



St Paul's C of E Primary School



Music Subject Pathway 1: Listening and Responding to Music

Pathway 1: Listening and Responding to Music	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
	<p>To be able to move (stomp/clap) the pulse in a steady piece of music.</p> <p>Describe music and fast or slow through words/actions/images.</p> <p>Describe the dynamics as loud or quiet.</p>	<p>To move and dance with the melody of the music, finding the steady pulse.</p> <p>To be able to talk about pulse as 'the heartbeat of the music.'</p> <p>Demonstrate an understanding of pulse as they move by clapping/marching to different styles of music, that speed up and slow down.</p> <p>Recognise that the speed of a beat can change and be able to describe tempo as fast or slow.</p> <p>Describe the dynamics as loud or quiet and identify crescendos/diminuendos.</p>	<p>To talk, move, dance or clap a steady beat altering the speed as the tempo changes.</p> <p>Identify the beat groupings of 2/4, 3/4 and 4/4 as 2 time, 3 time or 4 time, demonstrating a recognition of pulse.</p> <p>Identify the tempo as fast, slow or steady whilst walking, moving or clapping a steady beat which changes as the tempo changes.</p>	<p>Identify and demonstrate 2/4, 3/4, 4/4 and 6/8 beats.</p> <p>Have an understanding of compound time.</p>

	<p>Listen to sounds in the school environment comparing high and low pitch.</p> <p>Perform simple copycat rhythms, accurately lead by the teacher.</p>	<p>Perform short copycat rhythm patterns accurately led by the teacher and other students.</p> <p>Begin to recognise some instruments they can hear such as drums, piano, strings and brass.</p>	<p>Recognise many of the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Echo and sing 3 note tunes matching the pitch to musical notation.</p> <p>Play copycat rhythms copying a leader and inventing some for others to copy.</p> <p>Recognise an increasing number of band and orchestral instruments.</p> <p>Identify instrument families and understand their features – brass, percussion, woodwind, strings.</p>	<p>Recall by ear, memorable phrases heard in the music through call and response singing.</p> <p>Discuss the structure of music with reference to verse, chorus and bridge.</p> <p>Recognise the sound and notes of the pentatonic scale.</p> <p>Identify major and minor key tonality in a piece of music</p> <p>Listen critically to identify the style of music and instruments used as brass, woodwind, string, electric keyboard, guitar and percussion.</p>
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	<p>Draw and imagine pictures when listening to music responding to how it makes them feel.</p> <p>Talk about feelings created by the music they are listening to.</p> <p>Share songs and discuss music listened to/performed at home.</p>	<p>Draw and imagine pictures when listening to more complex music, responding to how it makes them feel.</p> <p>Begin to understand where music fits into the world.</p> <p>Begin to understand about different genres of music.</p> <p>Discuss different genres of music heard at home.</p>	<p>Recognise an increasing number of styles of music from orchestral, reggae, R&B, jazz, funk, electronic, folk and pop.</p> <p>Share and reflect upon how song lyrics reflect global issues affecting the world during civil rights movement, gospel era and pop of the 70s and 80s.</p> <p>Respond to music by conveying the mood or meaning using words or art forms. Discuss what they think the piece may be about.</p> <p>Respond by considering why the piece of music was written.</p> <p>Talk about the words of a song or what a piece of music means to them.</p>	<p>Describe key musical features of the following styles of music: orchestral, soul, R&B, jazz, hip hop, musical theatre, gospel, reggae, rock, disco etc</p> <p>Reflect upon how lyrics and soundtracks showcase life and cultural diversity in music, theatre, film and popular culture across time including in the silent movies.</p> <p>Reflect upon how lyrics and soundtracks showcase life and cultural diversity in music, theatre, film and popular culture across time including in the silent movies.</p> <p>Listen and compare contrasting pieces of music using musical vocabulary to describe its musical elements.</p>
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			<p>Talk about the feelings created by the piece of music.</p> <p>Begin to understand the social context of the time and role of music throughout time.</p> <p>Discuss how song lyrics reflect global issues affecting the world at different moments in history.</p>	<p>Explore the contribution made by contemporary female composers to the industry.</p> <p>Evaluate pieces showing an understanding of impact of youth culture and social global events upon music.</p> <p>Explore links with music and sense of self identity and cultural heritage. Discuss different types of music enjoyed at home.</p>
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	<p><u>Suggested visits:</u></p> <ul style="list-style-type: none"> □ Staff to visit Phase from other classes and play instruments. 	<p><u>Suggested visits:</u></p> <ul style="list-style-type: none"> □ Town Hall for live music concerts. 	<p><u>Suggested visits:</u></p> <ul style="list-style-type: none"> □ Local Secondary schools to hear their bands or orchestras. Establish links with Receiving Schools of Year 6 leavers.
	<p><u>Continuous provision:</u></p> <ul style="list-style-type: none"> □ Termly focus on great performers and musicians played whilst working in classrooms and on entry to the hall for worship- instrumental and vocal. Explicit links made to the artist, genre, period of composition and style of music. 	<p><u>Continuous provision:</u></p> <ul style="list-style-type: none"> • Art equipment to enable children to represent a response to a piece of music. • Music played whilst working in classrooms and on entry to the hall for worship- instrumental and vocal. Explicit links made to the composer and context of the music. 	<p><u>Continuous provision:</u></p> <ul style="list-style-type: none"> • Art equipment made available to represent a response to a piece of music. • Music played whilst working in classrooms and on entry to the hall for worship- instrumental and vocal



Music Subject Pathway 2: Singing and Playing Music

Pathway 2: Sing and Play MU	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
	<p>Sing in unison nursery rhymes and name songs.</p> <p>Sing songs with actions to aid memory.</p> <p>Change dynamics, singing loud and quiet, following a leader. Take turns acting as the leader.</p> <p>Simple call and response on un-tuned</p>	<p>Sing in unison and have fun with a range of songs, rhymes and chants using their voice to speak, sing and chant.</p> <p>Sing chants, nursery rhymes and call and respond songs from memory and with good pitch.</p> <p>Join in sections of a longer song eg the chorus.</p> <p>Keep up with the beat when singing with others following the melody.</p> <p>Begin to increase and decrease tempo with their singing following a leader and keeping in time.</p> <p>Copy some call and response work: repeating a given short rhythmic pattern on un-tuned</p>	<p>Sing a widening range of songs in unison and ensemble contexts introducing 2-part rounds that can be held correctly.</p> <p>Sing expressively with clear diction and increasing control over vocal pitch.</p> <p>Sing to communicate the meaning of the words e.g. joyful, sad.</p> <p>Keep up with the beat when singing with others following the melody, ensuring that beat is maintained and not sped up</p> <p>Demonstrate dynamics (loud/quiet) and tempo (fast/slow) when singing by</p>	<p>Sing in harmony and in up to 4 part rounds (signing assembly fortnightly)</p> <p>Sing a broad range of songs from memory or notation in solo or ensemble with parts. These should be sung and performed with increasing accuracy, rhythm, expression, pitch and fluency.</p> <p>Conduct a singing group, maintaining rhythm and musicality.</p> <p>Sing syncopated melodic patterns expressively and with attention to dynamics and articulation.</p> <p>Conduct a group or class in 2, 3, or 4 time taking account of and demonstrating dynamics, and tempo changes.</p>

<p>percussion and body percussion.</p>	<p>percussion or by clapping hands/stamping feet.</p>	<p>responding to the leader's directions and visual symbols.</p>	<p>Accompany song using a greater range of notes by ear and by reading formal music scores.</p>
<p>Play along with the pulse of the music with percussion instruments and body percussion.</p>	<p>Conduct a group or class using hands and feet with basic actions.</p> <p>Accompany a song using tuned (C) and un-tuned percussion.</p> <p>Play a tuned instrument in time and by ear as part of a performance using C, D, E.</p>	<p>Combine sounds to create longer repeatable patterns for others to copy.</p> <p>Conduct a group or class in 2 or 3 time with a steady beat demonstrating awareness of changes in dynamics.</p> <p>Accompany song using tuned or untuned instruments keeping in time with the music.</p> <p>Play a tuned instrumental part by ear or from notation using C,D, E , F, G, A,</p> <p>Play instruments with increasing accuracy for a given pitch, tempo and duration.</p>	<p>Play instruments with fluency, control and expression in groups or individually using F,G,A,B,C,D, & E.</p> <p>Increase fluency and accuracy when reading music notation with different time signatures.</p>
<p>Improvise and perform rhythmic sequence using body percussion.</p>	<p>Improvise a melodic phrase by combining sounds or sequences of sounds using body, equipment or percussion instruments.</p>	<p>Begin to improvise a simple piece within a major scale CDE. CDEGA, CDEFG using tuned or un-tuned instruments over a groove or drone.</p>	<p>Improvise over a groove, responding to the beat and creating a satisfying melodic piece with varied dynamics in it.</p> <p>Use FGACD, GABCD, GABflatCD</p>

	<p><u>Suggested Visits:</u> *local theatre events with singing</p>	<p><u>Suggested Visits:</u> * Visits to local cinemas for “Sing-Along” events.</p>	<p><u>Suggested Visits:</u> * Musical Theatre visits for local theatre or Amateur Dramatic events.</p>
	<p><u>Continuous Provision:</u></p> <ul style="list-style-type: none"> • Grids and apparatus eg spots and markers for children to represent a sequence of sounds for self or others to perform. • Instruments and everyday equipment available in the indoor and outdoor areas for children to explore making different sounds. 	<p><u>Continuous Provision:</u></p> <ul style="list-style-type: none"> □ Manuscript paper available for children to compose rhythmic sections for self or others to play. 	<p><u>Continuous Provision:</u></p> <ul style="list-style-type: none"> □ Manuscript paper available for children to compose rhythmic sections for self or others to play.



Music Subject Pathway 3: Compose Vocal or Instrumental Music



	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
Compose Vocal or Instrumental Music	<p>Recognise how graphic notation can represent created sounds.</p> <p>Use apparatus eg hoops/ beanbags, dots, objects as graphic representation of a short improvised rhythmic pattern.</p> <p>Improvise simple musical sound effects and short sequences of sounds eg rainstorm.</p>	<p>Introduce formal music notation with the staff and time signature.</p> <p>Introduce crotchets and crotchet rests.</p> <p>Use coloured notation to perform short melodies, using the notes A, B and G.</p> <p>Improvise melodies using three notes.</p> <p>Improvise to sing their own short rhythmic pattern for others to copy.</p> <p>Show long and short sounds with objects.</p> <p>Show note and no note (rest)</p>	<p>Recognise crotchets, quavers, minims, crotchet rests, quaver rests and minim rests.</p> <p>Begin to improvise a melody or rhythmic sequence using the pentatonic scale by ear or notation.</p>	<p>Recognise and use crotchets, quavers, minims, crotchet rests, quaver rests and minim rests.</p> <p>Extend improvisation skills to compose a lyrical or rhythmic melody for others, ensuring it can be copied with accuracy. Include repetition and contrast.</p> <p>Improvise a rhythmic melody using the pentatonic scale to create instrumental parts by ear and with notation.</p>

	<p>Experiment with real/created instruments, exploring a range and sequence of sounds produced.</p>	<p>Use grids, spots, markers to manipulate and create simple rhythms for others to clap or play, highlight importance of making a rhythm that is possible to copy (approx 4 beats)</p>	<p>Begin to create own compositions of a few bars of notes in the treble clef that accurately reflect the given time signature. Begin to use software to create and record pieces.</p> <p>Begin to recognise, name and respond to notation using tuned and un-tuned instruments, percussion or body.</p>	<p>Create longer compositions independently using a given time signature in the Treble Clef with notes of the correct value for others to be able to read and play.</p> <p>Compose a ternary (3-part) piece, using available music software to create and record pieces.</p>
		<p><u>Suggested Visits:</u> * Visits to (or from) Local bands to watch finished compositions Gloucestershire Music Hub</p>	<p><u>Suggested Visits:</u> <input type="checkbox"/> Gloucestershire Music Hub workshops</p>	<p><u>Suggested Visits:</u> <input type="checkbox"/> Gloucestershire Music workshops with composition and group ensembles.</p>
		<p><u>Continuous Provision:</u></p> <ul style="list-style-type: none"> • A range of instruments, shakers, beaters, strings whether real or junk modelled for experimenting with sound. • Daily song, rap, chant, to sing along and tap to the beat. 	<p><u>Continuous Provision:</u></p> <ul style="list-style-type: none"> • Rhythmic sequences for children to create, make or demonstrate in pairs/groups. Opportunities to record their composition. • Daily song, rap, chant, to sing along and tap to the beat. 	<p><u>Continuous Provision:</u></p> <ul style="list-style-type: none"> • Opportunities for children to take part in call and response with peers. • Manuscript paper and grids for children to create their own rhythmic compositions for others or to perform themselves.



Music Subject Pathway 4: Performance



	North Gate (N/R)	East Gate (1/2)	South Gate (3/4)	West Gate (5/6)
Performance	Sing action rhymes and nursery rhymes with expression from memory.	Perform in unison and have fun with a range of songs, rhymes and chants using their voice to speak, sing and chant.	Perform in ensemble contexts introducing 2-part rounds that can be held correctly.	Perform three-part harmonies showing awareness of audience and context.
	Maintain the pulse when singing as a large group.	Keep up with the pulse when performing songs with others following the melody.		
	Change dynamics when following a leader.	Begin to increase and decrease tempo with their singing following a leader and keeping in time.	Build accuracy in pitch, duration and tempo whilst singing.	Sing and perform in solo and ensemble contexts with increasing accuracy of enunciation, expression, control, and fluency.
	Take turns conducting and changing the dynamics for peers to follow.	Experiment with real/created instruments, exploring a range and sequence of sounds produced.	Develop the expectation that words will be pronounced correctly when singing, e.g. ensuring vowels are held rather than the consonants.	
	Copy call and response work: repeating a given short rhythmic pattern on un-tuned percussion or by clapping hands/stamping feet.	Copy more complex copycat rhythms. Conduct a group or class using hands and feet with basic actions, maintaining pulse. Accompany song using tuned (C) and untuned percussion. Perform their compositions and	Perform on instruments with increasing accuracy and stage presence for a given pitch, tempo and duration.	Conduct a singing group maintaining rhythm and musicality.

	<p>song to others as a solo, in a duet or ensemble.</p> <p>Talk about how it feels to perform music with an accompaniment and with others.</p>	<p>Combine sounds to create longer repeatable patterns for others to copy.</p> <p>Begin to introduce a performance of own work or that of others narrating the structure and genre of the music.</p> <p>Perform their composition whether in song or music taking account of the responses of the audience in a variety of settings as a solo, group or with whole school.</p>	<p>Perform a lyrical or rhythmic piece for others with increased attention to stagecraft.</p> <p>Improvise and perform a rhythmic melody using the pentatonic scale to create instrumental parts by ear and with notation.</p> <p>Introduce a performance for an audience, narrating the purpose, structure and dimensions of the music.</p>
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Suggested Visits:

- Meet with local performers to find out how they feel when they perform.
- Watch local performances of concerts
- Host visits from local orchestras and include time to talk about how it feels to perform and how to improve performance techniques.

	<p><u>Continuous Provision:</u></p> <ul style="list-style-type: none"> • A range of instruments, shakers, beaters, strings whether real or junk modelled for experimenting with sound. • Daily song, rap, chant, to sing along and tap to the beat. 	<p><u>Continuous Provision:</u></p> <ul style="list-style-type: none"> • Daily song, rap, chant, to sing and tap to the beat. • Rhythmic sequences for children to create, make or demonstrate in pairs/groups. Opportunities to record their composition. • Singing Register (children respond with same tune) 	<p><u>Continuous Provision:</u></p> <ul style="list-style-type: none"> • Opportunities for children to take part in call and response with peers. • Rhythmic sequences for children to create, make or demonstrate in pairs/groups. Opportunities to record their composition.
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