? •Can they use their notations to record groups of pitches (chords)? •Can they use a music diary to record aspects of the composition process? •Can they choose the most appropriate tempo for a piece of music? 	<p><u>Appraising</u></p> <ul style="list-style-type: none"> •Can they describe, compare and evaluate music using musical vocabulary? •Can they explain why they think their music is successful or unsuccessful? •Can they suggest improvements to their own or others' work? •Can they choose the most appropriate tempo for a piece of music? •Can they contrast the work of famous composers
Year 6	<p><u>Performing</u></p> <ul style="list-style-type: none"> •Can they sing a harmony part confidently and accurately? •Can they perform parts from memory? •Can they perform using notations? •Can they take the lead in a performance? •Can they take on a solo part? •Can they provide rhythmic support? 	<p><u>Composing (incl notation)</u></p> <ul style="list-style-type: none"> •Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) •Do they recognise that different forms of notation serve different purposes? •Can they use different forms of notation? •Can they combine groups of beats? 	<p><u>Appraising</u></p> <ul style="list-style-type: none"> •Can they refine and improve their work? •Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? •Can they analyse features within different pieces of music? •Can they compare and contrast the impact that different composers from different times will have had on the people of the time?