

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

MUSIC CURRICULUM PLANNING

September 2023

	Autumn Term	Spring Term	Summer Term
Reception	FAST and SLOW Using singing, play and movement	LOUDS and SOFTS Applying appropriate energy and dynamics to known songs	TIMBRE Recognising voices and instruments, exploring reasons for variation.
Year One	RHYTHM PATTERN Exploring and recognising longer and shorter sounds.	PHRASE Taking a breath/changing direction with the start of a new phrase	PITCH Distinguishing between higher and lower sounds
Year Two	ACCENT Considering metrical and shock accent	REPETITION and CONTRAST Applied to rhythm, pitch and phrase	ARTICULATION Changes in weight, flow and timbre
Year Three	PENTATONIC SCALE - GLOCKS Performing and creating using the Pentatonic Scale	METRE - RECORDERS Introducing music notation and instrument specific technique	TEXTURE AND TIMBRE - BOWED STRINGS Exploring playing techniques
Year Four	THE MAJOR SCALE Singing, reading, performing and creating using the major scale	FORM AND STRUCTURE Exploring how music is built up of repeated and contrasting sections	POLYRHYTHM and CROSSRHYTHM: SAMBA Developing co-ordination and hearing of parts
Year Five	THE MINOR SCALE Considering the character and the intervals through part singing	COMPOUND TIME SIGNATURES Introducing compound rhythm patterns	SILENCE, REST and REPOSE Exploring how silence is used for effect in music
Year Six	MELODY and HARMONY - UKULELES Vocal and Instrumental Arranging and accompanying melodies.	EXPRESSIVE QUALITIES: TEMPO AND DYNAMICS Introducing technical terms and using tempo and dynamic features within composition.	TRANSITION PROJECT - KEYBOARDS Bringing together the aspects of melody, rhythm and harmony through composing, listening and performing

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING

September 2023

**Reception**

**MUSIC CURRICULUM OUTCOMES:**

Over the course of the year, pupils in Reception will:

MUSIC	Reception
Singing	<ol style="list-style-type: none"><li>1. Remember and sing entire songs.</li><li>2. Sing the pitch of a tone sung by another person ('pitch match').</li><li>3. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>4. Sing in a group or on their own, increasingly matching the pitch and following the melody.</li></ol>
Listening	<ol style="list-style-type: none"><li>1. Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>2. Watch and talk about dance and performance art, expressing their feelings and responses.</li><li>3. Respond to what they have heard, expressing their thoughts and feelings</li></ol>
Composing	<ol style="list-style-type: none"><li>1. Create their own songs, or improvise a song around one they know.</li><li>2. Play instruments with increasing control to express their feelings and ideas.</li><li>3. Explore and engage in music making and dance, performing solo or in groups</li></ol>
Musicianship (Pulse/Rhythm/Pitch)	<ol style="list-style-type: none"><li>1. Begin to move to different patterns including tempo, dynamics and pitch</li><li>2. Clap and play simple rhythm patterns, copying the teacher</li></ol>

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING

September 2023

**RECEPTION AUTUMN TERM**  
**Unit Title and Learning Objectives:**

**FAST AND SLOW**  
Using singing, play, and movement

**Autumn One:**

- Respond to, and demonstrate fast and slow movement to music. (Tempo)
- Recognise longer and shorter sounds. (Rhythm)
- Show the underlying beat of simple, familiar songs.
- Respond to the quality of simple contrasting rhymes and songs, showing that some march and others skip. (Metre)
- Join in with class singing, performing new and known material.

**Autumn Two:**

- To continue to respond to, and demonstrate fast and slow movement to music. (Tempo)
- To further develop ability to recognise longer and shorter sounds. (Rhythm)
- Show the underlying beat of simple, familiar songs.
- Respond to the quality of simple contrasting rhymes and songs, showing that some march and others skip. (Metre)
- Join in with class, performing new and known material

**Assessment:**

**Based on Outcomes:**

Singing 1, 3  
Listening 1  
Composing 1  
Musicianship 1

**RECEPTION SPRING TERM**  
**Unit Title and Learning Objectives:**

**LOUD AND SOFT**  
Applying appropriate energy and dynamics to known songs

**Spring One and Two:**

- Explore loud and soft sounds on a variety of percussion instruments
- Respond to sudden changes of dynamics in listening examples
- Use movement to match loud sounds with high energy movement and soft sounds with low energy movement

**Assessment:**

**Based on Outcomes:**

Singing 4,  
Listening 2  
Composing 2  
Musicianship 1

**RECEPTION SUMMER TERM**  
**Unit Title and Learning Objectives:**

**TIMBRE**  
Recognising voices and instruments, exploring reasons for variation

**Summer One:**

- To explore and recognise the sounds of wooden, metal, and shaking percussion instruments.
- To develop performance skills by playing rhythm patterns on various percussion instruments
- To order sounds in relation to pitch or dynamic contrast.
- To learn a number of songs by memory, developing a sense of shape and pitch
- Perform with an awareness of others.

**Summer Two:**

- To learn and perform the songs for our show
- To learn and perform actions to the songs from our show
- To develop confidence in performing
- To demonstrate control over percussion instruments and play them to accompany songs from our show

**Assessment:**

**Based on Outcomes:**

Singing 1, 2,  
Listening 3  
Composing 3  
Musicianship 2

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Reception Unit 1 – Fast and Slow

(Exploring pulse, beat, and tempo in music)

---

#### About the unit

This scheme of work will provide the building blocks for learning throughout this foundation year. Based on elements of time within music, namely that of pulse, beat and tempo, the children will enjoy lessons that incorporate class singing, reciting rhymes, moving and musical games.

It is important that this scheme builds up each child's confidence to participate and approaches every activity with a sense of play.

This unit is expected to take 5 – 7 hours

---

#### Prior learning

- It would be advantageous if pupils had previous experience of learning traditional rhymes and songs for young children.
- 

#### Learning Objectives:

Throughout this unit pupils will learn to:

1. Respond to, and demonstrate fast and slow movement to music. (Tempo)
  2. Recognise longer and shorter sounds. (Rhythm)
  3. Show the underlying beat of simple, familiar songs.
  4. Respond to the quality of simple contrasting rhymes and songs, showing that some march and others skip. (Metre)
  5. Join in with class singing, performing new and known material.
- 

#### Expectations:

**All pupils will:** contribute to class performance with increasing confidence, using their speaking voice and clapping.

**Most pupils will:** contribute to class singing and games with a confident singing voice. They will perform rhymes with a strong sense of pulse and metre.

**Some pupils will:** contribute to class singing with an accurate singing voice, accompanying their singing with clapping that demonstrates a strong sense of pulse

---

#### Language for learning:

- Pupils will develop their skills in following instructions.
  - Musical vocabulary, whilst may be developed, is not explicitly expected in this unit.
- 

#### Assessment:

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes.

Singing 1: Remember and sing entire songs.

Singing 3: Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Listening 1: Listen attentively, move to and talk about music, expressing their feelings and responses.

Composing 1: Create their own songs, or improvise a song around one they know.

Musicianship 1: Begin to move to different patterns including tempo, dynamics and pitch

---

#### Resources

- For the teaching of this unit a spacious and safe environment is essential.
  - Materials such as bells, buttons, drums etc. Will be used for singing games.
- 

#### Enrichment

- Musical learning will be enriched in this unit through pupil involvement in the Harvest and Christmas service and a nativity play.

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING  
September 2023

**Reception Unit 2 – Loud and Soft**

(Applying appropriate energy and dynamics to songs and accompanying movement)

---

**About the unit**

This scheme will focus on an element of musical expression, that of dynamics. Contrasting repertoire will be explored to demonstrate that some music requires soft sounds and other music requires loud sounds. Repertoire requiring a variation within a piece will also be explored and towards the end of the scheme accents and sudden changes will be introduced. The singing and moving of the earlier scheme will be continued with the additional use of percussion instruments. An atmosphere of play will still remain with individuals given greater responsibility where appropriate.

This unit is expected to take 5 – 7 hours

---

**Prior learning**

- It would be advantageous if pupils had previous experience of learning traditional rhymes and songs for young children.
- 

**Learning Objectives:**

Throughout this unit pupils will learn to:

1. Explore loud and soft sounds on a variety of percussion instruments
  2. Respond to sudden changes of dynamics in listening examples
  3. Use movement to match loud sounds with high energy movement and soft sounds with low energy movement
- 

**Expectations:**

**All pupils will:** contribute to class performance with increasing confidence, using their speaking voice and clapping.

**Most pupils will:** contribute to class singing and games with a confident singing voice. They will respond to variations of loud and soft sounds through movement.

**Some pupils will:** contribute to class singing with an accurate singing voice, adjusting their dynamics with awareness of loud and soft. They will respond with accuracy, using movement, to variations of loud and soft.

---

**Language for learning**

- Pupils will develop their skills in following instructions.
  - Musical vocabulary, whilst may be developed, is not explicitly expected in this unit.
- 

**Assessment:**

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes.

- Singing 4: Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Listening 2: Watch and talk about dance and performance art, expressing their feelings and responses.
- Composing 2: Play instruments with increasing control to express their feelings and ideas.
- Musicianship 1: Begin to move to different patterns including tempo, dynamics and pitch
- 

**Resources**

- For the teaching of this unit a spacious and safe environment is essential.
  - Materials such as bells, buttons, drums etc. will be used for singing games.
  - Percussion instruments will be used in this unit.
- 

**Enrichment**

Musical learning will be enriched in this unit through pupil involvement in an Easter assembly

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Reception Unit 3 – TIMBRE

(Recognising voices and instruments, exploring reasons for variation.)

---

#### About the unit

This unit explores the different qualities of instruments and voices. Pupils will perform using a variety of vocal techniques including singing, speaking, whispering and chanting. They will also use percussion instruments to discover a variety of sounds. Through play, exploration, creating and performance pupils will discover high and low relating to large and small instruments, loud and soft relating to the amount of energy used and the quality of sounds relating to performance techniques such as hitting, strumming, scraping and plucking.

This unit is expected to take 5 – 7 hours

---

#### Prior learning

It is useful if pupils have already established how to maintain a steady beat whilst singing.

---

#### Learning Objectives:

Throughout Summer One Half Term pupils will learn to:

- Explore and recognise the sounds of wooden, metal, and shaking percussion instruments.
- Develop performance skills by playing rhythm patterns on various percussion instruments
- Order sounds in relation to pitch or dynamic contrast.
- Sing a number of songs by memory, developing a sense of shape and pitch
- Perform with an awareness of others.

Throughout Summer Two Half Term pupils will:

- Perform the songs for our show
  - Perform actions to the songs from our show
  - Develop confidence in performing
  - Demonstrate control over percussion instruments and play them to accompany songs from our show
- 

#### Expectations

**All pupils will:** use their voice in a variety of ways, speaking, singing and whispering.

**Most pupils will:** use their voice expressively and appropriately in various songs and rhymes. They will also demonstrate an ability to discriminate between different percussion sounds.

**Some pupils will:** using their own words describe differences between sounds and instruments and will make the link between large and small instruments and large and small sounds.

---

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to timbre:

sing, whisper, shout, hit, strum, pluck, scrape.

---

#### Assessment:

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes.

Singing 1: Remember and sing entire songs.

Singing 2: Sing the pitch of a tone sung by another person ('pitch match').

Listening 3: Respond to what they have heard, expressing their ideas.

Composing 3: Explore and engage in music making and dance, performing solo or in groups

Musicianship 2: Clap and play simple rhythm patterns, copying the teacher

---

#### Resources

- Instruments
  - Shakers of various dynamics
  - Repertoire of appropriate songs
- 

#### Enrichment

Learning could be enriched by linking this unit to learning about materials such as paper, wood, metal, plastic and of volumes eg. full, empty.

---

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING

September 2023

**Year One**  
MUSIC CURRICULUM OUTCOMES

Over the course of the year, pupils in Year One will:

MUSIC	Year One
Singing	<ol style="list-style-type: none"> <li>1. Sing simple songs, chants and rhymes from memory including some with a small range, and pentatonic songs</li> <li>2. Sing in unison with others</li> <li>3. Sing call and response songs, with the aim to develop accuracy of vocal pitch</li> <li>4. Take part in class performances including harvest, Christmas, summer and the Wilmslow School's Big Sing</li> </ol>
Listening	<ol style="list-style-type: none"> <li>1. Listen and respond to simple rhythm patterns e.g. walk, jog, stride</li> <li>2. Listen to recorded music including examples of classical, popular and world music.</li> <li>3. Listen to performances by Key Stage 2 pupils.</li> <li>4. Experience live performance performed by specialist musicians</li> </ol>
Composing	<ol style="list-style-type: none"> <li>1. Create soundscapes using vocal and percussion sounds</li> <li>2. Understand the difference between rhythm and pitch patterns</li> <li>3. Create, and recall, rhythm and pitch patterns and perform these for others.</li> <li>4. Start to record musical ideas by using symbols e.g. stick notation form rhythm and 2- and 3-line staves for pitch</li> </ol>
Musicianship (Pulse/Rhythm/Pitch)	<ol style="list-style-type: none"> <li>1. Show the 'heart beat' of a variety of songs through movement and actions</li> <li>2. Move to different rhythm patterns e.g. Walk – crotchet, Stride – minim</li> <li>3. Clap and play simple rhythm patterns, copying the teacher and reading from notation.</li> <li>4. Identify high and low sounds</li> </ol>

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING  
September 2023

**YEAR ONE AUTUMN TERM**

**Unit Title and Learning Objectives:**

**RHYTHM PATTERN**

Exploring and recognising longer and shorter sounds

**Autumn One:**

- Respond to, and demonstrate fast and slow movement to music. (Tempo)
- Recognise longer and shorter sounds. (Rhythm)
- Show the underlying beat of simple, familiar songs. Respond to the quality of simple contrasting rhymes and songs,
- showing that some march and others skip. (Metre)
- Join in with class, performing new and known material.

**Autumn Two:**

- To continue to respond to, and demonstrate fast and slow movement to music. (Tempo)
- To continue to recognise longer and shorter sounds. (Rhythm)
- Show the underlying beat of simple, familiar songs.
- To continue to respond to the quality of simple contrasting rhymes and songs, showing that some march and others skip. (Metre)
- Join in with class, performing new and known material.

**Assessment:**

**Based on Outcomes:**

Singing 1, 4  
Listening 1  
Composing 1, 4  
Musicianship 1, 2

**YEAR ONE SPRING TERM**

**Unit Title and Learning Objectives:**

**PHRASE**

Taking a breath/changing direction with the start of a new phrase

**Spring One and Two:**

- Learn to recognise when it is appropriate to take a breath when singing a song.
- Through movement show how a piece of music can be broken up into sections (different phrases).
- Identify, through movement, when phrases begin and end.

**Assessment:**

**Based on Outcomes:**

Singing 2  
Listening 2, 4  
Composing 4  
Musicianship 3

**YEAR ONE SUMMER TERM**

**Unit Title and Learning Objectives:**

**PITCH**

Distinguishing between higher and lower sounds

**Summer One:**

- Learn to recognise changes to sound in relation to pitch (high and low).
- Perform with an increasing awareness of others
- Create melodic patterns based on the pitches s-m, l-s-m
- Learn to identify short melodic phrases using these patterns
- Use hand signs and notation to aid performance and creating

**Summer Two:**

- Learn a range of songs in a variety of styles, from memory
- Develop good vocal technique
- Perform with expression and an awareness of telling a story

**Assessment:**

**Based on Outcomes:**

Singing 3, 4  
Listening 3, 4  
Composing 2, 3  
Musicianship 4



ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING

September 2023

---

**Year One Unit 1 – Long and Short, Rhythm patterns**

Exploration and recognition of longer and shorter sounds

---

**About the unit**

This unit focuses on developing pupil's ability to recognise, explore and make creative use of rhythm patterns. They will demonstrate rhythmic patterns using gross and fine motor skills. They will use movement to demonstrate walking, jogging, running faster and striding; these movement types will be linked to the rhythmic values of crotchets, quavers, semi-quavers and minims through notation flash cards. They will explore the expressive effect of long and short sounds exploring how these rhythm patterns are used in songs. Pupils will perform using percussion instruments, developing skills of co-ordination.

This unit is expected to take 5 – 7 hours

---

**Prior learning**

It is helpful if pupils have previously:

- Learnt and experienced a variety of songs with an extended range of rhythm patterns.
  - Developed basic movement skills of control and co-ordination.
- 

**Learning Objectives**

Throughout the Autumn Term Year One pupils will:

- Respond to, and demonstrate fast and slow movement to music. (Tempo)
  - Recognise longer and shorter sounds. (Rhythm)
  - Show the underlying beat of simple, familiar songs. (Pulse)
  - Respond to the quality of simple contrasting rhymes and songs, showing that some march and others skip. (Metre)
  - Join in with class, performing new and known material.
- 

**Language for learning**

Through the activities in this unit pupils will be able to understand and use words relating to:

- Movement types: Walk, Run, Stride, Jogging
  - Vocal Processes: Sing, Speak, Shout, Whisper
- 

---

**Assessment:**

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes.

- Singing 1: Sing simple songs, chants and rhymes from memory including some with a small range, and pentatonic songs
- Singing 4: Take part in class performances at Harvest and Christmas
- Listening 1: Listen and respond to simple rhythm patterns e.g. walk, jog, stride
- Composing 1: Create soundscapes using vocal and percussion sounds
- Composing 4: Start to record musical ideas by using symbols e.g. stick notation form rhythm and 2- and 3-line staves for pitch
- Musicianship 1: Show the 'heart beat' of a variety of songs through movement and actions
- Musicianship 2: Move to different rhythm patterns e.g. Walk – crotchet, Stride – minim
- 

**Resources**

- Materials for singing games, bean bags and large ball
  - Untuned percussion instruments, hand drums
  - Appropriate repertoire of rhymes and songs
- 

**Enrichment**

Musical learning will be enriched in this unit through pupil involvement in the Harvest and Christmas service and a nativity play.

---

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year One Unit 2 – Phrase

Identifying simple structural elements within music, beginnings and endings

---

#### About the unit

This scheme will build upon previous learning to extend each child's understanding of the songs that they sing. Displaying an understanding of where you should take a breath each child will develop an ability to show where phrases begin and end. This scheme will continue to use new and known songs for the core of its repertoire, but will also work significantly on music and movement relationships. The children will use direction and space to show the beginning and end of phrases with musical examples of various phrase lengths being used. Element of phrase repetition and unfinished and finished phrases may be approached if time allows.

This unit is expected to take 5 – 7 hours

---

#### Prior learning

It is helpful if pupils have previously:

- Learnt and experienced a variety of songs with different phrase lengths.
  - Developed basic movement skills of control and co-ordination.
- 

#### Learning Objectives

- Learn to recognise when it is appropriate to take a breath when singing a song.
  - Through movement show how a piece of music can be broken up into sections (different phrases).
  - Identify, through movement, when phrases begin and end.
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use the following words:

- Stop, start, beginning, end
  - Same, repeat, different, change
  - Direction, forward, backward, sideways, explore,
  - Instrument, percussion, sound, violin, flute, clarinet
- 

---

#### Assessment:

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes.

- Singing 2: Sing in unison with others
- Listening 2: Listen to recorded music including examples of classical, popular and world music.
- Listening 4: Experience live performance performed by specialist musicians
- Composing 4: Start to record musical ideas by using symbols e.g. stick notation form rhythm and 2- and 3-line staves for pitch
- Musicianship 3: Clap and play simple rhythm patterns, copying the teacher and reading from notation.
- 

#### Resources

- Materials for singing games, bean bags and large ball
  - Materials for showing phrase, scarves, sticks, ribbons
  - Appropriate repertoire of songs
- 

#### Enrichment

This unit could also be linked to learning in dance.

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year One Unit 3 – High and Low, Pitch

Distinguishing between higher and lower sounds

---

#### About the unit

This unit aims to consolidate and extend pupils understanding of pitch pattern. Following Kodaly principals, the patterns of s – m, l – s – m and their variations will be made conscious through hand signs and staff notation. Pupils will create using these pitch patterns and use them expressively to create soundscapes about the weather. Pupils will perform using pitched percussion. They will also distinguish and discriminate between s – m and l – s – m through listening and using movement.

This unit is expected to take 5 – 7 hours

---

#### Prior learning

Pupils must have previously learnt by memory songs using the s-m, l-s-m patterns.

---

#### Learning Objectives

##### Summer One:

- Learn to recognise changes to sound in relation to pitch (high and low).
- Perform with an increasing awareness of others
- Create melodic patterns based on the pitches s-m, l-s-m
- Learn to identify short melodic phrases using these patterns
- Use hand signs and notation to aid performance and creating

##### Summer Two:

- Learn a range of songs in a variety of styles, from memory
  - Develop good vocal technique
  - Perform with expression and an awareness of telling a story
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to:

- Sounds and devices: high, low
  - Processes: Raise, lower, slide
- 

---

#### Assessment

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes.

- Singing 3: Sing call and response songs, with the aim to develop accuracy of vocal pitch
- Singing 4: Take part in class performances including the summer show
- Listening 3: Listen to performances by Key Stage 2 pupils.
- Listening 4: Experience live performance performed by specialist musicians
- Composing 2: Understand the difference between rhythm and pitch patterns
- Composing 3: Create, and recall, rhythm and pitch patterns and perform these for others
- Musicianship 4: Identify high and low sounds
- 

#### Resources

- Coloured paper
  - Pitch pattern flash cards
  - Collection of songs
  - Class set of tuned instruments
- 

#### Enrichment

Learning could be enriched by working towards performance using voices and tuned percussion.

Links could be made with scientific learning about low sounds relating to large instruments, and high sounds relating to small instruments.

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING

September 2023

**Year Two**  
MUSIC CURRICULUM OUTCOMES

Over the course of the year, pupils in Year Two will:

MUSIC	Year Two
Singing	<ol style="list-style-type: none"> <li>1. Sing songs, with limited pitch range, with increasing accuracy</li> <li>2. Sing in unison with others, following the leader's direction and visual symbols.</li> <li>3. Know the meaning of dynamics and tempo.</li> <li>4. Take part in class performances including harvest, Christmas, summer and the Wilmslow School's Big Sing</li> </ol>
Listening	<ol style="list-style-type: none"> <li>1. Listen and respond to rhythm patterns, changing tempo, and varying dynamics.</li> <li>2. Listen to recorded music including examples of classical, popular and world music.</li> <li>3. Listen to performances by Key Stage 2 pupils.</li> <li>4. Experience live performance performed by specialist musicians</li> </ol>
Composing	<ol style="list-style-type: none"> <li>1. Create music in response to a non-musical stimulus</li> <li>2. Improvise simple question and answer rhythm phrases with a partner.</li> <li>3. Start to record musical ideas by using symbols e.g. stick notation for rhythm and 2- and 3-line staves for pitch</li> <li>4. Use music technology to capture, change and combine sounds.</li> </ol>
Musicianship (Pulse/Rhythm/Pitch)	<ol style="list-style-type: none"> <li>1. Show, through movement, changes to tempo in recorded and live music.</li> <li>2. Begin to group beats into twos and threes, identifying beat groupings.</li> <li>3. Create and perform their own rhythm patterns, using words and stick notation</li> <li>4. Sing, respond to and recognise small intervals such as the minor 3<sup>rd</sup>.</li> </ol>

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING  
September 2023

**YEAR TWO AUTUMN TERM**  
**Unit Title and Learning Objectives:**

ACCENT  
Exploring metrical and shock accents

**Autumn One:**

- Recognise well-defined changes in metre and dynamics.
- Perform simple patterns and accompaniments keeping a steady pulse.
- Start to represent musical sounds through the use of symbols such as time signatures and accent markings

**Autumn Two:**

- Continue to recognise well-defined changes in metre and dynamics.
- Perform simple patterns and accompaniments keeping a steady pulse.
- Develop ability to represent musical sounds through the use of symbols such as time signatures and accent markings.

**Assessment:**

**Based on Outcomes:**

Singing 1  
Listening 2  
Composing 1  
Musicianship 2

**YEAR TWO SPRING TERM**  
**Unit Title and Learning Objectives:**

REPETITION AND CONTRAST  
Applied to rhythm, pitch, and phrase

**Spring One:**

- Identify repeated rhythm patterns within known songs
- Identify repeated melodic patterns in known songs
- Using movement create short rhythmic patterns, repeating them and then creating a contrasting pattern.
- Perform rhythmic and melodic patterns created by other pupils.

**Spring Two:**

- Recognise well-defined changes in metre and dynamics.
- Perform simple patterns and accompaniments keeping a steady pulse..
- Start to represent musical sounds through the use of symbols such as time signatures and accent markings

**Assessment:**

**Based on Outcomes:**

Singing 2, 3  
Listening 1, 4  
Composing 2, 3  
Musicianship 1, 3

**YEAR TWO SUMMER TERM**  
**Unit Title and Learning Objectives:**

ARTICULATION  
Changes in weight, flow, and timbre

**Summer One:**

- Explore the variety of articulation within music (staccato and legato)
- Learn to recognise how articulation can be used to create different moods and effects.
- Start to represent sounds with symbols (music notation).
- Develop their use of movement (energy, space and style) to interpret a variety of musical examples.

**Summer Two:**

- Learn a range of songs in a variety of styles, from memory
- Develop good vocal technique
- Perform with expression and an awareness of telling a story

**Assessment:**

**Based on Outcomes:**

Singing 4  
Listening 3  
Composing 4  
Musicianship 4

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING  
September 2023

---

**Year Two Unit 1 – Accent**

Considering metrical and shock accent

---

**About the unit**

This unit develops pupil's ability to recognise, explore and make creative use of accent within music. During this unit pupils will explore and demonstrate through movement how to create shock accent and how to recognise rhythmic and melodic ideas through the use of marching/walking (simple metre) or skipping/swinging (compound metre). They will explore a range of songs and listening examples that show the use of metrical and shock accents.

This unit is expected to take 5 – 7 hours

---

**Prior learning**

It is helpful if pupils have already learnt a number of rhythm patterns and are familiar with a range of traditional folk and children's songs.

---

**Learning Objectives**

- Recognise well-defined changes in metre and dynamics.
  - Perform simple patterns and accompaniments keeping a steady pulse.
  - Start to represent musical sounds through the use of symbols such as time signatures and accent markings
- 

**Language for learning**

Through the activities in this unit pupils will be able to understand and use words relating to:

- Sounds and devices eg. accent, shock, surprise
  - Processes eg. create, effect
  - Through spoken evaluation pupils will describe and evaluate how music makes them feel and why.
- 

---

**Assessment**

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes.

- |                |  |
|----------------|--|
| Singing 1      | Sing songs, with limited pitch range, with increasing accuracy                     |
| Listening 2    | Listen to recorded music including examples of classical, popular and world music. |
| Composing 1    | Create music in response to a non-musical stimulus                                 |
| Musicianship 2 | Begin to group beats into twos and threes, identifying beat groupings              |
- 

**Resources**

Recordings, e.g. Haydn's surprise symphony, The rite of Spring  
Songs for singing and moving  
Instruments such as hand drums

---

**Enrichment**

Learning could be enriched by linking this unit to the learning of colour and light in visual art or linking it to historical events that may have caused shock or regular events such as religious festivals.

Musical learning will be enriched in this unit through pupil involvement in the Harvest and Christmas service and a nativity play.

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year Two Unit 2 – Repetition and Contrast

Identifying more detailed elements of structure within music

---

#### About the unit

This unit develops pupil's ability to recognise, explore and make creative use of repetition and contrast within music. During this unit pupils will learn how to recognise repetition and contrast of rhythmic and melodic ideas. They will explore a range of songs and listening examples that show the use of repetition and contrast. This unit will focus particularly on developing pupil's ability to create musical ideas. Pupils will build up phrases using rhythm and pitch patterns. They will extend their skills in creating by using repetition and contrast.

If time allows pupils will be encouraged to incorporate dynamics and phrasing into their created pieces.

This unit is expected to take 5 – 7 hours

---

#### Prior learning

Pupils will need an understanding of rhythm patterns and melodic patterns using at least 3 different pitches. They will have already developed their skills in listening and recognition of pitch and rhythm patterns.

---

#### Learning Objectives

- Identify repeated rhythm patterns within known songs
  - Identify repeated melodic patterns in known songs
  - Using movement create short rhythmic patterns, repeating them and then creating a contrasting pattern.
  - Perform rhythmic and melodic patterns created by other pupils.
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to:

- Sounds and devices eg. Repeat, repetition, contrast, different, same
  - Processes eg. create, compose
- 

---

#### Assessment

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes.

- |                |  |
|----------------|--|
| Singing 2      | Sing in unison with others, following the leader's direction and visual symbols                                  |
| Singing 3      | Know the meaning of dynamics and tempo   |
| Listening 1    | Listen and respond to rhythm patterns, changing tempo, and varying dynamics.                                     |
| Listening 4    | Experience live performance performed by specialist musicians  |
| Composing 2    | Improvise simple question and answer rhythm phrases with a partner   |
| Composing 3    | Start to record musical ideas by using symbols e.g. stick notation for rhythm and 2- and 3-line staves for pitch |
| Musicianship 1 | Show, through movement, changes to tempo in recorded and live music.   |
| Musicianship 3 | Create and perform their own rhythm patterns, using words and stick notation                                     |
- 

#### Resources

1. Rhythm cards
  2. Pitch cards
  3. Large staff and blank cards for notating their ideas.
  4. Written out (in solfa stick notation) known songs – large print.
- 

#### Enrichment

Use of ICT to record pupil's musical creations and performances would enrich this unit.

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year Two Unit 3 – Articulation

Recognising Smooth and Short, Legato and Staccato.

---

#### About the unit

This unit introduces pupils to the variations of attack used within music. Pupils will explore, through movement, the characteristics of legato (smooth) and staccato, (short and sharp). The Italian terms and symbols will be made conscious and used in conjunction with previous pitch and rhythm notation learnt in previous units. Learning will largely be focused on movement, drawing links to the way various animals, humans and vehicles move. Music from the classical repertoire will be used to extend listening skills.

This unit is expected to take 5 – 7 hours

---

#### Prior learning

Repertoire will have already been introduced that features staccato and legato, accents and a variety of playing techniques.

---

#### Learning Objectives

##### Summer One:

- Explore the variety of articulation within music (staccato and legato)
- Learn to recognise how articulation can be used to create different moods and effects.
- Start to represent sounds with symbols (music notation).
- Develop their use of movement (energy, space and style) to interpret a variety of musical examples.

##### Summer Two:

- Learn a range of songs in a variety of styles, from memory
  - Develop good vocal technique
  - Perform with expression and an awareness of telling a story
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to:

- Sounds and devices: Staccato, legato
  - Processes: Smooth, short, sharp, sustain, detached
- 

---

#### Assessment

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes.

- Singing 4: Take part in class summer performance.
- Listening 3: Listen to recorded music including examples of classical, popular and world music.
- Composing 4: Use music technology to capture, change and combine sounds
- Musicianship 4: Sing, respond to and recognise small intervals such as the minor 3<sup>rd</sup>.
- 

#### Resources

- Music for movement
  - Music for listening
  - Notation cards using staccato and legato
- 

#### Enrichment

Learning could be enriched by linking this unit to a dance project consolidating the ideas of smooth and short and sharp movement.



ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
 MUSIC CURRICULUM PLANNING  
 September 2023

**Year Three**

Music Curriculum Outcomes

Over the course of the year, pupils in Year Three will:

MUSIC	Year Three
Singing	<ol style="list-style-type: none"> <li>1. Sing a widening range of songs in varying styles, tunefully and with expression.</li> <li>2. Sing in unison with others, performing forte and piano (loud and soft)</li> <li>3. Perform actions confidently and in time for a range of action songs.</li> <li>4. Take part in class performances including harvest, Christmas, summer and the Wilmslow School's Big Sing</li> </ol>
Listening	<ol style="list-style-type: none"> <li>1. Listen and respond to rhythm patterns, changing tempo, varying dynamics, and varying articulation (staccato, legato)</li> <li>2. Listen to recorded music, noticing elements of musical expression and repeated musical themes.</li> <li>3. Listen to performances, live and recorded, that demonstrate different instrument types.</li> <li>4. Experience live performance performed by specialist musicians</li> </ol>
Composing	<ol style="list-style-type: none"> <li>1. Structure musical ideas to create music that has a beginning, middle and end.</li> <li>2. Become more skilled in improvising (voice, tuned and untuned percussion)</li> <li>3. Combine pitch and rhythm to create short rising and falling phrases</li> <li>4. Compose rhythm patterns to accompany songs.</li> </ol>
Performing	<ol style="list-style-type: none"> <li>1. Develop playing techniques on the recorder, glockenspiel, and a bowed string instrument (violin or cello)</li> <li>2. Play and perform melodies using staff notation, including both rhythm and pitch</li> <li>3. Copy melodic phrases (singing and playing) within the range of a third.</li> <li>4. Perform, as a class, to parents, staff and pupils.</li> </ol>

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING

September 2023

**YEAR THREE AUTUMN TERM**

**Unit Title and Learning Objectives:**

**PENTATONIC SCALE - GLOCKS**

Performing and creating using the Pentatonic Scale

**Autumn One:**

- Sing songs and play short pieces that make use of do, ray, mi
- Use hand signs (as Kodaly method) to support pitch learning
- Learn specific playing techniques for tuned percussion
- Begin to use rhythm and pitch notation

**Autumn Two:**

- Sing and play pieces that use the full pentatonic scale
- Continue to use hand signs to support pitch learning
- Listen to musical examples that feature the percussion section of the orchestra
- Improvise short phrases and compose pentatonic melodies

**Assessment:**

**Based on Outcomes:**

Singing 1 and 2  
Listening 3  
Composing 2 and 3  
Performing 1 and 3

**YEAR THREE SPRING TERM**

**Unit Title and Learning Objectives:**

**METRE – RECORDERS**

Identifying how beats are grouped and exploring the expressive effect of different metres

**Spring One:**

- Maintain a steady pulse whilst singing.
- Identify how beats are grouped (metre).
- Respond, with different quality of movement, to music that uses simple time and compound time.
- Begin to explore playing techniques needed for the recorder

**Spring Two:**

- Perform with others maintaining a rhythmic tapping line whilst singing.
- Perform songs with confidence that make use of a variety of time signatures
- Perform, using the recorder, a variety of traditional and new melodies
- Identify how different metres create different effects eg, march, waltz, rocking, straight.

**Assessment:**

**Based on Outcomes:**

Singing 2 and 3  
Listening 2 and 4  
Composing 1  
Performing 1, 2, 4

**YEAR THREE SUMMER TERM**

**Unit Title and Learning Objectives:**

**TEXTURE AND TIMBRE – BOWED STRINGS**

Exploring the sound quality of different instruments and playing techniques.

**Summer One:**

- Learn a variety of songs with actions
- Identify various string instruments
- Begin to explore playing technique needed for string instruments
- Learn about the care of instrument, and develop organisational skills.

**Summer Two:**

- Perform effectively with others
- Create rhythm patterns to accompany singing and playing
- Use singing and/or body percussion to improvise a four-beat pattern
- Listen to music, of different genres, that features string instruments

**Assessment:**

**Based on Outcomes:**

Singing 1, 2 and 4  
Listening 1, 3, 4  
Composing 4  
Performing 1, 4

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year Three Unit 1 – Pentatonic Scale – Glockenspiel Project

---

#### About the unit

This unit will extend pupils understanding of pitch. The year group will be divided into three groups, each group will receive 30 minutes of group teaching for a total of ten weeks over the course of the Autumn Term. Pupils will perform using their voice and will begin to transfer short canons and part songs onto the glockenspiel. Pupils will recognise pitch patterns that use the solfa sounds of d,r,m,s, and l. Through the use of hand signs, and a wide range of traditional and new songs, pupils will identify phrases using tonic solfa. Throughout this unit pupils will develop their skills of group performance through the use of their voice and pitched instruments.

This unit is expected to take 5 hours

---

#### Learning Objectives:

Throughout Autumn One Half Term pupils will be learn to:

- Sing songs and play short pieces that make use of do, ray, mi
- Use hand signs (as Kodaly method) to support pitch learning
- Learn specific playing techniques for tuned percussion
- Begin to use rhythm and pitch notation

Throughout Autumn Two Half Term pupils will learn to:

- Sing and play pieces that use the full pentatonic scale
  - Continue to use hand signs to support pitch learning
  - Listen to musical examples that feature the percussion section of the orchestra
  - Improvise short phrases and compose pentatonic melodies
- 

#### Prior learning

Pupils will have developed their internalisation of pitch patterns throughout Key Stage One. They will have begun to use stick solfa notation and will have a sound grasp of rhythm values such as crotchet, minim, quaver and semi-quaver.

---

---

#### Assessment and Outcomes:

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes.

- Singing 1: Sing a widening range of songs in varying styles, tunefully and with expression.
- Singing 2: Sing in unison with others, performing forte and piano (loud and soft)
- Listening 3: Listen to performances, live and recorded, that demonstrate different instrument types.
- Composing 2: Become more skilled in improvising (voice, tuned and untuned percussion)
- Composing 3: Combine pitch and rhythm to create short rising and falling phrases
- Performing 1: Develop playing techniques on the glockenspiel
- Performing 3: Copy melodic phrases (singing and playing) within the range of a third.
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use musical terms including:

- Pitch, scale, pentatonic (links to 5 – pentagon), folk song, canon, round.
- 

#### Resources

- A class set of glockenspiels.
  - Pitch cards using the pentatonic scale.
  - Songs and canons using appropriate melodic patterns and intervals.
- 

#### Enrichment

Pupils will be encouraged to engage with individual or small group instrumental lessons from this unit onwards. Their musical learning will be enriched through preparation and performance for the Harvest and Christmas services during this unit.

---

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year Three Unit 2 – Metre – Recorder Project

Identifying how beats are grouped and exploring the expressive effect of metre

---

#### About the unit

Continuing to work in small groups pupils will begin to identify metrical accents through listening, performing and creating. Pupils will learn a wide range of singing games that use tapping, clapping and extra materials such as bean bags and blocks. Pupils will be guided through repertoire that uses compound and simple metres. Using standard notation pupils will begin to make use of time signatures. Alongside singing, pupils will be guided through the technical elements of playing the recorder and they will transfer some of the songs learnt onto the recorder.

This unit is expected to take 5 hours

---

#### Learning Objectives:

Throughout Spring One Half Term pupils will learn to:

- Maintain a steady pulse whilst singing.
- Identify how beats are grouped (metre).
- Respond, with different quality of movement, to music that uses simple time and compound time.
- Begin to explore playing techniques needed for the recorder

Throughout Spring Two Half Term pupils will learn to:

- Perform with others maintaining a rhythmic tapping line whilst singing.
  - Perform songs with confidence that make use of a variety of time signatures
  - Perform, using the recorder, a variety of traditional and new melodies
  - Identify how different metres create different effects eg, march, waltz, rocking, straight.
- 

#### Prior learning

Pupils will already have experienced music in simple and compound time in KS1.

---

---

#### Assessment and Outcomes:

At the end of this unit an assessment will be made to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes:

- Singing 2: Sing in unison with others, performing forte and piano
- Singing 3: Perform actions confidently and in time for a range of action songs.
- Listening 2: Listen to recorded music, noticing elements of musical expression and repeated musical themes.
- Listening 4: Experience live performance performed by specialist musicians
- Composing 4: Compose rhythm patterns to accompany songs
- Performing 1: Develop playing techniques on the recorder
- Performing 2: Play and perform melodies using staff notation, including both rhythm and pitch
- Performing 4: Perform, as a class, to parents, staff and pupils.
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to:

- Compound, Simple, Metre, Accent, Time signature
  - March, Waltz,
- 

#### Resources

- Materials eg. Blocks, beanbags, large soft ball.
  - Appropriate repertoire.
  - Large safe space, free of furniture, in which to perform games.
- 

#### Enrichment

Co-ordination and gross motor skills are of great importance in this unit. Links to Physical Education and movement development may be advantageous.

---

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year Three Unit 3 – Texture and Timbre - Bowed Strings

---

#### About the unit

Delivered by a Specialist String Tutor, this unit allows pupils to experience, in depth, the joy and responsibility of playing an instrument. The year group learn together, as a whole class, and have 45 minutes of tuition each week.

Initially time is spent on learning how to care for the instrument, and an introduction to the names of the open strings. Pizzicato is used in Week 1 and 2, to establish a sense of ensemble and gain familiarity with good posture and note names. In Week 3 the bow is introduced, with specific detail about bow hold.

Action songs are used throughout to learn the pieces being taught. All music is learnt by memory, notation is not used.

Some pieces taught towards the end of the unit include extension parts with stopped notes, for those who are exceeding the expectation. Those with prior experience are asked to demonstrate various learning points, and add short phrases in a call and response style. Throughout the unit pupils explore how playing techniques can create different qualities of expression and, by adding parts and layers, explore texture within music.

This unit is expected to take 5 – 7 hours

---

#### Learning Objectives:

Throughout Summer One Half Term pupils will learn to:

- Sing a variety of songs with actions
- Identify various string instruments
- Begin to explore playing technique needed for string instruments
- Learn about the care of instrument, and develop organisational skills.

Throughout Summer Two Half Term pupils will learn to:

- Perform effectively with others
  - Create rhythm patterns to accompany singing and playing
  - Use singing and/or body percussion to improvise a four-beat pattern
  - Listen to music, of different genres, that feature string instruments
- 

---

#### Prior learning:

Pupils will have previously learnt how to read simple rhythm and melodic patterns. They will be familiar with the use of solfa and the related hand signs.

---

#### Assessment and Outcomes:

At the end of this unit an assessment will be made to determine if pupils have met the expected outcomes, or exceeded the outcomes.

- |               |  |
|---------------|--|
| Singing 1:    | Sing a wide range of songs in varying styles   |
| Singing 2:    | Sing in unison with others, performing loud and soft   |
| Singing 4:    | Take part in class performances  |
| Listening 1:  | Listen and respond to rhythm patterns, changing tempo, varying dynamics, and varying articulation (staccato, legato) |
| Listening 3:  | Listen to performances, live and recorded, that demonstrate different instrument types.                              |
| Listening 4:  | Experience live performance performed by specialist musicians  |
| Composing 4:  | Compose rhythm patterns to accompany songs.  |
| Performing 1: | Develop playing techniques on a bowed string instrument.   |
| Performing 4: | Perform, as a class, to parents, staff and pupils.   |
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to:

- Instruments: Bow, Violin, Viola, Cello, Double Bass, Strings,
  - Playing techniques: Pizzicato, arco
- 

#### Resources

- Class set of string instruments, cello stops, violin shoulder rests, rosin
  - Notation flash cards
  - Piano for accompaniment
- 

#### Enrichment

This unit could be extended by including a trip to see a live orchestral performance, or having a String Quartet visit school. The children could play alongside professional musicians with specially arranged pieces.

---

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING

September 2023

**Year Four**

MUSIC CURRICULUM OUTCOMES

Over the course of the year, pupils in Year Four will:

MUSIC	Year Four
Singing	<ol style="list-style-type: none"> <li>1. Sing a broad range of songs with the range of an octave.</li> <li>2. Sing rounds and partner songs, with a variety of different time signatures including compound time.</li> <li>3. Begin to sing repertoire with small and large leaps as well as a simple second part to introduce harmony.</li> <li>4. Take part in class performances including Harvest, Christmas, summer and the Wilmslow Music Festival.</li> </ol>
Listening	<ol style="list-style-type: none"> <li>1. Listen and respond, with movement, to changes in tempo, dynamics, metre, rhythm and pitch.</li> <li>2. Listen to a widening range of recorded music, noticing elements of instrumentation and expression.</li> <li>3. Listen to performances, live and recorded, that demonstrate different rhythmic and metrical features.</li> <li>4. Experience live performance performed by specialist musicians</li> </ol>
Composing	<ol style="list-style-type: none"> <li>1. Compose short phrases to create a specific mood, or set words to a melody.</li> <li>2. Improvise using a limited range of pitch, making use of different musical features, such as staccato and legato.</li> <li>3. Combine rhythm pattern and notes of the pentatonic scale to create short, stand alone, compositions.</li> <li>4. Capture and record creative ideas using graphic scores, staff notation, and technology.</li> </ol>
Performing	<ol style="list-style-type: none"> <li>1. Further instrumental skill with the continuation of specialist instrumental teaching through Samba drumming.</li> <li>2. Play and perform melodies by memory and by using staff notation.</li> <li>3. Perform pieces with multiple parts, achieving a sense of ensemble.</li> <li>4. Perform, as a class, to parents, staff and pupils and as part of a schools project with the Halle</li> </ol>

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING  
September 2023

**YEAR FOUR AUTUMN TERM**  
**Unit Title and Learning Objectives:**

THE MAJOR SCALE  
Performing and creating using the Pentatonic Scale

**Autumn One:**

- Recognise, through listening, use of the major key.
- Perform canons and part songs that use the major scale.
- Make use of pitch notation

**Autumn Two:**

- Explore intervals, within the major scale, through singing and movement
- Create short melodic phrases using notes from the major scale.
- Perform individually, and as a class, music from a score; singing or using a pitched instrument

**Assessment:**

**Based on Outcomes:**

Singing 1, 2, 4  
Listening 1,  
Composing 1  
Performing 2

**YEAR FOUR SPRING TERM**  
**Unit Title and Learning Objectives:**

FORMS AND STRUCTURES  
Exploring how music is built up of repeated and contrasting sections

**Spring One:**

- Analyse known songs, recognising repeated sections and contrasting sections
- Sing, with confidence, songs that have two or more parts.
- Improvise short phrases using singing voice or a pitched instrument
- Compose short phrases and build a stand-alone composition using repetition and contrast

**Spring Two:**

- Listen to recorded examples of repertoire, adding movements and actions to identify changes in tempo, dynamics, metre, rhythm and pitch
- Listen to recorded examples or repertoire, adding movements and actions to show form and structure
- Identify orchestral instruments through images and recordings.

**Assessment:**

**Based on Outcomes:**

Singing 2, 3  
Listening 1, 2, 4  
Composing 2, 3  
Performing 4

**YEAR FOUR SUMMER TERM**  
**Unit Title and Learning Objectives:**

POLYRHYTHM AND CROSSRHYTHM -SAMBA  
Developing co-ordination and hearing of parts

**Summer One:**

- Make extensive use of rhythmic notation
- Develop an understanding of bass and treble and start to discriminate between different parts.
- Develop co-ordination of hands, feet and whole body to demonstrate specific rhythm patterns
- Perform pre-composed rhythmic patterns and create new patterns

**Summer Two:**

- Perform songs for the summer show
- Contribute to a class performance of Samba
- Listen to examples of Samba groups
- Using graphic scores, create and record ideas for compositions

**Assessment:**

**Based on Outcomes:**

Singing 4  
Listening 1, 3  
Composing 4  
Performing 1, 3,

## Year Four Unit 1 – The Major Scale

---

### About the unit

This unit develops pupil's ability to recognise, explore and make creative use of the major scale. Pupils will sing traditional songs and canons that use all or part of the major scale. They will transfer some of these melodies onto a pitched instrument developing their instrument specific knowledge.

Pupils will be introduced to the aspects of theory involved in understanding the major scale. They will notate one or two examples using staff notation and will draw from their understanding of tonic solfa.

Small group and class performance is a focus of this unit and the effective use of their singing voices will be encouraged and developed.

This unit is expected to take 5 – 7 hours

---

### Learning Objectives

Throughout Autumn One Half Term pupils will learn to:

- Recognise, through listening, the major scale.
- Perform canons and part songs that use the major scale.
- Make use of pitch notation.

Throughout Autumn Two Half Term pupils will learn to:

- Explore intervals, within the major scale, through singing and movement
  - Create short melodic phrases using notes from the major scale.
  - Perform individually, and as a class, music from a score; singing or using a pitched instrument
- 

### Prior learning

Pupils will have previously completed the unit on the pentatonic scale which is essential preparation for this unit.

---

### Assessment and Outcomes:

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes.

- Singing 1: Sing a broad range of songs with the range of an octave.  
Singing 2: Sing rounds and partner songs, with a variety of different time signatures including compound time.
- Singing 4: Take part in class performances  
Listening 1: Listen and respond, with movement, to changes in tempo, dynamics, metre, rhythm and pitch.
- Composing 1: Compose short phrases to create a specific mood, or set words to a melody.  
Performing 2: Play and perform melodies by memory and by using staff notation.
- 

### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to:

- Sounds and devices: Major scale, canon, part song, round, tone, semitone
  - Performance: diction, projection, tone, phrase, blend, balance
- 

### Resources

- Class set of pitched instruments
  - Manuscript paper
  - Notation flash cards
- 

### Enrichment

Use of ICT could be made to record performances. A piano demonstration, or a harp demonstration would enrich this learning. Handbells could be used to consolidate the major scale and link to Christmas performances.

---



# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year Four Unit 2 – Forms and Structures

---

#### About the unit

This unit explores how musical compositions are built up of sections, including repeated sections and contrasting sections. Learning throughout this unit will enable pupils to develop their creative and compositional skills; providing them with the knowledge needed to create extended pieces of music.

Pupils will be introduced to all the various instruments of the orchestra through a variety of experiences including live performances, in school demonstrations, videos and listening examples. Pupils who have individual instrumental lessons will be encouraged to share their talent with the class and contribute to class work using their instrument of choice.

This unit is expected to take 5 – 7 hours

---

#### Learning Objectives

Throughout Spring One Half Term pupils will learn to:

- Analyse known songs, recognising repeated sections and contrasting sections
- Sing, with confidence, songs that have two or more parts.
- Improvise short phrases using singing voice or a pitched instrument
- Compose short phrases and build a stand-alone composition using repetition and contrast

Throughout Spring Two Half Term pupils will learn to:

- Listen to recorded examples of repertoire, adding movements and actions to identify changes in tempo, dynamics, metre, rhythm and pitch
  - Listen to recorded examples or repertoire, adding movements and actions to show form and structure
  - Identify orchestral instruments through images and recordings.
- 

#### Prior learning

Pupils will have explored musical structure previously through Key Stage One Units on Phrase, and Repetition and Contrast.

---

#### Assessment and Outcomes:

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes.

- Singing 2: Sing rounds and partner songs, with a variety of different time signatures including compound time.
- Singing 3: Begin to sing repertoire with small and large leaps as well as a simple second part to introduce harmony.
- Listening 1: Listen and respond, with movement, to changes in tempo, dynamics, metre, rhythm and pitch.
- Listening 2: Listen to a widening range of recorded music, noticing elements of instrumentation and expression.
- Listening 4: Experience live performance performed by a professional orchestra (Halle visit).
- Composing 2: Improvise using a limited range of pitch, making use of different musical features, such as staccato and legato.
- Composing 3: Combine rhythm pattern and notes of the pentatonic scale to create short, stand alone, compositions
- Performing 4: Perform, as a class as part of a school's project with the Halle
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to:

- Orchestral instruments
  - Playing techniques eg. Pizzicato, arco, strumming, plucking
  - Composition, Improvisation, Original,
- 

#### Resources

- Recorded examples for listening tasks
  - Instruments for demonstration
  - Manuscript for composition
- 

#### Enrichment

Learning will be significantly enriched by pupils experiencing live performance during the course of this unit

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### **Year Four Unit 3 – Polyrhythm and Cross-rhythm - Layers and Parts**

Developing co-ordination and hearing of parts

---

#### **About the unit**

This unit will explore how music is built of layers. Pupils will discover through listening and movement how music consisting of contrasting parts. Focusing on the rhythmical element of these parts pupils will perform in a group maintaining their own part which will contrast to others. The understanding of bass and treble will be introduced in this unit. Pupils will be encouraged to develop their co-ordination and gross motor skills in order to perform 2 different rhythmical patterns through movement eg. stepping one pattern and clapping another. Pupils will make extensive use of rhythmical notation in this unit.

This unit is expected to take 5 – 7 hours

---

#### **Learning Objectives**

Throughout Summer One Half Term pupils will learn to:

- Make extensive use of rhythmic notation
- Develop an understanding of bass and treble and start to discriminate between different parts.
- Develop co-ordination of hands, feet and whole body to demonstrate specific rhythm patterns
- Perform pre-composed rhythmic patterns and create new patterns

Throughout Summer Two Half Term pupils will learn to:

- Perform songs for the summer show
  - Contribute to a class performance of Samba
  - Listen to examples of Samba groups
  - Using graphic scores, create and record ideas for compositions
- 

#### **Prior learning**

It is important that pupils have used movement to show rhythm patterns and can perform maintaining a steady pulse. It is also important that pupils are confident with rhythmical notation.

---

#### **Assessment and Outcomes:**

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes:

- |               |  |
|---------------|--|
| Singing 4:    | Take part in class performances  |
| Listening 1:  | Listen and respond, with movement, to changes in tempo, dynamics, metre, rhythm and pitch.                   |
| Listening 3:  | Listen to performances, live and recorded, that demonstrate different rhythmic and metrical features         |
| Composing 4:  | Capture and record creative ideas using graphic scores, staff notation, and technology.                      |
| Performing 1: | Further instrumental skill with the continuation of specialist instrumental teaching through Samba drumming. |
| Performing 3: | Perform pieces with multiple parts, achieving a sense of ensemble  |
- 

#### **Language for learning**

Through the activities in this unit pupils will be able to understand and use words relating to:

- Sounds and devices: Polyrhythm, cross-rhythm, parts, layers.
  - Processes: Co-ordination, syncopation, triplet, duplet
- 

#### **Resources**

- Class set of Samba instruments
  - Notation Cards
  - Manuscript Books
- 

#### **Enrichment**

To extend learning in this unit elements of South American Samba could be introduced, focusing on the importance of polyrhythm and cross-rhythm in this type of world music.

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING

September 2023

**Year Five**

MUSIC CURRICULUM OUTCOMES

Over the course of the year, pupils in Year Five will:

MUSIC	Year Five
Singing	<ol style="list-style-type: none"><li>1. Sing a broad range of songs in varying styles, with a sense of ensemble and performance.</li><li>2. Sing with a sense of phrasing, accurate pitching and appropriate style.</li><li>3. Sing three-part rounds, partner songs, and songs with a verse and chorus.</li><li>4. Take part in class performances including Harvest, Christmas, summer and the Wilmslow Music Festival</li></ol>
Listening	<ol style="list-style-type: none"><li>1. Listen and respond, through movement, to expressive elements within live and recorded music.</li><li>2. Listen to recorded music, drawing comparisons between pieces and identifying similarities and differences.</li><li>3. Identify a broad range of instruments by their sound, including orchestral, popular and world music instruments.</li><li>4. Experience live performance performed by professional orchestra (Halle visit)</li></ol>
Composing	<ol style="list-style-type: none"><li>1. Compose a piece in Ternary Form (ABA), making use of the major and minor scales.</li><li>2. Improvise freely over a drone or simple groove, using melodic instruments and voices.</li><li>3. Create a piece to evoke a specific atmosphere, mood or environment, using chords and various playing techniques.</li><li>4. Capture and record creative ideas using graphic scores, staff notation and technology.</li></ol>
Performing	<ol style="list-style-type: none"><li>1. Play melodies on tuned instruments, using a range of an octave and following staff notation.</li><li>2. Understand triads and perform simple chordal accompaniments to songs.</li><li>3. Perform a range of repertoire pieces to create a class ensemble.</li><li>4. Develop the skill of playing by ear, playing familiar melodies on tuned instruments.</li></ol>

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING  
September 2023

**YEAR FIVE AUTUMN TERM**

**Unit Title and Learning Objectives:**

**THE MINOR SCALE**

Considering the character and the intervals of the minor scale through part singing

**Autumn One:**

- Recognise, through listening, the minor scale.
- Perform canons and part songs that use the minor scale.
- Make use of pitch notation.

**Autumn Two:**

- Listen to a variety of musical examples that use major and minor to create contrast.
- Play major and minor scales and become familiar with the pattern of tones and semitones.
- Improvise, over an ostinato, with instrument or voices using both major and minor pitch patterns.

**Assessment:**

**Based on Outcomes:**

Singing 1, 3  
Listening 1, 3  
Composing 2,  
Performing 1

**YEAR FIVE SPRING TERM**

**Unit Title and Learning Objectives:**

**COMPOUND TIME SIGNATURES**

Introducing compound rhythm patterns

**Spring One:**

- Learn and perform a variety of part songs that make use of compound time
- Introduce notation for compound rhythm patterns in 6/8 time
- Listen and analyse musical examples that make use of compound time

**Spring Two:**

- Create compositions using compound patterns
- Add simple chords to accompany songs and compositions
- Listen to a live performance featuring a variety of instruments

**Assessment:**

**Based on Outcomes:**

Singing 2  
Listening 2, 4  
Composing 4  
Performing 2, 3

**YEAR FIVE SUMMER TERM**

**Unit Title and Learning Objectives:**

**SILENCE, REST, REPOSE**

Exploring how silence is used for effect in music

**Summer One:**

- Identify silence in musical examples through listening.
- Recognise a variety of orchestral instruments.
- Use musical notation to represent silence
- Learn songs and rhymes that feature rests – playing these by ear.

**Summer Two:**

- Draw conclusions about why silence may be used. Eg. To create a still/calm effect or to draw attention to the following musical statement
- Compare and contrast different musical examples featuring silence
- Compose a Ternary Form piece (ABA)
- Rehearse and perform for the summer show

**Assessment:**

**Based on Outcomes:**

Singing 1, 3  
Listening 1, 2,  
Composing 1, 3  
Performing 4

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year Five Unit 1 – The Minor Scale

Considering the character and the intervals of the minor scale through part singing

---

#### About the unit

This unit develops pupil's ability to recognise, explore and make creative use of the minor scale. Pupils will sing traditional songs and canons that use the minor scale. They will transfer some of these melodies onto a pitched instrument developing skills of fluency and co-ordination.

Pupils will be introduced to the aspects of theory involved in understanding the minor scale. They will notate one or two examples using staff notation.

Small group and class performance is a focus of this unit and the effective use of singing voices will be encouraged and developed.

This unit is expected to take 5 – 7 hours

---

#### Learning Objectives

Throughout Autumn One Half Term pupils will learn to:

- Recognise, through listening, the minor scale.
- Perform canons and part songs that use the minor scale.
- Make use of pitch notation.

Throughout Autumn Two Half Term pupils will learn to

- Listen to a variety of musical examples that use major and minor to create contrast.
  - Play major and minor scales and become familiar with the pattern of tones and semitones.
  - Improvise, over an ostinato, with instrument or voices using both major and minor pitch patterns.
- 

#### Prior learning

Pupils will have previously completed the units on the pentatonic scale and the major scale; both are essential preparation for this unit.

---

#### Assessment and Outcomes:

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes:

- Singing 1: Sing a broad range of songs in varying styles, with a sense of ensemble and performance.
- Singing 3: Sing three-part rounds, partner songs, and songs with a verse and chorus.
- Listening 1: Listen and respond, through movement, to expressive elements within live and recorded music.
- Listening 3: Identify a broad range of instruments by their sound, including orchestral, popular and world music instruments
- Composing 2: Improvise freely over a drone or simple groove, using melodic instruments and voices.
- Performing 1: Play melodies on tuned instruments, using a range of an octave and following staff notation.
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to:

- Sounds and devices: Minor scale, minor third, canon, part song, round
  - Performance: diction, projection, tone, phrase, blend
- 

#### Resources

- A class set of pitch instruments
  - A collection of songs using the minor key
  - Manuscript for notation
  - Listening examples
- 

#### Enrichment

Drawing links to Christmas repertoire that makes use of the Minor key will enhance the learning for this unit.

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year Five Unit 2 – Compound Time

Introducing compound rhythm patterns

---

#### About the unit

This unit makes conscious pupils understanding of compound metres, they will perform using 6/8, 9/8 and 12/8 metres and will create and compose using 6/8 patterns. Learning will include ‘songs of the sea’ as many sea shanties use 6/8 metres. Pupils will listen to and be able to discriminate compound patterns – recognising its musical effect as a swinging/skipping quality. They will respond with appropriate movement to compound patterns. Simple chord and single note accompaniments will be learnt to accompany the sea shanties.

Pupils will compose melodic and rhythm patterns, using compound time, performing these using their voices, or a pitched instrument of their choice.

This unit is expected to take 5 – 7 hours

---

#### Learning Objectives

Throughout Spring One Half Term pupils will learn to:

- Learn and perform a variety of part songs that make use of compound time
- Introduce notation for compound rhythm patterns in 6/8 time
- Listen and analyse musical examples that make use of compound time

Throughout Spring Two Half Term pupils will learn to:

- Create compositions using compound patterns
  - Add simple chords to accompany songs and compositions
  - Listen to a live performance featuring a variety of instruments
- 

#### Prior learning

Pupils must have previously established the contrast between simple and compound metres and identify these as either marching or skipping/swinging. They must also have learnt a number of songs using compound time.

---

#### Assessment and Outcomes

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes:

- Singing 2: Sing with a sense of phrasing, accurate pitching and appropriate style.
- Listening 2: Listen to recorded music, drawing comparisons between pieces and identifying similarities and differences
- Listening 4: Experience live performance performed by orchestra
- Composing 4: Capture and record creative ideas using graphic scores, staff notation and technology
- Performing 2: Understand triads and perform simple chordal accompaniments to songs.
- Performing 3: Perform a range of repertoire pieces to create a class ensemble.
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to:

- Sounds and devices: Compound, Simple, patterns, Ostinato
  - Processes: Skipping, Sea Shanty,
- 

#### Resources

1. Hoops
  2. 6/8 rhythm cards
  3. Music for movement
  4. Music for dictation
- 

#### Enrichment

Learning could be enriched by linking this unit to historical learning or geographical learning of seaside towns and related industry.

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year Five Unit 3 – Silence, Rest, Repose

---

#### About the unit

This unit develops pupil's ability to recognise, explore and make creative use of silence in music.

Pupils will be guided through a variety of listening examples that will introduce how silence is used expressively in music. They will then be led to understand how this is notated in orchestral scores. Through this, pupils will be introduced to the various instruments required in an orchestra.

Pupils will also learn a number of songs that make use of the rest. They will be shown notation for these songs and will learn how to recognise the crotchet, quaver, semi-breve and minim rests.

Pupils understanding will be consolidated through the linking of the subject of silence and rest to everyday activities. Pupils will be encouraged to collect images that reflect silence, rest and repose.

This unit is expected to take 5 – 7 hours

---

#### Learning Objectives

Throughout Summer One Half Term pupils will learn to:

- Identify silence in musical examples through listening.
- Recognise a variety of orchestral instruments.
- Use musical notation to represent silence
- Learn songs and rhymes that feature rests – playing these by ear.

Throughout Summer Two Half Term pupils will learn to:

- Draw conclusions about why silence may be used. Eg. To create a still/calm effect or to draw attention to the following musical statement
  - Compare and contrast different musical examples featuring silence
  - Compose a Ternary Form piece (ABA)
  - Rehearse and perform for the summer show
- 

#### Prior learning

Pupils will have previously learnt how to read the notation for crotchets, minims, quavers and semi-quavers.

---

#### Assessment

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes:

- Singing 1: Sing a broad range of songs in varying styles, with a sense of ensemble and performance.
- Singing 3: Sing three-part rounds, partner songs, and songs with a verse and chorus
- Listening 1: Listen and respond, through movement, to expressive elements within live and recorded music
- Listening 2: Listen to recorded music, drawing comparisons between pieces and identifying similarities and differences.
- Composing 1: Compose a piece in Ternary Form (ABA), making use of the major and minor scales
- Composing 3: Create a piece to evoke a specific atmosphere, mood or environment, using chords and various playing techniques.
- Performing 4: Develop the skill of playing by ear, playing familiar melodies on tuned instruments.
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to:

- Sounds and devices: rest, silence, repose
- 

#### Resources

- Listening examples.
  - Notation flash cards for rests.
- 

#### Enrichment

This unit could draw links between performance and visual arts. By looking at paintings, sculptures, poetry and plays pupils could be led to discover how rest, silence, repose is expressed in these different art forms.

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING

September 2023

**Year Six**

MUSIC CURRICULUM OUTCOMES

Over the course of the year, pupils in Year Six will:

MUSIC	Year Six
Singing	<ol style="list-style-type: none"><li>1. Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance.</li><li>2. Continue to sing three- and four-part rounds with increased balance between parts and vocal independence.</li><li>3. Sing with a sense of ensemble and performance; observing rhythm, phrasing, pitching and style.</li><li>4. Take part in class performances including harvest, Christmas, summer.</li></ol>
Listening	<ol style="list-style-type: none"><li>1. Extend their understanding of harmony and identify the primary triads (Tonic, Subdominant, Dominant)</li><li>2. Listen to recorded music, identifying specific pieces and their characteristics</li><li>3. Listen to performances, live and recorded, and make detailed observations about musical features</li><li>4. Experience live performance performed by professional musicians</li></ol>
Composing	<ol style="list-style-type: none"><li>1. Extend improvisation skills using repetition and contrast, and effective melodic shape.</li><li>2. Extend improvised melodies beyond 8 beats over a fixed riff.</li><li>3. Plan, compose and notate a 4-bar phrase using the pentatonic scale</li><li>4. Add interest to their compositions by incorporating rhythmic variety.</li></ol>
Performing	<ol style="list-style-type: none"><li>1. Play a melody following staff notation, using dynamic variation and with, at least, the range of an octave.</li><li>2. Accompany melodies using chords, or a bass line.</li><li>3. Play as part of an ensemble, maintaining their part effectively.</li><li>4. Perform, as a class, to parents, staff and pupils.</li></ol>



ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL  
MUSIC CURRICULUM PLANNING  
September 2023

**YEAR SIX AUTUMN TERM**

**Unit Title and Learning Objectives:**

**MELODY AND HARMONY - UKULELE**

Performing and creating using the Major Scale and Chords I, IV and V

**Autumn One:**

- Learn how to play melody and chords on the Ukulele in C Major
- Create a variety of musical melodies using the Ukulele or an alternative melody instrument.
- Listen to and differentiate between melody and harmony.

**Autumn Two:**

- Accompany well known songs using chords on the Ukulele.
- Listen to a professional performance featuring the Ukulele.
- Improvise on a melody instrument
- Perform, as a class, for a Christmas production.

**Assessment:**

**Based on Outcomes:**

Singing 3, 4  
Listening 1, 4  
Composing 1,  
Performing 2

**YEAR SIX SPRING TERM**

**Unit Title and Learning Objectives:**

**EXPRESSIVE QUALITIES:**

**DYNAMICS AND TEMPO**

**Spring One:**

- Perform songs, as a class, that feature syncopation, tempo variation and dynamic contrasts
- Sing three and four-part rounds
- Listen to and identify dynamic and tempo features within recorded musical examples
- Listen to live performances, consolidating knowledge of popular and orchestral instruments

**Spring Two:**

- Compose using rhythm and pitch notation to record ideas.
- Apply tempo and dynamic variation to compositions, making observations about the created effects.
- Identify specific pieces of music through listening

**Assessment:**

**Based on Outcomes:**

Singing 1, 2  
Listening 2, 3, 4  
Composing 3, 4,  
Performing 4

**YEAR SIX SUMMER TERM**

**Unit Title and Learning Objectives:**

**TRANSITION PROJECT**

Developing co-ordination and hearing of parts

**Summer One:**

- Perform with others, maintaining their own parts within an ensemble, using their voice, glockenspiel or an instrument of their choice.
- Improvise within given structures using a pre-determined scale.
- Consolidate learning of musical elements such as pitch, rhythm, harmony, melody and metre and gain confidence in musical performance.
- Extend understanding of musical notation

**Summer Two:**

- Listen to recorded music and make observations about instrumentation
- Plan, compose and notate a 4-bar phrase
- Using primary chords, add an accompaniment to their composition

**Assessment:**

**Based on Outcomes:**

Singing 1, 3, 4  
Listening 2, 3,  
Composing 2, 3  
Performing 1, 3, 4

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year Six Unit 1 – Melody and Harmony - Ukulele

---

#### About the unit

In this unit pupils will recognise, explore and make creative use of melody and harmony. They will learn to play and sing the three primary chords in C major: tonic, sub-dominant and dominant. They will discover how these chords are used to accompany a variety of songs, including war-time songs – making links to learning in other areas of the curriculum.

Pupils will make creative use of these chords by forming their own chord sequence using an eight-bar structure.

This unit is expected to take 5 – 7 hours

---

#### Learning Objectives

Throughout Autumn One Half Term pupils will learn to:

- Learn how to play melody and chords on the Ukulele in C Major
- Create a variety of musical melodies using the Ukulele or an alternative melody instrument.
- Listen to and differentiate between melody and harmony.

Throughout Autumn Two Half Term pupils will learn to:

- Accompany well known songs using chords on the Ukulele.
  - Listen to a professional performance featuring the Ukulele.
  - Improvise on a melody instrument
  - Perform, as a class, for a Christmas production.
- 

#### Prior learning

Pupils will have knowledge of tonic solfa prior to completing this unit. They will be familiar with the major scale and have knowledge of rhythm and pitch notation

---

#### Assessment

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes:

- Singing 3: Sing with a sense of ensemble and performance; observing rhythm, phrasing, pitching and style.
- Singing 4: Take part in class performances including harvest and Christmas
- Listening 1: Identify the primary triads (Tonic, Subdominant, Dominant)
- Listening 4: Experience live performance performed by professional musicians
- Composing 1: Extend improvisation skills using repetition and contrast, and effective melodic shape.
- Performing 2: Accompany melodies using chords, or a bass line.
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words including:

- Harmony, Ostinato, Accompaniment, Phrase, Composition, Major Scale.
  - Chords: Tonic, Sub-dominant, Dominant
- 

#### Resources

- Class set of Ukuleles
  - Manuscript books
  - Repertoire of Songs
- 

#### Enrichment

The objectives and outcomes for this unit could also be accomplished through a Special Project using Steel Pans.

Links to Wartime songs, their purpose and effect, will reinforce learning in other areas of the curriculum.

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year Six Unit 2 – Expressive Qualities: Dynamics and Tempo

---

#### About the unit

This unit provides an opportunity for pupils to develop their understanding of how music creates different expressive effects. With a particular focus on dynamics and tempo changes, pupils will become familiar with repertoire from a variety of musical genres, including popular, classical, jazz, and musical theatre.

Musical games, movement activities and action routines will be used to keep learning dynamic, engaging and fun.

During this unit professional musicians will be invited into school to demonstrate specific instrumental sounds and playing techniques.

This unit is expected to take 5 – 7 hours

---

#### Learning Objectives

Throughout Spring One Half Term pupils will learn to:

- Perform songs, as a class, that feature syncopation, tempo variation and dynamic contrasts
- Sing three and four-part rounds
- Listen to and identify dynamic and tempo features within recorded musical examples
- Listen to live performances, consolidating knowledge of popular and orchestral instruments

Throughout Spring Two Half Term pupils will learn to:

- Compose using rhythm and pitch notation to record ideas.
  - Apply tempo and dynamic variation to compositions, making observations about the created effects.
  - Identify specific pieces of music through listening
- 

#### Prior learning

Pupils will have previously developed use of musical staff notation and covered learning of the major and minor scale. They will have covered prior learning about instruments and their sounds and playing techniques.

---

#### Assessment

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes:

- Singing 1: Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance.
- Singing 2: Continue to sing three- and four-part rounds with increased balance between parts and vocal independence.
- Listening 2: Listen to recorded music, identifying specific pieces and their characteristics
- Listening 3: Listen to performances, live and recorded, and make detailed observations about musical features
- Listening 4: Experience a live performance performed by professional musicians
- Composing 3: Plan, compose and notate a 4-bar phrase using the pentatonic scale
- Composing 4: Add interest to their compositions by incorporating rhythmic variety
- Performing 4: Perform, as a class, to parents, staff and pupils.
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to:

- Italian Terms relating to Tempo, and Dynamics
  - Composition: Notation, Phrase, Expression Mark.
- 

#### Resources

- Manuscript books
  - Pitched Instruments
  - Varied repertoire of songs
- 

#### Enrichment

Use of ICT for notation and recording would enrich learning. Having a guest composer could extend this project. Pupils could be encouraged to write for specific instruments for a special project.

# ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

## MUSIC CURRICULUM PLANNING

September 2023

### Year Six Unit 3 – Transition Project, Composing, Performing and Listening

---

#### About the unit

This unit brings together the elements of harmony, melody, dynamics and tempo, that have been previously explored in this academic year. There is a strong emphasis on enjoyment throughout this unit with a focus on small group and solo performance. The year group will be divided into three groups, each group will receive 30 minutes of group teaching per week, for a total of ten weeks, over the course of the Summer Term.

Pupils will explore and perform well-known musical themes, reading pitch and rhythm notation and making use of chords I, IV and V. Whilst the majority of pupils will make use of the glockenspiel or keyboard, the instrumentation of performances is flexible and therefore can accommodate pupils who wish to use other pitched instruments. The unit will conclude with pupils creating their own compositions and improvising within the pentatonic scale over a bass riff and rhythmic accompaniment. Listening examples will be used throughout to consolidate understanding of expressive elements within music and also highlight the historical context of different genres.

This unit is expected to take 5 – 7 hours

---

#### Learning Objectives:

Throughout Summer One Half Term pupils will learn to:

- Perform with others, maintaining their own parts within an ensemble, using their voice, glockenspiel or an instrument of their choice.
- Improvise within given structures using a pre-determined scale.
- Consolidate learning of musical elements such as pitch, rhythm, harmony, melody and metre and gain confidence in musical performance.
- Extend understanding of musical notation

Throughout Summer Two Half Term pupils will learn to:

- Listen to recorded music and make observations about instrumentation
  - Plan, compose and notate a 4-bar phrase
  - Using primary chords, add an accompaniment to their composition
- 

#### Prior learning

Pupils will require a prior understanding of chords and melodic composition in order to complete this unit.

---

#### Assessment

Assessment will be made at the end of the unit to determine if pupils have met the expected outcomes, or exceeded the outcomes.

This unit will meet the following outcomes:

- Singing 1: Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance.
- Singing 3: Sing with a sense of ensemble and performance; observing rhythm, phrasing, pitching and style.
- Singing 4: Take part in class performances
- Listening 2: Listen to recorded music, identifying specific pieces and their characteristics
- Listening 3: Listen to performances, live and recorded, and make detailed observations about musical features
- Composition 2: Extend improvised melodies beyond 8 beats over a fixed riff.
- Composition 3: Plan, compose and notate a 4-bar phrase using the pentatonic scale
- Performance 1: Play a melody following staff notation, using dynamic variation and with, at least, the range of an octave.
- Performance 3: Play as part of an ensemble, maintaining their part effectively.
- Performance 4: Perform, as a class, to parents, staff and pupils.
- 

#### Language for learning

Through the activities in this unit pupils will be able to understand and use words relating to:

- Sounds and devices: Melody, Harmony, Bass Riff, Structure, Rhythm, Ensemble, Dynamics, Expression
- 

#### Resources

- Pitched instruments
  - Booklet including musical themes, a progress record, learning and responses to listening examples
- 

#### Enrichment

Learning could be enhanced by the introduction of ICT to aid the composition process.