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| **Music Curriculum Intent**  In Portobello Primary it is our intent to inspire a lifelong love of Music by exposing our children to a range of musical experiences and instilling into them a passion for Music. Our school is a place where everyone is given an education that builds on their strengths and addresses their individual needs to ensure progression. We believe that all children should be able to achieve their full potential academically, socially, emotionally and physically. We are certain that through Music children can develop a health mind and body by not only connecting with others, but also themselves. Learning how to express themselves is vitally important to lead a happy and healthy life. They are able to listen and respond to different styles of music, compose, sing, perform and congregate as part of an audience. We increase their experiences of music by teaching our children to appreciate a variety of forms of music across different time periods, cultures and traditions. This develops their cultural capital of being open minded in their listening as well as knowledgeable about a breadth of musical genres in the world today. We promote the use of Music supporting other areas of the curriculum such as Dance and Drama. Above all we wish for our children to become reflective musicians who develop in confidence and creativity.  **Music Curriculum Implementation**  In Portobello Primary we facilitate the best possible outcomes for all our children. We have an inclusive approach when delivering our diverse, broad and balanced curriculum and recognise the needs and strengths of all our individual children. All children will succeed in this curriculum area because of our bespoke approach to their learning requirements. Teachers are trained to use formative assessment accurately within lessons to ensure the provision of targeted support and challenge effectively. Where appropriate, adaptations are made to the curriculum in response to individual or groups of children. In lessons children are supported in a number of appropriate ways until they no longer require the scaffolded support and are then encouraged to progress their independence, to embed skills and fully develop their own potential and to ensure independent excellence is achieved. We ensure we promote, teach and celebrate diversity and equality though the delivery of the curriculum. We recognise the importance of retrieval and the impact that this has on learning for all our children to be able to remember and do more. Therefore, we ensure that sufficient time for high quality retrieval practise is firmly embedded into the teaching sequence. To strengthen their understanding and consolidate knowledge and skills we ask that retrieval practise takes place not just during the lesson but over time. Children actively participate in high quality rehearsal, summarising, analysing or application activities.  Music teaching at Portobello Primary delivers the requirements of the National Curriculum through the Kapow scheme of work. Here, the key skills of listening and appraising, developing and applying skills, knowledge and understanding, composing through creating and exploring and performing and sharing are taught and embedded. It remains important to us that the children develop confidence in using the language of music and are taught how to discuss and analyse it.  Our school community is very special to us, and we regularly invite and welcome them in to become an important audience to performances throughout the school year. Our children take pride when they perform their collective and individual parts in our Harvest Festivals, Nativities, Easter and End of Year Assemblies.   **National Curriculum for Key Stage 1**  Pupils should be taught to:   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music.   **National Curriculum for Key Stage 2**  Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music.   **Music Curriculum Impact**  We ensure our children are provided with the opportunity to enjoy and appreciate music as a listener, creator and performer, often with some choice. Our Music curriculum develops confidence, concentration, reflection skills and an awareness of others, including different cultures. These skills are vital for the children as they prepare for the next steps in their education and lives. By delivering the Kapow schemes of work, the children can sing, feel pulse and rhythm, create melodies and play tuned and untuned percussion instruments. Through this they leave us with skills they can build upon and further develop in their future lives as they continue to enjoy and appreciate music.  **Supporting the development of Spiritual Moral Social Cultural Development**  Through the teaching of Music, we aim to promote and teach Spiritual, Moral, Social and Cultural development. Music allows children to experience emotion by responding to performing, listening and composing a variety of music from different cultures and time periods in history. We recognise that some children require support and nurture to explore their feelings and responses and see this as a means of communication, whilst others are naturally more confident at doing this. Our skilful teaching staff support and encourage all children to succeed, knowing and understanding each child's strengths and attributes. Singing songs together during our assemblies, taught Music lessons or at other points throughout the school day gives children the opportunity to take part in a large joint experience which can be uplifting. We provide time for our children to engage in critical discussions of musical performances from other children and professionals, raising awareness of any cultural or social references. We ensure that, where appropriate some of our assembly songs have a message about how to treat each other and or about the world in which they live. There are many opportunities provided for children to develop their social skills as they co-operate and learn together to create musical compositions and performances.  From a young age we equip them with the skills to assess their learning and learn how to give constructive feedback to improve their own, and others’ performance. In Portobello Primary we have a growth mindset approach firmly embedded in everything we do. Children understand that learning takes place over time and that they are required to make the most of all learning opportunities, mistakes are one part of this. Concentration is a key skill that is developed through our Music curriculum, we aim to develop their listening skills over sustained periods of time. It is crucial that the Music experiences we give to all our children encourage a respect and appreciation for cultures around the world and that they begin to understand how these have contributed to the popular music styles of today. To enrich the cultural experiences of our children and curriculum we invite visiting Musicians and Teachers in to deliver specific lessons from music around the world, such as drumming and ukulele.  **Oracy in Music**  In Music, oracy is a vital component that enhances students’ ability to express, interpret, and reflect on musical experiences. All four strands of oracy—**physical**, **linguistic**, **cognitive**, and **social & emotional**—will be purposefully developed to support students in becoming confident communicators and thoughtful musicians.  **Physical**: Pupils will develop vocal clarity, projection, and expressive delivery when singing, performing, or speaking about music. They will learn to use posture, breath control, and articulation effectively in both spoken and musical contexts.  **Linguistic**: Students will be taught to use musical terminology accurately and fluently to describe elements such as rhythm, pitch, dynamics, and structure. They will engage in discussions about musical genres, composers, and cultural influences, using precise and expressive language.  **Cognitive**: Oracy will support critical thinking and musical analysis. Pupils will be encouraged to articulate their interpretations, explain compositional choices, and evaluate performances using reasoned arguments and reflective language.  **Social & Emotional**: Through ensemble work, group discussions, and peer feedback, students will develop active listening skills, empathy, and confidence in sharing their ideas. They will learn to collaborate respectfully, respond constructively, and value diverse musical perspectives.  Oracy will be embedded throughout the Music curriculum, enriching students’ ability to communicate musically and verbally, and deepening their understanding and appreciation of music as a form of expression and connection.  **Music Curriculum Assessment and Monitoring**  Music is monitored by the subject leaders throughout all year groups using a number of strategies including learning outcomes moderations and discussions with teaching staff and children. Senior Leaders also discuss Music with the Senior Leadership Team once termly and they complete a written report to Governors in Summer Term Two. Teaching staff are encouraged to provide evidence in the form of video clips, audio clips and written learning where appropriate to support evidence of attainment and progress of children against the National Curriculum objectives. Throughout lessons children are provided with reflection time for them to self and peer assess against the learning objectives. At the end of each half term teaching staff assess the children against the essential knowledge learning objectives as set in the progression documents. They make accurate and informed assessments using the language of ‘all/most/some children’. Specific children who required further support or who excelled at their learning are identified. Comments refer to taught vocabulary and if this is embedded or requires further consolidation. Next steps in learning are identified for the next half term or the next teacher so gaps in learning are effectively and immediately taught and children make progress. |
| **Year 1** |
| **Autumn 1 – Tempo (Snail and Mouse)** |
| **New Words We Will Use and Understand**  Beat, fast, singing voice, slow, speaking voice, warm up, rhyme, tempo, perform |
| **What We Will Remember**  - To use voices and bodies expressively to explore tempo  - To practice a rhyme using fast and slow beats on an instrument  - To use voices to perform a song  - To combine singing and an instrument to perform a song with a fast and slow beat  - To demonstrate fast and slow beats. |
| **Additional Learning Opportunities**  Children can perform their song with their instruments to others in school during assembly. |
| **Autumn 2 – Keeping the pulse (My favourite things) - Delivered by external music provider** |
| **New Words We Will Use and Understand**  Pulse, rhythm, instrument, percussion, untuned, rhythmic patterns, sound pattern |
| **What We Will Remember**  - To understand pulse  - To keep a pulse and show a sound pattern.  - To explore different ways to find a pulse  - To play short rhythms in time with the pulse.  - To demonstrate an understanding of pulse through performance. |
| **Additional Learning Opportunities**  To perform their rhythms created on an instrument for an audience. |
| **Spring 1 – Dynamics (Seaside)** |
| **New Words We Will Use and Understand**  Percussion, reflection, melody, dynamics, syllables, composing, symbols, soundscape, represent, volume |
| **What We Will Remember**  - To understand how music can be used to represent an environment  - To use music to show changes in environment  - To explore, using instruments, to create a seaside soundscape  - To identify how dynamic can reflect environments  - To create and represent sounds using symbols. |
| **Additional Learning Opportunities** |
| **Spring 2 – Sound patterns. (Fairytales)** |
| **New Words We Will Use and Understand**  Patterns, phrases, timbre, rhythmic, rhythm, syllables, untuned, dynamics |
| **What We Will Remember**  - To change dynamics using the voice  - To experiment creating different sounds with a sing instrument  - To read simple rhythmic patterns  - To play sound patterns in time with the pulse  - To show awareness of different roles when performing in a group performance. |
| **Additional Learning Opportunities**  To develop social skills giving constructive feedback on performance. |
| **Summer 1 – Pitch (Superheroes)** |
| **New Words We Will Use and Understand**  Pitch, tempo, low, high, pattern, tuned percussion, two-pitched |
| **What We Will Remember**   * To identify high- and low-pitched sounds * To explore pitch by creating two-pitched patterns * To demonstrate tempo changes * To create a theme, tune which varies in pitch and tempo * To perform a piece of music showing a change in pitch and tempo. |
| **Additional Learning Opportunities**  Children to compose and perform their musical pieces in front of an audience |
| **Summer 2 – Musical Symbols (Under the Sea)** |
| **New Words We Will Use and Understand**  Vocal**,** dynamics, pitch, environment, tempo, rhythmic pattern |
| **What We Will Remember**  - To explore tempo changes through movement  - To explore how dynamics can be represented by different symbols  - To clap simple rhythmic patterns  - To interpret symbols to demonstrate a pitch pattern  - To perform as part of a group |
| **Additional Learning Opportunities** |
| **Year 2** |
| **Autumn 1 – Call and response (Animals)** |
| **New Words We Will Use and Understand**  Sequence, tempo, dynamics, timbre, percussion, rhythm, call and response, pattern |
| **What We Will Remember**  - To create short sounds with varied dynamics to represent an animal  - To copy a short sound pattern  - To explore call and response using instruments  - To create sound patterns based on call and response  - To perform different sound patterns with contrasting dynamics |
| **Additional Learning Opportunities**  To perform sound patterns to an audience. |
| **Autumn 2 – Instruments (Musical Storytelling)** |
| **New Words We Will Use and Understand**  Analysing, effects, sounds, composition, represent, dynamics, pitch, encore, tempo, instrumental sound |
| **What We Will Remember**   * To explore listening and analysing a piece of music * To explore how music and sound effects can tell a story * To select appropriate sounds * To suggest appropriate sounds to represent a given story * To perform a composition |
| **Additional Learning Opportunities**  To experience live musicians |
| **Spring 1 – Singing (On this island)** |
| **New Words We Will Use and Understand**  Dynamics, timbre, tempo, motif, soundscape, composition, represent, folk |
| **What We Will Remember**  - To learn to sing a British folk song  - To practise and perform a song relating to the countryside  - To practise and perform a song relating to the city.  - To create symbols to represent sounds  - To develop and perform a musical composition |
| **Additional Learning Opportunities** |
| **Spring 2 – Contrasting dynamics (Space)** |
| **New Words We Will Use and Understand**  , soundscape, structure, dynamics, pitch, tempo, texture, composition, evaluate, compare, composer |
| **What We Will Remember**  - To create a simple soundscape  - To listen to music and respond creatively.  - To compare two pieces of music  - To create a short pitch pattern  - To perform a pitch patter |
| **Additional Learning Opportunities**  To perform pitch patterns to an audience |
| **Summer 1 – Pitch (Musical Me) – Delivered by external music provider** |
| **New Words We Will Use and Understand**  Rhythm, pulse, dynamics, timbres, notation, melodies, composition, pitch, percussion, stave |
| **What We Will Remember**  - To understand and practice reading different symbols to show pitch  - To sing and draw pitch patterns  - To read and understand notation for a chosen song  - To use a tuned percussion instrument to play a song  - To complete the notation for a short song using a three-line stave. |
| **Additional Learning Opportunities**  To perform with an instrument for an audience |
| **Summer 2 – Structure (Myths and legends)** |
| **New Words We Will Use and Understand**  Rhythm, structure, myths, legends, graphic score, verse, instrumental, texture, layers, one beat notes, half beat notes, rest, pulse, composition |
| **What We Will Remember**  - To read and clap a rhythm  - To hear, write and clap rhythms based on a phrase from a story  - To use a rhythm in different ways to demonstrate structure.  - To create structure using rhythmic patterns  - To perform a group composition |
| **Additional Learning Opportunities**  To retell and perform a story to a younger audience. |
| **Year 3** |
| **Autumn 1 – Creating compositions in response to an animation (Mountains) (Delivered by external music provider)** |
| **New Words We Will Use and Understand**  Pitch, Mussorgsky, influence, timbre, dynamics, percussion, pattern, ensemble |
| **What We Will Remember**  - To tell a story from a piece of music  - To create a soundscape using percussion instruments  - To create a range of sounds to accompany a story  - To compose and perform a rhythm to accompany a story  - To compose and notate a short melody to accompany a story |
| **Additional Learning Opportunities**  To perform with an instrument for an audience. |
| **Autumn 2 – Developing singing technique** |
| **New Words We Will Use and Understand**  Tune, lyrics, chorus, rhythmic notation |
| **What We Will Remember**  - To sing in time with others  - To follow the tune  - To recognise simple rhythmic notation by ear and by sight.  - To perform rhythms accurately from notation  - To perform in time and in tune with others. |
| **Additional Learning Opportunities**  Perform for others in school. Accompany choir |
| **Spring 1 – Ballads** |
| **New Words We Will Use and Understand**  Ballad, tune, ensemble, lyrics, rhyme |
| **What We Will Remember**  - To explain what a ballad is  - To be able to perform a ballad with an understanding of style.  - To understand that ballads tell a story  - To write lyrics for a ballad  - To take part in a group performance. |
| **Additional Learning Opportunities**  To perform song in key stage assembly and explain the message behind the song. |
| **Spring 2 – Pentatonic melodies and composition (Chinese New Year)** |
| **New Words We Will Use and Understand**  Crescendo, tempo, duration, dynamics, timbre, pentatonic scale, melodies, notation |
| **What We Will Remember**  - To learn about the music used to celebrate the Chinese New Year festival  - To play a pentatonic melody  - To write a pentatonic melody  - To understand layered melodies  - To perform a piece of music as a group |
| **Additional Learning Opportunities**  Perform a Chinese New Year celebration incorporating dance and music |
| **Summer 1 – Jazz** |
| **New Words We Will Use and Understand**  Syncopated, rhythm, ragtime, pulse, rhythm, scat, motif, tune, swung rhythms |
| **What We Will Remember**  - To sing and clap a syncopated rhythm  - To improvise a call and response  - To sing a response to a call  - To create a jazz motif  - To adapt a familiar tune using jazz rhythms |
| **Additional Learning Opportunities**  See a live performance of Jazz music  Perform a jazz motif as part of year group assembly. |
| **Summer 2 – Traditional instruments and improvisation (India)** |
| **New Words We Will Use and Understand**  Tempo, dynamics, harmonium, sitar, table, sarangi, drone, tal, rag |
| **What We Will Remember**  - To explain how the tempo and dynamics vary  - To be able to improvise using given notes.  - To read music notation  - To create a piece of music using a drone, rag and tal  - To perform a piece of music using musical notation |
| **Additional Learning Opportunities**  Learn traditional Indian songs. Indian musicians visit to teach children how to play a range of Indian instruments |
| **Year 4** |
| **Autumn 1 – Changes in pitch, tempo and dynamics (Rivers)** |
| **New Words We Will Use and Understand**  Expression, dynamics, parts, harmony, timbre, tempo, ostinato |
| **What We Will Remember**  - To sing in two parts using expression and dynamics  - To recognise key elements of music  - To perform a vocal ostinato  - To play an ostinato in time  - To improve and perform a piece of music based around ostinatos. |
| **Additional Learning Opportunities**  To perform a vocal ostinato for an audience. |
| **Autumn 2 – Rock and Roll** |
| **New Words We Will Use and Understand**  Rock and roll, structure, pattern, tempo, dynamics, bass line, musical notation |
| **What We Will Remember**  - To understand the history of rock and roll music.  - To accurately sing in a small group  - To play a walking bass line on tuned percussion  - To understand different musical notation  - To be able to play a rock and roll piece of music. |
| **Additional Learning Opportunities**  To perform rock and roll music with rock and roll dancing |
| **Spring 1 –Body and tuned percussion (Rainforests) (Delivered by external music provider)** |
| **New Words We Will Use and Understand**  Structure, texture, layers, tempo, dynamics, texture, structure, body percussion, rhythm, loop, melody |
| **What We Will Remember**  - To identify structure and texture in music.  - To describe a piece of music referring to tempo, dynamics, texture and structure  - To create musical rhythms using body percussion  - To create simple tunes  - To build and improve a composition. |
| **Additional Learning Opportunities**  To perform for an audience with an instrument. |
| **Spring 2 – Haiku, music and performance (Hanami Festival)** |
| **New Words We Will Use and Understand**  Hanami, pitch, tempo, pitch, dynamics, timbre, rhythm, melody |
| **What We Will Remember**  - To describe the festival of Hanami using words and sounds  - To recognise and name the musical features of the Cherry Blossom piece of music,  - To identify different musical features.  - To create a piece of music inspired by cherry blossom  - To perform as part of a group. |
| **Additional Learning Opportunities**  To perform a piece of music in assembly and explain the festival of Hanami though words and sounds for an audience. |
| **Summer 1 – Samba and carnival sounds and instruments (South America)** |
| **New Words We Will Use and Understand**  Samba, repinique, agogo, ganza, Caixa, surdo, tabourim, chocalho, syncopated rhythms, rhythmic break |
| **What We Will Remember**  - To recognise and identify the main features of samba music  - To understand and play syncopated rhythms  - To play syncopated rhythms as part of a group  - To compose a basic rhythmic break  - To perform rhythmic breaks within the samba piece |
| **Additional Learning Opportunities**  Learn traditional samba rhythms. Samba band to visit. |
| **Summer 2 – Adapting and Transposing Motifs** |
| **New Words We Will Use and Understand**  Adapting, transposing, motif, lyrics, notate |
| **What We Will Remember**  - To sing in tune and in time  - To understand what a musical motif is  - To compose and notate a motif.  - To develop and transpose a musical motif. |
| **Additional Learning Opportunities**  Perform a musical motif as group for an audience. |
| **Year 5** |
| **Autumn 1 – Composition Notation** |
| **New Words We Will Use and Understand**  Accuracy, fluency, control, expression, notation, improvise, quaver, crotchet, minim, dotted minim, semibreve |
| **What We Will Remember**  - To sing with accuracy, fluency, control and expression  - To explore and use different forms of notation  - To understand note length,  - To read simple pitch notation  - To use stave notation to write a piece of music. |
| **Additional Learning Opportunities**  To perform a piece of music composed used a range of notations. |
| **Autumn 2 – South and West Africa** |
| **New Words We Will Use and Understand**  Lyrics, choir, tune, chord progression, tuned percussion, ensemble, call and response, rhythm, break |
| **What We Will Remember**  - To sing a traditional African song unaccompanied.  - To use tuned percussion to play a chord progression  - To use vocal or tuned percussion to perform a piece of music as an ensemble  - To play call and response rhythms using percussion instruments  - To create an eight beat break to play within a performance |
| **Additional Learning Opportunities**  Learn traditional Africa songs. African musicians visit to teach children how to play djembe to accompany the songs. |
| **Spring 1 – Composition to represent the festival of colour (Holi Festival)** |
| **New Words We Will Use and Understand**  Represented**,** features, graphic score, vocal composition,dynamic, tempo, pitch |
| **What We Will Remember**  - To understand that music can be represented with colours.  - To represent a piece of music as a graphic score  - To create a vocal composition based on a picture.  - To create a piece of music inspired by a single colour.  - To adjust dynamics and pitch according to a graphic score. |
| **Additional Learning Opportunities**  To perform a piece of music in assembly and explain the Holi Festival though words and sounds for an audience. |
| **Spring 2 – Blues (Delivered by external music provider)** |
| **New Words We Will Use and Understand**  Blues, 12 bar blues, chord, sequence, scale |
| **What We Will Remember**  - To know the key features of Blues music,  - To play the first line of the 12-bar blues  - To play the chords C, F and G  - To be able to play the blues scale  - To improvise with notes from the Blues scale |
| **Additional Learning Opportunities**  To perform a twelve bar blues for an audience. |
| **Summer 1 – Looping and remixing.** |
| **New Words We Will Use and Understand**  Rhythm, notation , looped, patterns, structure, tempo, dynamics, melody |
| **What We Will Remember**  - To be able to play a simple looped rhythm from notation  - To explore how sound can be layered using loops  - To be able to play a melody line accurately and fluently  - To select a section of a tune and perform it as a loop  - To combine lops to create a remix |
| **Additional Learning Opportunities**  To perform the digital musical created at STEM event. |
| **Summer 2 – Musical Theatre** |
| **New Words We Will Use and Understand**  Musicals, opera, character song, action song, scene, melody |
| **What We Will Remember**  - To understand the history of musical theatre  - To identify character and action songs  - To create a musical theatre scene  - To perform in time as a group  - To perform with expression to convey emotion. |
| **Additional Learning Opportunities**  To perform a musical theatre scene with the performing arts group. |
| **Year 6** |
| **Autumn 1 – Songs of World War 2** |
| **New Words We Will Use and Understand**  Adagio, allegro, amoroso, animato, contabile, con brio, delicato, legato, marziale, rubato, melody, octave |
| **What We Will Remember**  - To use musical vocabulary to identify features of different eras of music.  - To improve accuracy in pitch and control, singing with expression and dynamics.  - To identify pitches within an octave when singing.  - To use knowledge of pitch to develop confidence when singing in parts  - To be able to notate a melody using pitches up to an octave |
| **Additional Learning Opportunities**  To perform song as part of remembrance event. |
| **Autumn 2 – Dynamics,pitch and texture (Coast – Fingal’s Cave by Mendelssohn)** |
| **New Words We Will Use and Understand**  Felix Mendelssohn, classical, composer, dynamics, pitch, conductor, graphic score, texture |
| **What We Will Remember**  - To appraise the work of a classical composer (Felix Mendelssohn)  - To improvise as a group using dynamics and pitch  - To follow a conductor  - To use knowledge of dynamics, texture and pitch to create a group composition.  - To make sounds using different textures, dynamics and sounds |
| **Additional Learning Opportunities**  Live performance of classical music |
| **Spring 1 – Film Music** |
| **New Words We Will Use and Understand**  Tempo, pitch, dynamics, tension, chords, composing, graphic score, |
| **What We Will Remember**  - To appreciate different musical features in a variety of film contexts.  - To identify and understand some composing techniques in film music.  - To use graphic scores to interpret different emotions in film music.  - To create and notate musical ideas and relate them to film music  - To play a sequence of musical ideas to convey emotion |
| **Additional Learning Opportunities**  To explore how different instruments and sounds make use feel. Present as part of assembly around emotions. |
| **Spring 2 – Theme and Variation (Pop Art)** |
| **New Words We Will Use and Understand**  Theme, variations, improvise, compose, solo, ensemble, orchestra, variations, sections, melody, phrase, rhythms, |
| **What We Will Remember**  - To explore the musical concept of theme and variations  - To compare and contrast different variation in the same piece of music.  - To use complex rhythms to be able to perform a theme  - To play rhythms in 3/4 time  - To use music notation to create visual representations |
| **Additional Learning Opportunities**  Create a piece pf art to represent the music notation that is composed. |
| **Summer 1 – Baroque** |
| **New Words We Will Use and Understand**  Aria, baroque, opera, recitative, Monteverdi, canon, Johann Pachelbel, Henry Purcell, ground bass, J S Bach, fugue, George Frideric Handel, oratorio, round |
| **What We Will Remember**  - To understand the importance of Monteverdi in the history of opera.  - To read and play a canon from staff notation  - To demonstrate an understanding of Baroque music features when composing  - To combine knowledge of staff notation and aural awareness to play a fugue  - To apply understanding of fugue structure when performing with others. |
| **Additional Learning Opportunities**  To perform a fugue and give feedback on others performance. |
| **Summer 2 – Composing and performing a leavers song (Delivered by external music provider)** |
| **New Words We Will Use and Understand**  Tempo, presto, allegro, largo, accelerando, ritardando, melody, dynamics, forte, piano, crescendo, diminuendo, rhyme, chorus, poetic structure, chord, melody |
| **What We Will Remember**  - To listen to and describe music  - To write lyrics for a song  - To organise lyrics into a song structure  - To use vocal improvisation and know melodies against a backing track  - To compose a melody |
| **Additional Learning Opportunities**  Perform leavers song as part of leavers assembly. |