Play and perform in solo and end increasing accuracy, fluency, cor Improve and compose music for	semble contexts, using their voices and nation and expression	d playing musical instrated dimensions of m	 Loud/Soft Call and response Solo Duet Unison Ostinato Round 		
Perform to an audience Play instruments with accuracy and demonstrate rhythmic awareness Have a vocab knowledge bank of musical terms (3-8 words) and talk about them in context Develop a sense of own musical capabilities Appreciate the benefits to themselves of musical experiences Learn about famous musicians and see music as a "job" Work collaboratively to create short pieces of their own music Listen with attention to detail ar Play and perform in solo and ensincreasing accuracy, fluency, cor Improve and compose music for	 Year 4 To play melodic pieces fluently using different fingers in two-parts To form strum and break 3 (all) 5 (some) or 8(few) chords To be confident in performing to others To improvise and compose To have a knowledge of significant genres and musicians To be able to recognise key elements of music To have gained musical knowledge that can transfer to other instruments and other musical styles Ind recall sounds with increasing aural nusemble contexts, using their voices and introl and expression 	 Pulse/beat Rhythm Pitch Tempo Dynamics Melody Lyrics Tuned/untuned memory d playing musical instructed ated dimensions of memory of playing musical instructed.	 Loud/Soft Call and response Solo Duet Unison Ostinato Round 		
Perform to an audience Play instruments with accuracy and demonstrate rhythmic awareness Have a vocab knowledge bank of musical terms (3-8 words) and talk about them in context Develop a sense of own musical capabilities Appreciate the benefits to themselves of musical experiences Learn about famous musicians and see music as a "job" Work collaboratively to create short pieces of their own music Listen with attention to detail an Play and perform in solo and ens increasing accuracy, fluency, cor Improve and compose music for	 To play melodic pieces fluently using different fingers in twoparts To form strum and break 3 (all) 5 (some) or 8(few) chords To be confident in performing to others To improvise and compose To have a knowledge of significant genres and musicians To be able to recognise key elements of music To have gained musical knowledge that can transfer to other instruments and other musical styles Indicate the contexts of the con	 Rhythm Pitch Tempo Dynamics Melody Lyrics Tuned/untuned memory d playing musical instructed ated dimensions of m	 Call and response Solo Duet Unison Ostinato Round 		
Play and perform in solo and end increasing accuracy, fluency, cor Improve and compose music for	semble contexts, using their voices and national and expression	d playing musical instrated dimensions of m	usic		
 Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for a range of purposes using the interrelated dimensions of music Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians Use and understand staff and other musical notations Develop an understanding of the history of music 					
0	,	Key Vocabulary			
 Know how to play B A G Know the notes B A G on the stave Know how to compose my own music using notes B A G Know the value of crotchet and minim beats Know how to sing with mostly accurate pitch and expression Know how to describe a piece of music using musical elements Know how to perform for an audience 		Tonguing, blowing, overblowing, pulse, tempo, crotchet, minim, improvisation, pitch			
Procedural Knowledge I can play B A G on the recorder I can have good posture and correct hand positioning I can confidently play several pieces using B A G I can perform for others		 Declarative Knowledge I can read basic musical notation (crotchet, minim) I can use my knowledge of musical elements to describe pieces of music 			
	Know how to play B A G Know the notes B A G of Know how to compose means the compose means to know the value of crotched. Know how to sing with means to know how to describe a peans to know how to perform for the content of the c	 Know how to play B A G Know the notes B A G on the stave Know how to compose my own music using notes B A G Know the value of crotchet and minim beats Know how to sing with mostly accurate pitch and expression Know how to describe a piece of music using musical elements Know how to perform for an audience Procedural Knowledge I can play B A G on the recorder I can have good posture and correct hand positioning I can confidently play several pieces using B A G 	Know how to play B A G Know how to compose my own music using notes B A G Know the value of crotchet and minim beats Know how to sing with mostly accurate pitch and expression Know how to describe a piece of music using musical elements Know how to perform for an audience Procedural Knowledge I can play B A G on the recorder I can have good posture and correct hand positioning I can confidently play several pieces using B A G L can perform for others Key Vocabulary Tonguing, blowing, on pulse, tempo, crotched improvisation, pitched improvisation, pit		

Music Unit of Work							
Linit	Drior Joarning (Patrioval)	Year 3 Spring					
<u>Unit</u>	Prior learning (Retrieval)	Future learning	Prior Key Vocabula	<u> </u>			
Recorder	 Perform to an audience Play instruments with accuracy and demonstrate rhythmic awareness Have a vocab knowledge bank of musical terms (3-8 words) and talk about them in context Develop a sense of own musical capabilities Appreciate the benefits to themselves of musical experiences Learn about famous musicians and see music as a "job" Work collaboratively to create short pieces of their own music 	 Year 4 To play melodic pieces fluently using different fingers in twoparts To form strum and break 3 (all) 5 (some) or 8(few) chords To be confident in performing to others To improvise and compose To have a knowledge of significant genres and musicians To be able to recognise key elements of music To have gained musical knowledge that can transfer to other instruments and other musical styles 	 Pulse/beat Rhythm Pitch Tempo Dynamics Melody Lyrics Tuned/untuned 	 Loud/Soft Call and response Solo Duet Unison Ostinato Round 			
National Curriculum Subject Content:	 Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for a range of purposes using the interrelated dimensions of music Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians Use and understand staff and other musical notations Develop an understanding of the history of music 						
Knowledge:	8		Key Vocabulary				
Intended Knowledge	 Know how to compose me Know the value of quaver Know how to sing with me Know how to describe a p Know how to perform as a 	e notes G A B C D on the stave w to compose my own music using notes G A B C D		Pulse, tempo, stave, crotchet, minim quaver, time signature, bar line			
Assessment Outcomes	Procedura • I can play G A B C D on the re	ntly play several pieces using G A B C D		 Declarative Knowledge I can understand the breath control needed for C and D I can read basic musical notation (crotchet, minim and quaver) 			

		Music Unit of Work					
Year 3 Summer							
<u>Jnit</u>	Prior learning (Retrieval)	Future learning	Prior Key Vocabula	<mark>ry</mark>			
National Curriculum Subject Content:	 Play and perform in solo and ensincreasing accuracy, fluency, cor Improve and compose music for Appreciate and understand a with traditions and from great compose Use and understand staff and ot 	a range of purposes using the interrel de range of high quality live and record osers and musicians ther musical notations	d playing musical inst ated dimensions of m	nusic			
.,	Develop an understanding of the	e nistory of music					
Knowledge: ntended (nowledge	 Know how to play the notes G, A, B, C, low E, low D, low F, Know how to read G, A, B, C, low E, low D, low F, high E on a stave Know how to improvise with given notes Know how to sing with mostly accurate pitch and expression Know how to describe a piece of music using musical elements Know the difference between jazz and blues music styles 		Octave, syncopation, tempo, stave, quaver, time signature, bar line				
Assessment Outcomes	 Procedural Knowledge I can play low D and E, F, G, A, B, C, D and high E I can sing with mostly accurate pitch and expression I can perform in the style of jazz and blues 		 Declarative Knowledge I can read notes on a stave I can understand jazz and blue music and its context I can recognise key elements music (especially dynamics, tempo, structure and melody 				
	 I can sing with mostly accurate pitch and expression 			music and itsI can recognismusic (especial			