

ALL SAINTS' MUSIC LEARNING JOURNEY

In Music, children build on 3 key concepts **Appraise, Compose and Perform** which are known as our knowledge gems. Each year children build their knowledge and skills from previous learning and collect knowledge gems and applied through our 'big ideas' lens.

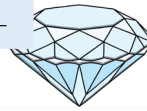


UKS2

KS3

Consolidate and embed knowledge and skills for the year

- Compose**
 - Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
 - Explain the keynote or home note and the structure of the melody.
 - Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
 - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
- Perform**
 - To communicate the meaning of the words and clearly articulate them.
 - To talk about the venue and how to use it to best effect.
 - To record the performance and compare it to a previous performance.
 - To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"



Reflect Rewind and Replay

Appraise
Music written by women

Appraise
70s Ballad/Pop

Appraise
Classical and Gospel

Appraise
Bacharach and Blues

Appraise
Pop/Neo Soul

Music And Me

You've Got a friend in Me

A New Year Carol

Classroom Jazz 1

Happy

YEAR SIX – DIAMOND

Consolidate and embed knowledge and skills for the year

- Compose**
 - To know and be able to talk about:
 - A composition: music that is created by you and kept in some way. It can be played or performed again to your friends.
 - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
 - Notation: recognise the connection between sound and symbol
 - Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
 - Explain the keynote or home note and the structure of the melody.
 - Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
 - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
- Perform**
 - To choose what to perform and create a programme.
 - To communicate the meaning of the words and clearly articulate them.
 - To talk about the venue and how to use it to best effect.
 - To record the performance and compare it to a previous performance.
 - To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

Appraise
Rock

Appraise
Bossa Nova and Swing

Appraise
Pop Ballads

Appraise
Old-School Hip Hop

Appraise
Motown

YEAR FIVE – AMETHYST

Living On A Prayer

Classroom Jazz 1

Make You Feel My Love

The Fresh Prince of Bel-Air

Dancing in The Street

Reflect Rewind and Replay

Listen with concentration to longer pieces / extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate:- steady pulse / no steady pulse , specific rhythm pattern or event \square , the speed (TEMPO) of the music , the volume (DYNAMICS) ,the melody • Talk about music using appropriate musical terms/language . • Notice and explore how music reflects time, place, and culture.

A simple melody from a selected group of notes (e.g., a pentatonic scale or set of known instrumental notes from a piece) • Repeated rhythmic patterns (ostinati) • Rhythm patterns from words

Perform to a range of audiences over the year including: • Each other (within the class) • Other classes and staff within the school • Whole Key Stage/Whole School (in Assembly or similar) • To parents (school concert/assembly) • Outside the school to other schools and unknown audiences (e.g., Suffolk County Music WCET Festival, 'Celebration' (Britten Pears Arts), other opportunities arising in the local community)

WECT - Flute – Play with confidence and good technique from memory and notation

WECT - Flute – Reading music, learning new notes

WECT - Flute – Exploring Sounds and first note

YEAR FOUR – SAPPHIRE

Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Appraise
RnB

Appraise
Mixed Styles

Appraise
Reggae

Appraise
A Pop Song that tells a story

Appraise
Disco

Appraise
Classical
Consolidate and embed knowledge and skills for the year

YEAR THREE – EMERALD

Let your Spirit Fly

Glock Stage 1

Three Little Birds

The Dragon Song

Bringing Us Together

Reflect Rewind and Replay

Appraise
Classical
Consolidate and embed knowledge and skills for the year

• Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary

Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it

Appraise
Pop

Appraise
Reggae

Appraise
Rock

Appraise
Rapping and improvisation

Appraise
Afropop South African

Reflect Rewind and Replay

Friendship Song

Zoo Time

I want to play in a band

Ho Ho Ho

Hands Feet Heart

YEAR TWO – TOPAZ

• Composing is like writing a story with music. • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary.

• Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. • Learn to start and stop singing when following a leader.

Appraise
Old School Hip Hop

Appraise
Reggae

Appraise
Blues Baroque Latin Bhangra Folk Funk

Appraise
Bossa Nova

Appraise
pop

Appraise
Classical
Consolidate and embed knowledge and skills for the year

YEAR ONE – AMBER

Hey You!

Rhythm in the way we walk

In the Groove

Round and Round

Your imagination

Reflect Rewind and Replay

Consolidate and embed knowledge and skills for the year

Appraise
Listen to Funk music
Compose
Add pitched notes to a rhythm
Perform
Enjoy playing patterns

Compose
A Pattern with one or two notes
Perform
Copy and Clap a rhythm

Compose
Using one or two notes
Perform
Copy and Clap a rhythm

Compose
Invent a Pattern
Perform
Copy and Clap a rhythm

Perform
Finding Pulse and exploring high and low sounds

Reflect Rewind and Replay

Big Bear Funk

Our World

Everyone

My Stories

Me!

EYFS – RUBY

