

# Music Progression Map

## Cycle A

*“Music can change the world because it can change people”*

*Bono*



**KS1 Objective**  
To all sing together as one

**Enquiry**  
I wonder... How many songs I can learn

- Substantive Knowledge (Content)**  
**Singing**
- To learn to sing together with peers
  - To learn to listen to others singing
  - To learn good singing posture
  - To learn a number of different songs

- Instruments**
- To learn to play a number of tuned and un tuned percussion instruments
  - To learn to play together

**Prior Learning**

**EYFS**  
Children will have learned simple chants and nursery rhymes.

**Future learning**

**LKS2**  
Children will learn to play the Recorder and start to read music. They will have many opportunities to perform both in school and at concerts outside of school.

**UKS2**  
Children will learn a second musical instrument in class, the Ukulele. They will develop their musical and performance skills.

**Skills**

|                      |                                                          |
|----------------------|----------------------------------------------------------|
| <b>Musicianship</b>  | Singing together as one                                  |
| <b>Pace</b>          | Not rushing, singing together at the same speed          |
| <b>Posture</b>       | Sitting or standing with a straight back – not slouching |
| <b>Vocal Control</b> | Singing – not shouting                                   |
|                      |                                                          |

**Core Themes**

|                   |                                                                                                                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Singing</b>    | Children will learn a number of songs, chants and popular music songs. They will learn a variety of songs with varying levels of difficulty. They will learn about good posture when singing, and vocal control. |
| <b>Listening</b>  | Children will be encouraged to think about all the different places that they hear music, and question what is it used for?                                                                                      |
| <b>Performing</b> | Children will have the opportunity to perform in front of their peers on a weekly basis. They will sing the songs they are learning in small groups, as well as duos and solos.                                  |

**Key vocabulary**

|                |                                                       |
|----------------|-------------------------------------------------------|
| <b>Posture</b> | How to sit or stand when singing                      |
| <b>Solo</b>    | One voice singing on its own                          |
| <b>Duet</b>    | Two voices singing together                           |
| <b>Lullaby</b> | Music that is playing to help babies settle and sleep |
|                |                                                       |

**End Points**  
**Recall** Not shouting when singing – singly loudly but not shouting  
**Recall** Good posture for successful singing  
**Recall** Listening to other children when they are singing solos or in groups

- Department For Education KS1 Terms Of Study**  
**Pupils should be taught to:**
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
  - play tuned and un tuned instruments musically
  - listen with concentration and understanding to a range of high-quality live and recorded music
  - experiment with, create, select and combine sounds using the inter-related dimensions of music

**Minimum expectations, including for pupils with SEND**  
All children to join in with the group singing

**High prior attainment and extension opportunities, including for pupils with SEND**  
Children could sing the songs that they have been learning at home in front of family members as their audience.



**KS1 Objective**  
To perform in a nativity play

**Enquiry**  
I wonder... **What music sounds like Christmas?**

**Substantive Knowledge (Content)**  
**Singing**

- To learn to sing songs for the nativity play
- To learn character song lines for the play and to learn when not to sing when other characters have solo or duet lines
- To learn and understand suitable on stage behaviour

**Instruments**

- To learn how to play untuned instruments correctly
- To play percussion instruments to accompany singing

**Prior Learning**

**EYFS**  
Children will have learned simple chants and nursery rhymes.

**Future learning**

**LKS2**  
Children will learn to play the Recorder and start to read music. They will have many opportunities to perform both in school and at concerts outside of school.

**UKS2**  
Children will learn a second musical instrument, the ukulele. They will develop their performance skills by accompanying themselves on the ukulele whilst singing. They will perform in a school play and at whole school services throughout the year.

**Skills**

|                         |                                                                                                                |
|-------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Musicianship</b>     | Listening to the music and shaking / hitting / striking percussion instrument in time to the beat of the music |
| <b>Tempo</b>            | The speed of the music; slow or fast                                                                           |
| <b>Ensemble Singing</b> | Singing together in a group with lots of voices. Not shouting and over pushing voices.                         |
|                         |                                                                                                                |

**Core Themes**

|                   |                                                                                                                                                                                                     |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Singing</b>    | Children will sing various warm up exercise to prepare their voices for singing Good posture for singing, and good breathing skills. They will learn a range of songs for the school nativity play. |
| <b>Listening</b>  | Children will listen to a range of Christmas music featuring orchestral music and choral music. How does the music sound festive? What instruments create a festive sound?                          |
| <b>Performing</b> | The children will perform a nativity play. It will include solo, duo and group singing. Children will perform the songs from memory on a stage in front of their peers and adults.                  |

**Key vocabulary**

|                               |                                                                                 |
|-------------------------------|---------------------------------------------------------------------------------|
| <b>Nativity</b>               | The occasion of someone’s birth, the birth of Jesus Christ                      |
| <b>Performance</b>            | Presenting songs and dialogue in front of an audience                           |
| <b>Percussion Instruments</b> | Instruments that you hit, bang or strike to make a sound; maracas, tambourines, |
|                               |                                                                                 |

**End Points**

**Recall** The importance of good vocal warm ups  
**Recall** The different percussion instruments and how to play them successfully  
**Recall** Good posture and on stage behaviour for school nativity performance  
**Recall** Telling a story through music  
**Recall** Festive music from the instruments played

**Department For Education KS1 Terms Of Study**

**Pupils should be taught to:**

- **use their voices expressively and creatively by singing songs and speaking chants and rhymes**
- **play tuned and un tuned instruments musically**
- **listen with concentration and understanding to a range of high-quality live and recorded music**
- **experiment with, create, select and combine sounds using the inter-related dimensions of music**

**Minimum expectations, including for pupils with SEND**  
All children to join in learning the songs and actions for the Christmas show

**High prior attainment and extension opportunities, including for pupils with SEND**  
Children could listen to Christmas music that is used in festive films and identify what gives the music a Christmas feel?



**KS1 Objective**  
To feel the pulse of the music

**Enquiry**  
I wonder... Can I play instruments in time to the music?

**Substantive Knowledge (Content)**  
**Singing**

- To understand the importance of good posture when singing
- To understand the difference between loud singing and shouting
- To learn a selection of chants and songs, with actions and Makaton signs

**Instruments**

- To understand what a violin, flute and piano sound like and be able to differentiate between them
- To play a selection of un tuned instruments
- To play with focus on finding the pulse and playing in time

**Prior Learning**

**EYFS**  
Children will have learned simple chants and nursery rhymes.

**Future learning**

**LKS2**  
Children will learn to play the Recorder and start to read music. They will have many opportunities to perform both in school and at concerts outside of school.

**UKS2**  
Children will learn a second musical instrument, the ukulele. They will develop their performance skills by accompanying themselves on the ukulele whilst singing. They will perform in a school play and at whole school services throughout the year.

| Skills              |                                                                                                                                                |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Musicianship</b> | Singing and playing together musically. Focus on not pushing voices and playing instruments correctly.                                         |
| <b>Pulse</b>        | Feeling and finding the pulse of the different music we are singing or listening to. Clapping to find the pulse and using un tuned percussion. |
| <b>Dynamics</b>     | How loud or quiet the instruments are playing. When playing un tuned percussion, change the dynamics by playing quietly or loudly.             |
|                     |                                                                                                                                                |

| Core Themes       |                                                                                                                                                                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Singing</b>    | The children will continue to learn different exercises to warm up their voices. Making sure that this is a gradual process using learned vocal techniques for best vocal practice.                                                                                            |
| <b>Listening</b>  | Children will listen to various pieces of instrumental music that involves the three instruments that are learning about; the violin, piano and flute. They will discuss the ‘timbre’ of the instruments and be asked to identify these instruments from a selection of music. |
| <b>Performing</b> | The children will be encouraged to perform solos, as well as duets and in small groups in front of their peers during every music lesson.                                                                                                                                      |

| Key vocabulary  |                                                                                                                                                             |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Piano</b>    | A large keyboard instrument with a wooden case that play with your fingers.                                                                                 |
| <b>Flute</b>    | A woodwind instrument that is played by blowing air across an opening. The flute is played to the right hand side.                                          |
| <b>Violin</b>   | A member of the string family, the violin is played with a bow. The violin sits under the chin on the left hand side, and the bow held with the right hand. |
| <b>Dynamics</b> | Loud and quiet playing or singing.                                                                                                                          |
| <b>Timbre</b>   | The sound that the instrument makes.                                                                                                                        |

**End Points**  
**Understand** why it is important to warm up voices before singing  
**Recall** that we can create different dynamics when singing or playing  
**Identify** different instruments have different timbres and be able to describe these different sounds and identify the instrument heard

**Department For Education KS1 Terms Of Study**  
**Pupils should be taught to:**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

**Minimum expectations, including for pupils with SEND**  
All children to try a selection of un tuned percussion instruments

**High prior attainment and extension opportunities, including for pupils with SEND**  
Children could investigate similar instruments to the ones learned. For example piccolo (a smaller flute) and cello (a larger stringed instrument). Do they sound the same as the flute and violin?



### KS1 Objective

To learn songs around the theme of Easter

#### Enquiry

I wonder...**Can I sing and beat in time to music?**

#### Substantive Knowledge (Content)

##### Singing

- To learn songs from memory related to the story of Easter
- To perform together as a group – all singing together and blending voices to make one sound
- To understand good on stage behaviours when performing
- To listen to live music played on the piano and move bodies according to the different music played; slow, fast, jumpy, smooth

##### Instruments

- To listen to music played by brass instruments; trumpets and trombones
  - To know what these instruments sound like and look like and be able to differentiate these instruments from woodwind instruments; recorders and flute
- Play tuned and un tuned percussion instruments

#### Prior Learning

##### EYFS

Children will have learned a selection of nursery rhymes and songs. They will have sung all together as a group

#### Future learning

##### LKS2

Children will learn an instrument, the recorder, and begin to read the musical stave. They will develop their vocal techniques and continue to perform both in the classroom and to an audience.

##### UKS2

Children will learn a second musical instrument, the ukulele. They will develop their performance skills by accompanying themselves on the ukulele whilst singing. They will perform in a school play and at whole school services throughout the year.

#### Skills

|                     |                                                                                                                                             |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Musicianship</b> | Singing and /or playing together. Listening to other voices instruments and making one sound musically together                             |
| <b>Tempo</b>        | Singing and / or playing together at the same time, not rushing ahead of the music but keeping in time with the pulse of the music.         |
| <b>Pitch</b>        | Identify how high or how low an instrument sounds. Differentiate which of the known instruments have a high pitch and which have low pitch. |
| <b>Expression</b>   | Moving body in ways that expresses the music                                                                                                |

#### Core Themes

|                   |                                                                                                                                                                                                                                                                                        |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Singing</b>    | The children will continue to learn a variety of different warm up exercises of differing complexities. They will sing warm up songs in groups and sing in a round. They will learn songs for the school Easter Service that they will sing as a class but also with the whole school. |
| <b>Listening</b>  | Children will listen to instrumental music featuring brass instruments; William Tell Overture, Trumpet Voluntary, In The Mood and will listen to the timbre that brass instruments make                                                                                                |
| <b>Performing</b> | The children will develop their appropriate on stage behaviours with good posture and listening when other children are performing. They will sing at the church the Easter songs that they have been working on over the term.                                                        |

#### Key vocabulary

|                     |                                                                                 |
|---------------------|---------------------------------------------------------------------------------|
| <b>Pitch</b>        | How high or how low the music or instrument sounds                              |
| <b>Trumpet</b>      | A brass instrument that you blow through a mouth piece. It has a high pitch.    |
| <b>Trombone</b>     | A brass instrument that you blow through a mouth piece. It has a low pitch.     |
| <b>Brass Family</b> | A group of instruments in the orchestra that includes the trumpet and trombone. |
| <b>Timbre</b>       | The sound that the instrument makes                                             |

#### End Points

**Recall** When performing we have good on stage behaviour and posture

**Recall** Musical pitch means how high or how low the music sounds

**Recall** Different instruments make different sounds

**Recall** Singing in a round means singing together but starting at different times

#### Department For Education KS1 Terms Of Study

**Pupils should be taught to:**

- **use their voices expressively and creatively by singing songs and speaking chants and rhymes**
- **play tuned and un tuned instruments musically**
- **listen with concentration and understanding to a range of high-quality live and recorded music**
- **experiment with, create, select and combine sounds using the inter-related dimensions of music**

#### Minimum expectations, including for pupils with SEND

All children to take part in the Easter service singing the songs that they have learned during the term.

#### High prior attainment and extension opportunities, including for pupils with SEND

Children could investigate similar instruments to the ones learned. For example piccolo (a smaller flute) and cello (a larger stringed instrument). Do they sound the same as the flute and violin?



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KS1 Objective</b><br>To learn to play tuned percussion instruments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Enquiry</b><br>I wonder...If I can play a musical melody on an instrument                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Substantive Knowledge (Content)</b><br><b>Singing</b> <ul style="list-style-type: none"> <li>To build confidence with singing in small groups and individually</li> <li>To sing together in unison, but also in rounds confidently</li> <li>To learn popular songs from different eras</li> <li>To learn simple counting songs in Spanish and French</li> </ul><br><b>Instruments</b> <ul style="list-style-type: none"> <li>To listen to different pieces of music played by percussion instruments</li> <li>To understand the difference between tuned and un tuned percussion and what they sound like</li> <li>To learn to play a simple melody on tuned percussion</li> </ul> |
| <b>Prior Learning</b><br><b>EYFS</b><br>Children will have learned simple chants and nursery rhymes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Future learning</b><br><br><b>LKS2</b><br>Children will learn an instrument, the recorder, and begin to read the musical stave. They will develop their vocal techniques and continue to perform both in the classroom and to an audience.<br><br><b>UKS2</b><br>Children will learn a second musical instrument, the ukulele. They will develop their performance skills by accompanying themselves on the ukulele whilst singing. They will perform in a school play and at whole school services throughout the year.                                                                                                                                                           |

| Skills               |                                                                                                                                                                                                                                                                                                            |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Musicianship</b>  | Playing the tuned percussion musically and with appropriate control. Know how to hold the beater correctly.                                                                                                                                                                                                |
| <b>Tempo</b>         | Playing a simple melody at a steady speed and not rushing. Following the leader’s beat                                                                                                                                                                                                                     |
| <b>Timbre</b>        | Hearing the sound that different instruments make and being able to identify them by their timbre.                                                                                                                                                                                                         |
| <b>Musical Notes</b> | Learning the different musical notes on the xylophone and glockenspiel.                                                                                                                                                                                                                                    |
| Core Themes          |                                                                                                                                                                                                                                                                                                            |
| <b>Singing</b>       | The children will always start their singing sessions with a selection of warm up exercises that they have learned during the year. They will learn a number of popular songs from memory and have the opportunity to perform these. Children will always be encouraged to sing in small groups and solos. |
| <b>Listening</b>     | Children will listen to a range of orchestral music featuring the tuned percussion instruments that they have been playing; the xylophone and glockenspiel. They will be encouraged to discuss the differences and similarities between the two instruments and the sounds that they create.               |
| <b>Performing</b>    | The children will have the opportunity to perform the songs that they have been learning over the course of the term both in front of their class and the wider school. They will demonstrate good vocal posture and on stage behaviours.                                                                  |
| Key vocabulary       |                                                                                                                                                                                                                                                                                                            |
| <b>Glockenspiel</b>  | Percussion instrument comprising of tuned metal pieces mounted on a frame. Translation meaning ‘bells play’                                                                                                                                                                                                |
| <b>Xylophone</b>     | Percussion instrument comprising of tuned wooden bars of graduated length. Translation meaning ‘wood sound’                                                                                                                                                                                                |
| <b>Melody</b>        | A series of different sounds in a piece of music. The notes are played one after another to make up a song                                                                                                                                                                                                 |
|                      |                                                                                                                                                                                                                                                                                                            |
|                      |                                                                                                                                                                                                                                                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>End Points</b><br><b>Recall</b> The differences and similarities between the glockenspiel and xylophone<br><b>Identify</b> The changes in pitch as you ascend and descend the instruments<br><b>Recall</b> To be able to play a simple melody on the tuned percussion<br><b>Identify</b> To be able to hear both a xylophone and glockenspiel from a piece of music and identify which instrument is heard<br><b>Recall</b> To know the difference and similarities between tuned and untuned percussion                                |
| <b>Department For Education KS1 Terms Of Study</b><br><b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li><b>use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></li> <li><b>play tuned and un tuned instruments musically</b></li> <li><b>listen with concentration and understanding to a range of high-quality live and recorded music</b></li> <li><b>experiment with, create, select and combine sounds using the inter-related dimensions of music</b></li> </ul> |
| <b>Minimum expectations, including for pupils with SEND</b><br>All children to attempt using the different percussion instruments using their hands or beaters                                                                                                                                                                                                                                                                                                                                                                             |
| <b>High prior attainment and extension opportunities, including for pupils with SEND</b><br>Children can play the tuned percussion with two beaters at the same time and experiment with the different sounds that this creates. They can compose their own short pieces of music using these sounds.                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**KS1 Objective**

To learn songs for an end of term performance

**Enquiry**

I wonder... **Can I perform on stage both singing and playing?**

**Substantive Knowledge (Content)****Singing**

- To build confidence with singing in small groups and individually
- To sing together in unison, but also in rounds confidently
- To learn popular songs from different eras
- To develop on stage performance skills including posture, vocal control and attentive listening
- Learn actions and /or Makaton signs to enhance singing performances

**Instruments**

- To listen to various orchestral music using tuned and un tuned percussion
- To keep a regular beat using un tuned percussion for the duration of a piece of music / song
- To play a simple melody on the tuned percussion instruments
- To create and compose own melodies on the glockenspiel and xylophone

**Prior Learning****EYFS**

Children will have learned simple chants and nursery rhymes.

**Future learning****LKS2**

Children will learn an instrument, the recorder, and begin to read the musical stave. They will develop their vocal techniques and continue to perform both in the classroom and to an audience.

**UKS2**

Children will learn a second musical instrument, the ukulele. They will develop their performance skills by accompanying themselves on the ukulele whilst singing. They will perform in a school play and at whole school services throughout the year.

**Skills**

|                     |                                                                                                                                              |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Musicianship</b> | Playing the instruments with increased confidence. Playing with differing volumes and changing the speed of the notes that they are playing. |
| <b>Dynamics</b>     | How loud or how quietly to play the music                                                                                                    |
| <b>Signing</b>      | Adding signs to the songs that the class are learning. Focus on confident singing and using Makaton to enhance performance.                  |
| <b>Composing</b>    | Creating own melodies on the tuned instruments. Focus on simple, effective melodies that can be repeated and played successfully.            |

**Core Themes**

|                   |                                                                                                                                                                                                                                              |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Singing</b>    | The children will learn songs that they will sing at the end of the year. The songs will be learned by memory and will involve Makaton signs. They will use good vocal techniques and posture.                                               |
| <b>Listening</b>  | Children will listen to orchestral music that they can also play along with using un tuned percussion. Music including ‘The Sailors Hornpipe’ and ‘Pomp and Circumstance’ Children will identify where the percussion plays and recreate it. |
| <b>Performing</b> | The children will sing at the church for the end of year service. They will sing both in small groups and within a bigger choir. They will focus on listening to each other to create one musical sound. They will use Makaton signs.        |

**Key vocabulary**

|                  |                                                                     |
|------------------|---------------------------------------------------------------------|
| <b>Makaton</b>   | A type of sign language using symbols and signs                     |
| <b>Major</b>     | Music that sounds happy                                             |
| <b>Minor</b>     | Music that sounds sad                                               |
| <b>Hornpipe</b>  | A jig or a dance                                                    |
| <b>Orchestra</b> | A group of musicians all playing together using various instruments |

**End Points**

**Recall** Different Makaton signs for songs to be performed

**Identify** The differences and similarities between percussion instruments and the sounds that they make

**Recall** All learned singing techniques and on stage behaviour in order to give the best performance

**Department For Education KS1 Terms Of Study**

**Pupils should be taught to:**

- **use their voices expressively and creatively by singing songs and speaking chants and rhymes**
- **play tuned and un tuned instruments musically**
- **listen with concentration and understanding to a range of high-quality live and recorded music**
- **experiment with, create, select and combine sounds using the inter-related dimensions of music**

**Minimum expectations, including for pupils with SEND**

All children to take part singing and signing at the end of term service.

**High prior attainment and extension opportunities, including for pupils with SEND**

The children could challenge themselves to play more complex melodies on the percussion instruments and start to create their own simple tunes.



**LKS2 Objective**  
**To learn to play the Recorder**  
**Develop singing skills – focus on singing in groups and individually**

**Enquiry**  
I wonder... **What is a musician?**

**Substantive Knowledge (Content)**  
**Recorder**

- To understand how to hold the Recorder correctly
- To understand the importance of finger placement and be able to identify the change in pitch when different fingers cover different holes
- To understand how to use the tonguing technique to get the best sound from the instrument
- To understand how to play together musically as an ensemble
- To understand that the musical stave has five lines and that Recorder music has a treble clef at the start of the stave

**Singing**

- To sing as an ensemble, with the focus on the voices blending together to make one sound
- To learn and rehearse songs that can be performed at the school Harvest Festival
- To know that the change in dynamics when singing gives the performance variety and interest for the listener
- To sing songs in at least two different parts singing in canon form

**Prior Learning**  
**EYFS**

Children have sung a wide range of songs and chants. They have performed in front of their peers in the classroom and to the wider community. They have listened to music and learned to move their bodies to mirror the music that they are listening to.

**KS1**

Children have developed their own songs and performed their compositions to the school. They have sung in small groups as well as a whole class ensemble. Children have listened to a varied range of music and are able to identify different instruments and musical genres.

**Future learning**

**UKS2**

Children will develop their musicianship by learning another instrument, the ukulele where they can utilise their musical skills and performance experiences. They will also continue to sing in a choir as well as both smaller groups and individually. They will sing a repertoire of songs with an increased complexity of harmonies.

Children will appreciate and understand a broad range of music drawn from different traditions, composers and musicians.

**Skills**

|                                |                                                                                                                                |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Musicianship</b>            | Starting together and stopping together                                                                                        |
| <b>Pace</b>                    | Playing at the same tempo – not rushing                                                                                        |
| <b>Music Appreciation</b>      | Listening attentively and supporting others when they are performing                                                           |
| <b>Understanding the stave</b> | Understanding that music is written on 5 lines. Reading notes B, A, G on the stave and playing them accurately on the recorder |
| <b>Performance</b>             | Playing / singing together musically                                                                                           |

**Core Themes**

|                   |                                                                                                                                                                                                                         |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performing</b> | Recorder<br>Children will perform their learned scheme of work throughout the term both in class and in assemblies. They will be work towards an ensemble performance at the Hastings Music Festival in Term 4.         |
| <b>Listening</b>  | The class will listen to music from the Baroque Period – 1600-1750 where the recorder featured heavily. They will listen to music by Baroque composers; Bach, Telemann, Handel & Purcell.                               |
| <b>Singing</b>    | Children will learn songs around the theme of Harvest.<br>Children will perform in their classroom setting and during assemblies.<br>Children will perform from memory as a class choir at the Church Harvest Festival. |

**Key vocabulary**

|                    |                                                         |
|--------------------|---------------------------------------------------------|
| <b>Pitch</b>       | How high or how low a note sounds                       |
| <b>Tempo</b>       | The speed of the music                                  |
| <b>Dynamics</b>    | How loud or quiet the music sounds                      |
| <b>Chorus</b>      | The repeated part of a song                             |
| <b>Verse</b>       | The main section of the song                            |
| <b>Treble Clef</b> | The symbol used at the start of the Recorder music      |
| <b>Stave</b>       | The five lines upon which music is written              |
| <b>Crotchet</b>    | A one beat note                                         |
| <b>Baroque</b>     | A period of music from 1600 - 1750                      |
| <b>Ensemble</b>    | A group of singers or musicians all performing together |
|                    |                                                         |

**End Points**

**Recall** – When playing the Recorder children will stand up and place their left hand at the top of the instrument and their right hand at the bottom.

**Recall** – Using the tongue to open and close notes.

**Recall** – Playing musically together, all starting and stopping at the same time.

**Recall** – Performing using dynamics. Children changing their singing volumes as a choir to express the music more interestingly.

**Recall** – Canon – singing in small groups – ‘Follow The Leader’ style, where one group starts and another joins after.

**Recall** – Singing in an ensemble, blending the voices together to make one sound.

**Recall** – Music from the Baroque period, 1600-1750 featured the recorder.

**Department For Education KS2 Programme Of Study**  
**Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.**

**Minimum expectations, including for pupils with SEND**  
**All children to play the Recorder using the correct hands and posture.**

**High prior attainment and extension opportunitie, including for pupils with SEND s**

Children could listen to more Recorder music from the Baroque period. Children will have the opportunity once they have completed their scheme of learning at the end of Year 4 to attend weekly recorder club rehearsals.



**LKS2 Objective**

To learn to play the recorder and gain confidence in reading music

**Enquiry**

I wonder...**How I can improve my Recorder skills**

**Substantive Knowledge (Content)****Recorder**

- To understand how to hold the Recorder correctly
- To understand the importance of finger placement and be able to identify the change in pitch when different fingers cover different holes
- To understand how to use the tonguing technique to get the best sound from the instrument
- To understand how to play together musically as an ensemble
- To understand that the musical stave has five lines and that Recorder music has a treble clef at the start of the stave
- To understand that a melody is made up of both musical notes (pitch) and rhythm

**Singing**

- To sing in an ensemble with the focus on blending voices together to create one sound
- To understand the importance of having good singing posture
- To learn and rehearse songs for the school Christmas service

**Prior Learning****EYFS**

Children have sung a wide range of songs and chants. They have performed in front of their peers in the classroom and to the wider community. They have listened to music and learned to move their bodies to mirror the music that they are listening to.

**KS1**

Children have developed their own songs and performed their compositions to the school. They have sung in small groups as well as a whole class ensemble. Children have listened to a varied range of music and are able to identify different instruments and musical genres.

**Future learning****UKS2**

Children will continue to develop their musical knowledge by singing and performing more complex songs with the introduction of harmony singing using intervals.

**Skills**

|                                |                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------|
| <b>Musicianship</b>            | Starting together and stopping together                                                      |
| <b>Pace</b>                    | Playing at the same speed (tempo)                                                            |
| <b>Music Appreciation</b>      | Listening attentively and supporting others when they are performing                         |
| <b>Understanding the stave</b> | Reading notes B down to low pitch E on the stave and playing them accurately on the recorder |
| <b>Performance</b>             | Playing / singing together musically                                                         |

**Core Themes**

|                   |                                                                                                                                                                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performing</b> | Recorder<br>The children will further their performance skills by showcasing the simple tunes they have learnt on the recorder in whole school assemblies and in front of their classmates during the music lesson                      |
| <b>Listening</b>  | Songs without words – the children will listen to a wide range of instrumental and orchestral music. The children will describe what the music sounds like to them and what emotions they feel.                                         |
| <b>Singing</b>    | Children will learn songs festive songs, both traditional and modern.<br>Children will perform in their classroom setting and during assemblies.<br>Children will perform from memory as a class choir at the Church Christmas service. |

**Key vocabulary**

|                    |                                                            |
|--------------------|------------------------------------------------------------|
| <b>Pitch</b>       | High or low note sounds                                    |
| <b>Tempo</b>       | The speed of the music                                     |
| <b>Dynamics</b>    | How loud or quiet the music sounds                         |
| <b>Stave</b>       | The five lines on which music is written                   |
| <b>Treble clef</b> | The symbol used at the start of recorder music             |
| <b>Crotchet</b>    | A one beat note or sound                                   |
| <b>Quaver</b>      | Half a beat note or sound                                  |
|                    |                                                            |
| <b>Ensemble</b>    | A group of singers or musicians all performing at together |
|                    |                                                            |
|                    |                                                            |

**End Points**

**Recall** Correct posture, hand positioning and recorder placement when playing the Recorder

**Recall** Good breathing technique to ensure the correct sound and tone are being achieved from the instrument

**Recall** Playing musically in an ensemble. Starting and stopping together whilst watching the leader.

**Recall** Correct posture for singing

**Recall** Vocal control – not pushing our voices

**Department For Education KS2 Programme Of Study**

**Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.**

**Minimum expectations, including for pupils with SEND**

**All children will sing songs at the school Christmas service.**

**High prior attainment and extension opportunities, including for pupils with SEND**

Children could continue to further explore more instrumental music and question how the music sounds and how it makes them feel.

Children will have the opportunity once they have completed their scheme of learning at the end of Year 4 to attend weekly recorder club rehearsals



**LKS2 Objective**

Develop Recorder playing skills and reading the stave

**Enquiry**

I wonder... **How many different songs I can play on the Recorder**

**Substantive Knowledge (Content)****Recorder**

- To understand how to hold the Recorder correctly
- To understand the importance of finger placement and be able to identify the change in pitch when different fingers cover different holes
- To understand how to use the tonguing technique to get the best sound from the instrument
- To understand how to play together musically as an ensemble
- To be able read notes low pitch C up to B on the musical stave
- To understand crotchet and quaver notation

**Singing**

- To sing in small vocal groups and individually
- Focus on posture and vocal control
- Singing in two or three vocal groups simultaneously

**Prior Learning****EYFS**

Children have sung a wide range of songs and chants. They have performed in front of their peers in the classroom and to the wider community. They have listened to music and learned to move their bodies to mirror the music that they are listening to.

**KS1**

Children have developed their own songs and performed their compositions to the school. They have sung in small groups as well as a whole class ensemble. Children have listened to a varied range of music and are able to identify different instruments and musical genres.

**Future learning****UKS2**

Children will continue to develop their musical knowledge by singing and performing more complex songs with the introduction of harmony singing using intervals

**Skills**

|                     |                                                                                             |
|---------------------|---------------------------------------------------------------------------------------------|
| <b>Musicianship</b> | Starting and stopping together                                                              |
| <b>Pace</b>         | Playing at the same speed (tempo)                                                           |
| <b>Tone</b>         | Creating the best sound from the instrument and not overblowing to make the Recorder squeak |
| <b>Stave</b>        | Reading notated music and playing correctly                                                 |
| <b>Canon</b>        | Singing in groups and adding musical layers to our songs                                    |

**Core Themes**

|                   |                                                                                                                                                                                                                                 |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performing</b> | Recorder<br>The children will continue to rehearse the music that they have learnt in the class and perform in small groups to each other. The children will also perform in school assemblies.                                 |
| <b>Listening</b>  | Children will listen to songs from different musical genres; jazz, rock & roll and pop. They will discuss the differences and similarities between the three genres. They learn about the icons and influences from each genre. |
| <b>Singing</b>    | The children will learn to sing songs from the genres that they have been studying including The Beatles, Nina Simone and Louis Armstrong.                                                                                      |

**Key vocabulary**

|                        |                                                   |
|------------------------|---------------------------------------------------|
| <b>Solo</b>            | One performer singing                             |
| <b>Duet</b>            | Two performers singing together                   |
| <b>Trio</b>            | Three performers singing together                 |
| <b>Canon</b>           | A song where voices join at different times       |
| <b>Minim</b>           | A note that lasts for two musical beats           |
| <b>Jazz</b>            | An original style of American music               |
| <b>Rock &amp; Roll</b> | Music from America from the 1950s                 |
| <b>Pop</b>             | Popular music that a large number of people enjoy |

**End Points**

**Recall** Correct posture, hand positioning and recorder placement when playing the Recorder

**Recall** Good breathing technique to ensure the correct sound and tone are being achieved from the instrument

**Recall** Playing musically in an ensemble. Starting and stopping together whilst watching the leader.

**Recall** Correct posture for singing

**Recall** Vocal control – not pushing our voices

**Recall** Singing in canon accurately, starting and stopping with own group

**Department For Education KS2 Programme Of Study**

**Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.**

**Minimum expectations, including for pupils with SEND**

All children will play in small Recorder groups and have the opportunity to perform in front of the class.

**High prior attainment and extension opportunities, including for pupils with SEND**

Children to continue to explore the music from the three different genres that we have been studying.



**LKS2 Objective**

Understanding different genres of music

**Enquiry**

I wonder... **Can I perform on stage at a music festival?**

**Substantive Knowledge (Content)**

- To understand how to hold the Recorder correctly
- To understand the importance of finger placement and be able to identify the change in pitch when different fingers cover different holes
- To understand how to use the tonguing technique to get the best sound from the instrument
- To understand how to play together musically as an ensemble
- To be able read notes low pitch C up to C on the musical stave
- To understand crotchet and quaver notation

**Singing**

- To sing in small vocal groups and individually
- Focus on posture and vocal control
- Singing in two or three vocal groups simultaneously

**Prior Learning****EYFS**

Children have sung a wide range of songs and chants. They have performed in front of their peers in the classroom and to the wider community. They have listened to music and learned to move their bodies to mirror the music that they are listening to.

**KS1**

Children have developed their own songs and performed their compositions to the school. They have sung in small groups as well as a whole class ensemble. Children have listened to a varied range of music and are able to identify different instruments and musical genres.

**Future learning****UKS2**

Children will continue to have opportunities to perform in front of larger audiences, both singing and performing in small and large groups. Children will further develop their skills as a musician by learning another instrument in UKS2.

**Skills**

|                           |                                                                                                                                                |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Musicianship</b>       | Starting and stopping together, following the visual cue from the conductor                                                                    |
| <b>Pace</b>               | Playing at the tempo that has been set by the conductor                                                                                        |
| <b>Tone</b>               | Ensuring the Recorder is making the correct sound. Knowing that the lower pitched notes require very gentle blowing to create the desired tone |
| <b>Stave</b>              | To be able to read all the known notes played on the Recorder on the stave. Low pitch C to high pitch C (an octave)                            |
| <b>Music Appreciation</b> | Being able to listen to music from different genres and be able to describe the different instruments and styles from each                     |

**Core Themes**

|                   |                                                                                                                                                                                                            |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performing</b> | Recorder<br>The children will build upon their repertoire of learned songs. They will then perform at a Music Festival showcasing the different songs they can play in a programme of music.               |
| <b>Listening</b>  | Children will listen to a wide range of cinematic music, both familiar and unfamiliar. The children will discuss the different instruments that they can hear, and describe how the music makes them feel. |
| <b>Singing</b>    | The children will learn a number of religious songs to perform individually as a class, and also songs to perform with the whole school for the Easter service at the church.                              |

**Key vocabulary**

|                       |                                                           |
|-----------------------|-----------------------------------------------------------|
| <b>Conductor</b>      | The leader of the orchestra/ ensemble                     |
| <b>Scale</b>          | A sequence of ascending and descending notes              |
| <b>Octave</b>         | The distance of 8 notes in a scale                        |
| <b>Major</b>          | The music sounds happy                                    |
| <b>Minor</b>          | The music sounds sad                                      |
| <b>Music Festival</b> | A series of musical performances at a special music event |

**End Points**

**Recall** Correct posture, hand positioning and recorder placement when playing the Recorder

**Recall** Good breathing technique to ensure the correct sound and tone are being achieved from the instrument

**Recall** Playing musically in an ensemble at a music festival. Following the instructions from the conductor.

**Recall** Excellent on stage behaviour.

**Recall** Correct posture for singing

**Recall** Vocal control – not pushing our voices

**Recall** Singing in canon accurately, starting and stopping with own group

**Department For Education KS2 Programme Of Study**

**Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.**

**Minimum expectations, including for pupils with SEND**

All children will perform at the Hastings Music Festival playing in a Recorder ensemble with their class.

**High prior attainment and extension opportunities, including for pupils with SEND**

Children can listen to other songs and pieces of music from the jazz, pop and rock and roll genres.



**LKS2 Objective**  
**Playing the recorder in small groups**

**Enquiry**  
I wonder... **Can I read music?**

**Substantive Knowledge (Content)**

- Recorder**
- To understand how to hold the Recorder correctly
  - To understand the importance of finger placement and be able to identify the change in pitch when different fingers cover different holes
  - To understand how to use the tonguing technique to get the best sound from the instrument
  - To understand how to play together musically as an ensemble
  - To be able read notes low pitch C up to C on the musical stave
  - To understand crotchet and quaver notation

- Singing**
- To sing in small vocal groups and individually
  - Focus on posture and vocal control
  - Singing in two or three vocal groups simultaneously
  - To explore singing acapella without accompaniment

**Prior Learning**

**EYFS**  
Children have sung a wide range of songs and chants. They have performed in front of their peers in the classroom and to the wider community. They have listened to music and learned to move their bodies to mirror the music that they are listening to.

**KS1**  
Children have developed their own songs and performed their compositions to the school. They have sung in small groups as well as a whole class ensemble. Children have listened to a varied range of music and are able to identify different instruments and musical genres.

**Future learning**

**UKS2**  
Children will continue to have opportunities to perform in front of larger audiences, both singing and performing in small and large groups. Children will further develop their skills as a musician by learning another instrument in UKS2.

**Skills**

|                           |                                                                                                                                                |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stave</b>              | Children will continue to develop their reading of the musical stave                                                                           |
| <b>Music Appreciation</b> | Children will describe different elements of music using learned musical vocabulary                                                            |
| <b>Pace</b>               | Playing a variety of different songs that have a contrast of tempos. Ensuring individual tempos are maintained for each song.                  |
| <b>Tone</b>               | Ensuring the Recorder is making the correct sound. Knowing that the lower pitched notes require very gentle blowing to create the desired tone |
|                           |                                                                                                                                                |

**Core Themes**

|                   |                                                                                                                                                                                                                                                                                                                                                   |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performing</b> | The children will continue to have weekly opportunities to perform their extended repertoires both in the class and during whole school assemblies. Focus will be on musicianship and ensuring the Recorder achieves the desired sound. Being able to identify when sound is not correct and have the ability to rectify if tone is not accurate. |
| <b>Listening</b>  | The children will listen to unaccompanied songs. They will describe the various sounds that they can hear and attempt to recreate them.                                                                                                                                                                                                           |
| <b>Singing</b>    | The children will experiment with beat boxing and other sounds that they can make to create our own acapella sound. They will add texture to their performance with some sung melodies as well as beat boxing and other sounds.                                                                                                                   |

**Key vocabulary**

|                        |                                                       |
|------------------------|-------------------------------------------------------|
| <b>Staccato</b>        | Short and sharp notes                                 |
| <b>Legato</b>          | Smooth notes                                          |
| <b>Acapella</b>        | Singing without any musical accompaniment             |
| <b>Beat boxing</b>     | Making the sounds of drums with voice                 |
| <b>Body percussion</b> | Using your body to make percussive sounds and rhythms |
|                        |                                                       |

**End Points**

**Recall** Correct posture, hand positioning and recorder placement when playing the Recorder  
**Recall** Good breathing technique to ensure the correct sound and tone are being achieved from the instrument  
**Recall** Excellent on stage behaviour.  
**Recall** Correct posture for singing  
**Recall** Vocal control – not pushing our voices  
**Recall** Singing in canon accurately, starting and stopping with own group  
**Recall** Creating different ways to accompany our singing using beat boxing and body percussion

**Department For Education KS2 Programme Of Study**  
**Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.**

**Minimum expectations, including for pupils with SEND**  
All children to develop their Recorder playing and singing skills to be able to perform in a small group to an audience

**High prior attainment and extension opportunities, including for pupils with SEND**



**LKS2 Objective**

To build confidence to play or sing individually

**Enquiry**

I wonder... Can I perform on my own in front of my class?

**Substantive Knowledge (Content)**

- To understand how to hold the Recorder correctly
- To understand the importance of finger placement and be able to identify the change in pitch when different fingers cover different holes
- To understand how to use the tonguing technique to get the best sound from the instrument
- To understand how to play together musically as an ensemble
- To be able read notes low pitch C up to high pitch E on the musical stave
- To understand crotchet and quaver notation

**Singing**

- To sing in small vocal groups and individually
- Focus on posture and vocal control
- Singing in two or three vocal groups simultaneously

**Prior Learning****EYFS**

Children have sung a wide range of songs and chants. They have performed in front of their peers in the classroom and to the wider community. They have listened to music and learned to move their bodies to mirror the music that they are listening to.

**KS1**

Children have developed their own songs and performed their compositions to the school. They have sung in small groups as well as a whole class ensemble. Children have listened to a varied range of music and are able to identify different instruments and musical genres.

**Future learning****UKS2**

Children will continue to have opportunities to perform in front of larger audiences, both singing and performing in small and large groups. Children will further develop their skills as a musician by learning another instrument in UKS2.

**Skills**

|                           |                                                                                                                                                                       |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stave</b>              | Read and understand music notation on the stave from low pitch C up to high pitch E                                                                                   |
| <b>Music Appreciation</b> | To understand and be able to describe different genres of music and different instruments                                                                             |
| <b>Pace</b>               | Playing together at the same tempo, ensuring not rushing ahead of the beat or behind the beat (pulse)                                                                 |
| <b>Tone</b>               | Ensuring that the Recorder is making the correct musical tone and being able to correct when it isn't, using learned techniques; finger placement and gentle blowing. |
| <b>Musicality</b>         | Playing the Recorder with fluency increased levels of complexity.                                                                                                     |

**Core Themes**

|                   |                                                                                                                                                                                                                                                  |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performing</b> | The children will continue to have weekly opportunities to perform their extended Recorder repertoires both in the class and during whole school assemblies. They will have the opportunity to perform at the end of school year church service. |
| <b>Listening</b>  | The children will re explore the various different musical styles and genres that they have learned over the extended period of learning. Children will have the opportunity to discuss which genres they prefer and the reasons for this.       |
| <b>Singing</b>    | The children have learned a range of songs, both accompanied and unaccompanied. They will revisit their extensive repertoire and perform in solos, small groups and as a whole class.                                                            |

**Key vocabulary**

|                   |                                                                                               |
|-------------------|-----------------------------------------------------------------------------------------------|
| <b>Dynamics</b>   | Loud and quiet playing / singing                                                              |
| <b>Phrasing</b>   | Adding musical shape to playing / singing to express emotion and give interest to performance |
| <b>Crescendo</b>  | The music gradually gets louder                                                               |
| <b>Diminuendo</b> | The music gradually gets quieter                                                              |
|                   |                                                                                               |
|                   |                                                                                               |

**End Points**

**Recall** Reading the learned notes on the recorder on the musical stave  
**Identify** Good recorder posture, correct hand positioning and breathing techniques for successful recorder playing

**Recall** Singing learned songs from memory at end of year church service incorporating learned vocal technique and posture

**Department For Education KS2 Programme Of Study**

**Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.**

**Minimum expectations, including for pupils with SEND**

To play the Recorder with the rest of the class following a leader at the front of the class.

**High prior attainment and extension opportunities, including for pupils with SEND**

Learners can continue to play the recorder and challenge themselves to learn harder and more complex musical pieces. They can join a recorder club at the school and continue with their learning.



### UKS2 Objective

#### Objective

To learn to play the ukulele

Develop singing skills – focus on harmony singing

#### Enquiry

I wonder... how to play the ukulele

#### Substantive Knowledge (Content)

##### Ukulele

- To understand that the ukulele has 4 strings G, C, E A. It is smaller than the guitar, which has 6 strings rather than 4.
- Learn the different components of the instrument; head, neck, body, frets, strings, sound hole, tuning pegs.
- To understand how to hold the ukulele correctly: ukulele tucked into your body with the neck pointing left.
- To understand how to play different strumming patterns to change the feel of the music
- To understand that a chord is made up of at least three different sounds played together at the same time and to learn the chords C major and A minor

##### Singing

- To sing together as an ensemble, with the class split into two parts. One group will sing the main melody and the other group will sing a harmony line.
- To know that singing in harmony, and with varied dynamic expression gives the performance more interest for the listener

#### Prior Learning

##### EYFS

Children have sung a variety of contrasting songs and chants with actions. They have also played un tuned percussion and accompanied their singing with these instruments.

##### KS1

Children have sung songs and chants in their classes. They have sung in small groups and as a whole class. Some children have also performed on their own (solo). They have played both tuned and un tuned percussion.

##### LKS2

Children have learned to play the recorder and understand the musical stave and notation. They have performed at the Hastings Music Festival. They have sung songs in two parts in canon form.

#### Future learning

##### KS3

Children will learn to play the keyboard and develop their skills at reading music. They will have many opportunities to perform at school concerts and in whole school theatrical productions.

#### Skills

|                           |                                                                                                                          |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Musicianship</b>       | Being led by a conductor who brings the musicians in together and ensures they stop together when the music has finished |
| <b>Pace</b>               | Playing together or individually at a consistent, precise tempo                                                          |
| <b>Music Appreciation</b> | Listening attentively and supporting others when they are performing                                                     |
| <b>Musical Structure</b>  | Understanding the structure of a song – and using musical terminology                                                    |
| <b>Performance</b>        | Playing the ukulele and / or singing with high level of focus on their performance incorporating dynamics and harmonies  |

#### Core Themes

|                   |                                                                                                                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performing</b> | Children will perform the scheme of work they have learned on the ukulele throughout the term both in class and in assemblies. They will also accompany whole school singing.                          |
| <b>Singing</b>    | Children will learn songs around the theme of Harvest and will perform songs from memory at the Harvest Festival.                                                                                      |
| <b>Listening</b>  | Children will listen to a varied and wide range of musical genres. They will focus on the jazz genre, and listen and understand music from famous jazz musicians; Ellington, Brubeck, Monk, Armstrong, |

#### Key vocabulary

|                  |                                                                   |
|------------------|-------------------------------------------------------------------|
| <b>Chords</b>    | Three or more notes played together at the same time              |
| <b>Frets</b>     | Divides the neck of the guitar into segments                      |
| <b>Strum</b>     | Brush the fingers over the string                                 |
| <b>Sharp</b>     | When the ukulele string is higher in pitch than it should be      |
| <b>Flat</b>      | When the ukulele string is lower in pitch than it should be       |
| <b>Structure</b> | The layout of the song and identifying the verse, chorus, bridge. |
| <b>Jazz</b>      | A genre of music featuring trumpets, saxophones, piano and drums  |

#### End Points

**Recall** – When successfully playing the ukulele you will hold the instrument close to your body, strum with your right hand and play the chords with your left.

**Recall** - Ukulele has a naturally mellow sound and should be strummed gently

**Recall** - Singing in harmony where two different melody lines are sung together at the same time. This gives variety and interest to the listener.

**Identify** – Jazz music. The mix of instruments and interesting rhythms.

#### Department For Education KS2 Programme Of Study

**Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.**

#### Minimum expectations, including for pupils with SEND

To be able to name the components of the Ukulele and the strings. To know how hold the instrument correctly

#### High prior attainment and extension opportunities, including for pupils with SEND

Continue to learn the ukulele or other stringed instrument, guitar. Challenge to learn a greater number of chords and more intricate strumming patterns



### UKS2 Objective

To learn ‘Silent Night’ on the ukulele to perform at Christmas

#### Enquiry

I wonder.... Can I perform in a Ukulele ensemble at Christmas?

#### Substantive Knowledge (Content)

##### Ukulele

- Review that the ukulele has 4 strings G, C, E A. It is smaller than the guitar, which has 6 strings rather than 4.
- Review the different components of the instrument; head, neck, body, frets, strings, sound hole, tuning pegs.
- To learn the chords C major, A minor and F major by placing left fingers on particular strings and frets
- To learn the melody ‘Silent Night’ by plucking the strings with the right hand and pressing strings on the fret with the left hand
- To perform ‘Silent Night’ at the Christmas service at the church

##### Singing

- To develop singing in parts. Singing in up to three parts, all starting at different times.
- To sing in harmonies of increasing complexity.
- To perform a song at the Christmas service in church

#### Prior Learning

##### EYFS

Children have sung a variety of contrasting songs and chants with actions. They have also played un tuned percussion and accompanied their singing with these instruments.

##### KS1

Children have sung songs and chants in their classes. They have sung in small groups and as a whole class. Some children have also performed on their own (solo). They have played both tuned and un tuned percussion.

##### LKS2

Children have learned to play the recorder and understand the musical stave and notation. They have performed at the Hastings Music Festival. They have sung songs in two parts in canon form.

#### Future learning

##### KS3

Children will develop their musical knowledge and skills at KS3. They will continue to learn musical notes on the stave, and develop their musical vocabulary and understanding during weekly music lessons.

#### Skills

|                           |                                                                                                                    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Musicianship</b>       | Performing together. Creating one sound with multiple ukuleles / voices                                            |
| <b>Strumming patterns</b> | Brushing the ukulele strings up and down creating different musical patterns                                       |
| <b>Tempo</b>              | Playing together at the same speed throughout the whole length of the music – not speeding up as confidence builds |
| <b>Music Appreciation</b> | Listening to each other play as well as different pieces of music                                                  |
| <b>Performance</b>        | Building an increased level of performance etiquette; posture, vocal control and appropriate on stage behaviours.  |

#### Core Themes

|                   |                                                                                                                                                                                                                                                                                                          |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performing</b> | Ukulele<br>The children will learn to play ‘Silent Night’ on the Ukulele. They will then have the opportunity to showcase this at the school Christmas concert in front of both peers and parents.                                                                                                       |
| <b>Singing</b>    | The children will learn an extended, challenging repertoire to perform with other schools at Glyndebourne. The repertoire will include songs in a different language, as well as singing in different vocal parts.<br>The children will also perform Christmas songs at the whole school church service. |
| <b>Listening</b>  | The children will listen to and discuss pieces of music inspired by the festive season. They will discuss how the music sounds festive and why.                                                                                                                                                          |

#### Key vocabulary

|                 |                                                                                                                                                                                                                                   |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opera</b>    | Italian word for ‘work’ and is an art form that tells a story through music and singing. Unlike a musical, opera singers do not use microphones to amplify their voices, and the music played by an orchestra is completely live. |
| <b>Tuning</b>   | Adjusting the strings on the ukulele to produce the right notes (G,C,E,A)                                                                                                                                                         |
| <b>Plectrum</b> | A thin, flat piece of plastic held by the fingers and used to pluck or strum the strings when playing the ukulele                                                                                                                 |
|                 |                                                                                                                                                                                                                                   |

#### End Points

**Recall** – When successfully playing the ukulele you will hold the instrument close to your body, strum with your right hand and play the chords with your left.

**Recall** - The strings on the ukulele and know which have the highest and lowest pitch.

**Recall** – The learned melody of ‘Silent Night’ and performing together as one.

**Identify** – Music that is festive and be able to describe the orchestration,

#### Department For Education KS2 Programme Of Study

**Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.**

#### Minimum expectations, including for pupils with SEND

All children will learn how to play a Christmas song on the ukulele and have the opportunity to perform in front of an audience.

#### High prior attainment and extension opportunities, including for pupils with SEND

Children could develop their transitions when changing chords on the ukulele to ensure each chord change is smooth and swift.



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>UKS2 Objective</b><br/>To develop Ukulele and singing skills</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Enquiry</b><br/>I wonder... <b>Can I write my own Ukulele song?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Substantive Knowledge (Content)</b><br/> <b>Ukulele</b> <ul style="list-style-type: none"> <li>Review that the ukulele has 4 strings G, C, E A.</li> <li>Review the different components of the instrument; head, neck, body, frets, strings, sound hole, tuning pegs.</li> <li>To develop the number of known chords by learning new chords G major and G7.</li> <li>To build confidence in changing between chords quickly and smoothly</li> <li>To start to play and sing simultaneously</li> </ul> <b>Singing</b> <ul style="list-style-type: none"> <li>To develop singing in parts. Singing in up to three parts, all starting at different times.</li> <li>To sing in harmonies of increasing complexity.</li> <li>To learn songs that incorporate two and three part harmonies.</li> <li>To be able to identify harmony lines without teacher assistance.</li> </ul> </p> |
| <p><b>Prior Learning</b></p> <p><b>EYFS</b><br/>Children have sung a variety of contrasting songs and chants with actions. They have also played un tuned percussion and accompanied their singing with these instruments.</p> <p><b>KS1</b><br/>Children have sung songs and chants in their classes. They have sung in small groups and as a whole class. Some children have also performed on their own (solo). They have played both tuned and un tuned percussion.</p> <p><b>LKS2</b><br/>Children have learned to play the recorder and understand the musical stave and notation. They have performed at the Hastings Music Festival. They have sung songs in two parts in canon form.</p>                                                                                                                                                                                       |
| <p><b>Future learning</b></p> <p><b>KS3</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Skills                    |                                                                                                                                                                                                                                                                            |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Musicianship</b>       | Playing as an ensemble together at the same time. Playing at the same tempo with the same strumming pattern.                                                                                                                                                               |
| <b>Chord Sequences</b>    | Following a simple chord sequence of known chords. Focus on swift and smooth transition between the chords,                                                                                                                                                                |
| <b>Strumming Patterns</b> | To be able to follow and execute a range of different chord patterns both teacher led and via music notation.                                                                                                                                                              |
| <b>Harmonies</b>          | To identify vocal harmony lines to known songs and develop their own sound.                                                                                                                                                                                                |
| <b>Accompanying</b>       | To play ukulele chords to sing along to. Focus on both singing and ukulele playing at the same time.                                                                                                                                                                       |
| Core Themes               |                                                                                                                                                                                                                                                                            |
| <b>Performing</b>         | The children will have the opportunity to perform known songs both in class and to the wider school at assemblies. They will focus on playing and singing at the same time and building their confidence in both areas. They will perform both individually and in groups. |
| <b>Singing</b>            | The children will always start their singing with vocal warm ups to make sure they are ready and prepared. They will sing both as a class choir and in smaller groups.                                                                                                     |
| <b>Composing</b>          | The children will start to compose their own melodies and songs on the ukulele. They will use the combination of known chords as the basis for their songs and develop their own chord sequences and rhythm patterns.                                                      |
| Key vocabulary            |                                                                                                                                                                                                                                                                            |
| <b>Accompany</b>          | To play background music for the singer – the accompaniment is heard underneath the singing.                                                                                                                                                                               |
| <b>Chord Sequence</b>     | A series of chords played in an order. The foundation of a musical composition.                                                                                                                                                                                            |
| <b>Harmony</b>            | The sound that is created when two or more sounds of different pitches are sung or played at the same time. Adds interest to the performance.                                                                                                                              |
| <b>Transition</b>         | The change between section of songs                                                                                                                                                                                                                                        |
|                           |                                                                                                                                                                                                                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>End Points</b><br/> <b>Recall</b> Children will know all the different parts of the ukuleles and the names of the strings and their pitch.<br/> <b>Recall</b> Children will be able to follow strumming patterns and be able to create their own<br/> <b>Identify</b> When singing, children will be start to explore new harmony lines and add them to their group singing. Enhancing their performance<br/> <b>Develop</b> Performers will play the ukulele whilst singing whilst focussing on both areas.</p> |
| <p><b>Department For Education KS2 Programme Of Study</b><br/> <b>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</b></p>                                                                                                                                                                                |
| <p><b>Minimum expectations, including for pupils with SEND</b><br/> Learners will work in small groups if not independently to create a simple ukulele melody.</p>                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>High prior attainment and extension opportunities, including for pupils with SEND</b><br/> Learners can challenge themselves to learn an extended repertoire of popular songs incorporating the known chords. They can create their own strumming patterns.</p>                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**UKS2 Objective**

To be able to compose and perform own music

**Enquiry**

I wonder...**Can I compose a song for Easter?**

**Substantive Knowledge (Content)**

- Review that the ukulele has 4 strings G, C, E A.
- Review the different components of the instrument; head, neck, body, frets, strings, sound hole, tuning pegs.
- To develop the number of known chords; C, F, Am, G, G7, Dm,
- To continue to build confidence in changing between chords quickly and smoothly
- To continue to accompany themselves on the ukulele whilst singing both known popular songs and their own compositions

**Singing**

- To develop singing in parts. Singing in up to three parts, all starting at different times.
- To continue to sing in harmonies of increasing complexity.
- To develop songs that incorporate two and three part harmonies.
- To continue to identify vocal harmony lines

**Prior Learning****EYFS**

Children have sung a variety of contrasting songs and chants with actions. They have also played un tuned percussion and accompanied their singing with these instruments.

**KS1**

Children have sung songs and chants in their classes. They have sung in small groups and as a whole class. Some children have also performed on their own (solo). They have played both tuned and un tuned percussion.

**LKS2**

Children have learned to play the recorder and understand the musical stave and notation. They have performed at the Hastings Music Festival. They have sung songs in two parts in canon form.

**Future learning****KS3**

Children will have the opportunity to build on their musical knowledge and performance skills at secondary school. They will be able to perform in larger school choirs as well as orchestras and bands.

**Skills**

|                          |                                                                                                  |
|--------------------------|--------------------------------------------------------------------------------------------------|
| <b>Musicianship</b>      | Playing together as an ensemble. Playing in unison. Listening to each other to create one sound. |
| <b>Composition</b>       | Creating own melodies and songs, both individually and with peers.                               |
| <b>Musical Structure</b> | Knowing the different sections of a song and identifying them.                                   |
|                          |                                                                                                  |

**Core Themes**

|                   |                                                                                                                                                                   |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performing</b> | The children will perform at the whole school Easter service at the church. They will perform songs associated with the Easter story and will perform as a choir. |
| <b>Singing</b>    | The children will develop their harmony and part singing. They will sing with increasing confidence and add dynamics and expression to their singing.             |
| <b>Composing</b>  | Children will create their own Easter songs. They will compose a chord sequence on the ukulele and write a song compromising of two verses and a chorus.          |

**Key vocabulary**

|               |                                                                                                                                               |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unison</b> | All playing together                                                                                                                          |
| <b>Lyrics</b> | The words to a song                                                                                                                           |
| <b>Verse</b>  | A section in a song which has the same tune but different words                                                                               |
| <b>Chorus</b> | A repeated section in a song which gives the main message                                                                                     |
| <b>Hook</b>   | A term used in popular music to describe a short catchy phrase that we can't stop singing. The main musical idea from a song that we remember |

**End Points**

**Recall** Children will know all the different parts of the ukuleles and the names of the strings and their pitch.

**Recall** Children will be able to follow strumming patterns and be able to create their own

**Identify** When singing, children will be start to explore new harmony lines and add them to their group singing. Enhancing their performance

**Develop** Performers will play the ukulele whilst singing whilst focussing on both areas.

**Department For Education KS2 Programme Of Study**

**Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.**

**Minimum expectations, including for pupils with SEND**

Learners will create a chord sequence using at least two known chords.

**High prior attainment and extension opportunities, including for pupils with SEND**

Children can listen to their own chosen style of songs and identify the musical structure including verse, chorus and hook.



### UKS2 Objective

Develop Ukulele and performance skills

### Enquiry

**I wonder... Can I sing and play at the same time?**

### Substantive Knowledge (Content)

#### Ukulele

- Review that the ukulele has 4 strings G, C, E A.
- Review the different components of the instrument; head, neck, body, frets, strings, sound hole, tuning pegs.
- To develop the number of known chords; C, F, Am, G, G7, Dm,
- To continue to build confidence in changing between chords quickly and smoothly
- To develop the craft of singing and playing simultaneously

#### Singing

- To develop singing in parts. Singing in up to three parts, all starting at different times.
- To continue to sing in harmonies of increasing complexity.
- To develop songs that incorporate two and three part harmonies.
- To continue to identify vocal harmony lines of increasing complexity

### Prior Learning

#### Prior Learning

##### EYFS

Children have sung a variety of contrasting songs and chants with actions. They have also played un tuned percussion and accompanied their singing with these instruments.

##### KS1

Children have sung songs and chants in their classes. They have sung in small groups and as a whole class. Some children have also performed on their own (solo). They have played both tuned and un tuned percussion.

##### LKS2

Children have learned to play the recorder and understand the musical stave and notation. They have had a number of opportunities to perform in front of an adult audience in small groups and as larger choirs. They have sung songs in two parts in canon form.

### Future learning

##### KS3

Children will have the opportunity to broaden their musical experiences at secondary school. They will be able to take part in school choirs, have weekly music lessons where they will develop their reading of the music stave and play the keyboard. They will be able to join school bands and orchestras.

### Skills

|                      |                                                                                                                        |
|----------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Musicianship</b>  | Playing with an increasing sense of musicality; smooth chord changes, following dynamics and playing at the same tempo |
| <b>Accompaniment</b> | Focus on playing the ukulele chords whilst singing a melody. Ensuring the chords are changed at the correct times.     |
| <b>Composition</b>   | Creating own melodies and songs, extending on previous learning. Using known chords on the ukulele.                    |
| <b>Harmonising</b>   | Adding harmonies to group singing. Confidently singing one vocal line whilst another group sings another.              |
|                      |                                                                                                                        |

### Core Themes

|                  |                                                                                                                                                                                                                                      |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Singing</b>   | The class will sing a number of popular songs accompanied by the piano and also the ukulele. They will sing songs with harmony lines and echoes. They will sing using musical phrasing and dynamics to add depth to the performance. |
| <b>Listening</b> | The class will listen to a range of acapella, close harmony and ‘barbershop’ songs. They will identify the different parts being sung with close attention to phrasing, dynamics and the use of tempo.                               |
| <b>Composing</b> | The children will have various opportunities to compose. They will write music for the ukulele as well as acapella songs. They will also start to improvise melody lines on the ukulele over the top of a keyboard accompaniment.    |

### Key vocabulary

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| <b>Appraising</b> | Listening carefully                                              |
| <b>Improvise</b>  | To make up a tune and play it on the spot                        |
| <b>Phrasing</b>   | Shaping a sequence of notes in a passage of music                |
| <b>Barbershop</b> | Unaccompanied vocal music where singers perform in close harmony |
| <b>Acapella</b>   | Music without instruments                                        |

### End Points

**Identify** Children will know all the different components of the ukulele

**Recall** Children will be able to confidently play different strumming patterns with and without the plectrum

**Develop** Learners will be able to sing unaccompanied using only their voice (acapella)

### Department For Education KS2 Programme Of Study

**Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.**

### Minimum expectations, including for pupils with SEND

Learners will perform both elements, singing and playing, individually if not simultaneously.

### High prior attainment and extension opportunities, including for pupils with SEND

Children can listen to different barbershop and acapella music and challenge themselves to sing different vocal lines within the same song.



**UKS2 Objective**  
To perform an end of year school production

**Enquiry**  
I wonder...How can I give my best performance at the school play?

- Substantive Knowledge (Content)**
- Review that the ukulele has 4 strings G, C, E A.
  - Review the different components of the instrument; head, neck, body, frets, strings, sound hole, tuning pegs.
  - To develop the number of known chords; C, F, Am, G, G7, Dm,
  - To continue to build confidence in changing between chords quickly and smoothly
  - To continue to accompany themselves on the ukulele whilst singing both known popular songs and their own compositions
- Singing**
- To develop singing in parts. Singing in up to three parts, all starting at different times.
  - To continue to identify vocal harmony lines
  - To sing in an acapella style
  - Learning songs for end of year service at the local church

**Prior Learning**

**Prior Learning EYFS**  
Children have sung a variety of contrasting songs and chants with actions. They have also played un tuned percussion and accompanied their singing with these instruments.

**KS1**  
Children have sung songs and chants in their classes. They have sung in small groups and as a whole class. Some children have also performed on their own (solo). They have played both tuned and un tuned percussion.

**LKS2**  
Children have learned to play the recorder and understand the musical stave and notation. They have performed at the Hastings Music Festival. They have sung songs in two parts in canon form.

**Future learning**

**KS3**  
At secondary school, children will be able to take part in whole school musical productions. They will learn spoken and vocal parts, perform on stage with lights and in some cases with a live orchestra or band.

| Skills               |                                                                                                                                      |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Musicianship</b>  | Playing in an ensemble together. The music to be played at the same tempo, with dynamics, expression and phrasing                    |
| <b>Accompaniment</b> | Playing the ukulele to accompany singing. Focus on the instrument being underneath the vocal line. Smooth transitions between chords |
| <b>Performance</b>   | Children will use appropriate on stage behaviours for school performances including Year 6 play and end of term leavers service.     |

| Core Themes       |                                                                                                                                                                                                                                                                                                                                                           |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Singing</b>    | The children will learn and perform a number of songs from memory for the Year 6 play. They will have various solo lines and parts that are sung in small groups. They will sing in two or three part harmonies and use musical phrasing, expression and dynamics, They will also perform songs for end of year service at the church.                    |
| <b>Listening</b>  | The children will listen to a selection on songs from musicals in preparation for their own musical show. Concentrating on how the performers tell the story through the music. Focus on phrasing, dynamics and expression.                                                                                                                               |
| <b>Performing</b> | The children will perform on a stage a play including spoken words and songs. All will be learned to memory. They concentrate on stage performance skills, voice projection having clear enunciation and ensuing appropriate off stage behaviour whilst peers are performing. The children will also learn some choreographed dance moves for their show. |

| Key vocabulary            |                                                                                                                      |
|---------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Enunciation</b>        | Pronouncing words clearly                                                                                            |
| <b>Voice projection</b>   | Using your spoken or singing voice powerfully and clearly when performing                                            |
| <b>Musical Underscore</b> | Soft music that is played underneath the action in a performance. It helps to set or indicate the mood of the scene. |
| <b>Choreography</b>       | The sequence of steps and movement in dance used for a staged performance.                                           |
|                           |                                                                                                                      |

**End Points**  
**Recall** All the parts of the ukulele and know good posture and hand positioning  
**Recall** A selection of chords played on the ukulele using quick, smooth transitions between each progression  
**Identify** Being able to hear and perform vocal harmony lines when singing  
**Recall** All vocal song parts and spoken words for end of term performances.

**Department For Education KS2 Programme Of Study**  
**Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.**

**Minimum expectations, including for pupils with SEND**  
All children will have the opportunity to take part in the end of year production. They can perform on stage or help with off stage roles including the music, staging and costumes.

**High prior attainment and extension opportunities, including for pupils with SEND**  
To continue to learn more chords on the ukulele to enable them to play and sing more complex songs.





