



# Two Mile Ash School Music



# INTENT

## Music & Performing Arts at TMA

Music and Performing Arts is in everything we do here at TMA. We do a production in each year group, in which absolutely everyone gets involved. It could be that you love singing, dancing or acting, maybe you'd love to be part of the stage crew, helping with lights or music tech – everyone is super important when it comes to putting on a successful production. We also do a whole school production in the summer term, we hold auditions and rehearsals over the spring and summer to put a really spectacular performance together.

Music is everywhere too! There are instruments you can learn as a whole class, from ocarina and recorder in lower school to ukulele and samba drumming in upper school. And if you're interested in learning a musical instrument like the clarinet, flute, trumpet, violin or guitar, we have peripatetic music teachers and clubs to help you do that.

Normally, every year group has a singing assembly each week, and I use those to teach songs of all sorts; even songs that help you learn about history, geography, celebrations and maths! If you really love singing, then Harmonize is the club for you. It's our choir: we sing, perform and love every second! Harmonize perform at lots of different events over the school year, including Young Voices at the O2 Arena in London.

If you're looking to learn more about singing technique and really push yourself, it's a fantastic club

## Essential Objectives (Our End Points)

What we want children to be able to do or know by the time they leave.

- To compose

- To transcribe

- To describe music

- To perform

# Long Term Plan (What's taught when)

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR 3 – Milestone 2</b>		<p><b>Introductory Skills</b></p> <ul style="list-style-type: none"> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments (ocarina &amp; percussion) Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect</li> <li>• Compose and perform melodic songs. (melodies)</li> <li>• Use the terms: <i>duration, timbre, pitch, beat, tempo, texture and use of silence</i> to describe music</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	<p><b>Ocarina</b></p> <p><b>Introduction to woodwind</b></p> <ul style="list-style-type: none"> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>• Devise non-standard symbols to indicate when to play and rest.</li> </ul> <p><b>PRODUCTION</b></p> <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Perform with control and awareness of others.</li> </ul>			<p><b>Ocarina</b></p> <p><b>Development of skills</b></p> <ul style="list-style-type: none"> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments (ocarina &amp; percussion)</li> <li>• Choose, order, combine and control sounds to create an effect</li> <li>• Compose and perform melodic songs. (melodies)</li> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	
		Singing (ongoing skills)					
		<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Perform with control and awareness of others.</li> </ul>					

# YEAR 4 – Milestone 2

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Ocarina</b></p> <ul style="list-style-type: none"> <li>● Play notes on an instrument with care so that they are clear.</li> <li>● Perform with control and awareness of others.</li> <li>● Recognise the notes EGBDF and FACE on the musical stave.</li> <li>● Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>● Devise non-standard symbols to indicate when to play and rest.</li> <li>● Use sound to create abstract effects.</li> <li>● Create repeated patterns with a range of instruments (ocarina &amp; percussion)</li> <li>● Choose, order, combine and control sounds to create an effect</li> <li>● Compose and perform melodic songs. (melodies)</li> <li>● Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music</li> <li>● Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	<p><b>Ocarinas &amp; Recorders</b></p> <ul style="list-style-type: none"> <li>● Play notes on an instrument with care so that they are clear.</li> <li>● Perform with control and awareness of others.</li> <li>● Recognise the notes EGBDF and FACE on the musical stave.</li> <li>● Recognise the symbols for a minim, crotchet and semibreve (and corresponding rests) and say how many beats they represent.</li> <li>● Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>● Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>● Understand layers of sounds and discuss their effect on mood and feelings.</li> <li>● Create repeated patterns with a range of instruments (<b>recorders</b>, boomwhackers &amp; percussion)</li> <li>● Choose, order, combine and control sounds to create an effect Compose and perform melodic songs. (melodies)</li> </ul> <p><b>PRODUCTION</b></p> <ul style="list-style-type: none"> <li>● Sing from memory with accurate pitch.</li> <li>● Sing in tune.</li> <li>● Maintain a simple part within a group.</li> <li>● Pronounce words within a song clearly.</li> <li>● Show control of voice.</li> <li>● Perform with control and awareness of others.</li> </ul>	<p><b>Recorders</b></p> <ul style="list-style-type: none"> <li>● Play notes on an instrument with care so that they are clear.</li> <li>● Perform with control and awareness of others.</li> <li>● Recognise the notes EGBDF and FACE on the musical stave.</li> <li>● Recognise the symbols for a minim, crotchet and semibreve (and corresponding rests) and say how many beats they represent.</li> <li>● Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>● Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>● Understand layers of sounds and discuss their effect on mood and feelings.</li> <li>● Create repeated patterns with a range of instruments (<b>recorders</b>, boomwhackers &amp; percussion)</li> <li>● Choose, order, combine and control sounds to create an effect Compose and perform melodic songs. (melodies)</li> </ul>			

## Singing (ongoing skills)

- Sing from memory with accurate pitch.
- Sing in tune.
- Maintain a simple part within a group.
- Pronounce words within a song clearly.
- Show control of voice.
- Perform with control and awareness of others.

# YEAR 5 – Milestone 3

AUTUMN	SPRING	SUMMER
<p style="text-align: center;"><b>Recorders</b></p> <ul style="list-style-type: none"> <li>• [Sing or] play from memory with confidence.</li> <li>• Perform [solos or] as part of an ensemble.</li> <li>• Perform with [controlled breathing (voice) and] skilful playing</li> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read notes on the musical stave.</li> <li>• Understand the purpose of the treble clef</li> <li>• Use and understand simple time signatures.</li> <li>• Create repeated patterns with a range of instruments.</li> </ul>	<p style="text-align: center;"><b>Samba</b></p> <ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• [Sing or] play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• [Sing or] play expressively and in tune.</li> <li>• Hold a part [within a round].</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: cyclic patterns, accompaniments, drones, sense of occasion, timbre, texture, dynamics, tempo, cultural context</li> </ul> <p style="text-align: center;"><b>PRODUCTION</b></p> <ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Perform with controlled breathing (voice)</li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: lyrics and melody, expressive, solo, rounds, harmonies, combination of musical elements</li> </ul>	<p style="text-align: center;"><b>Ukulele</b></p> <ul style="list-style-type: none"> <li>• [Sing or] play from memory with confidence.</li> <li>• Perform [solos or] as part of an ensemble.</li> <li>• Perform with [controlled breathing (voice) and] skilful playing</li> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read notes on the musical stave.</li> <li>• Understand the purpose of the treble clef</li> <li>• Use and understand simple time signatures.</li> <li>• Create repeated patterns with a range of instruments (ukuleles, boomwhackers &amp; percussion)</li> </ul>

## Singing (ongoing skills)

- Sing from memory with confidence.
- Perform solos or as part of an ensemble.
- Sing or play expressively and in tune.
- Hold a part within a round.
- Sing a harmony part confidently and accurately.  
Perform with controlled breathing (voice)
- Convey the relationship between the lyrics and the melody.
- Describe how lyrics often reflect the cultural context of music and have social meaning.
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:  
lyrics and melody, expressive, solo, rounds, harmonies, combination of musical elements



**Composition – Melody & Accompaniment**

- [Sing or] play from memory with confidence.
- Perform [solos or] as part of an ensemble.
- Perform with skilful playing (instrument).
- Create rhythmic patterns with an awareness of timbre and duration.
- Combine a variety of musical devices, including melody, rhythm and chords.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Devise non-standard symbols to indicate when to play and rest.
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read [and create] notes on the musical stave.
- Understand the purpose of the treble clef and use it in transcribing compositions.
- Use and understand simple time signatures.
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo

**Song Writing**

- Perform with skillful playing (instrument).
- Perform [solos or] as part of an ensemble.
- Create songs with verses and a chorus.
- Create rhythmic patterns with an awareness of timbre and duration.
- Combine a variety of musical devices, including melody, rhythm and chords.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Devise non-standard symbols to indicate when to play and rest.
- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes on the musical stave.
- Understand the purpose of the treble clef and use them in transcribing compositions.
- Understand and use the # (sharp) and ♭ (flat) symbols.
- Use and understand simple time signatures.
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo

**PRODUCTION/LEAVERS' CELEBRATION**

- Sing or play from memory with confidence.
- Perform solos or as part of an ensemble.
- Sing or play expressively and in tune.
- Hold a part within a round.
- Sing a harmony part confidently and accurately.
- Perform with controlled breathing (voice)
- Describe how lyrics often reflect the cultural context of music and have social meaning.
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including: lyrics and melody, expressive, solo, rounds, harmonies, combination of musical elements

**Singing (ongoing skills)**

- Sing from memory with confidence.
- Perform solos or as part of an ensemble.
- Sing or play expressively and in tune.
- Hold a part within a round.
- Sing a harmony part confidently and accurately.
- Perform with controlled breathing (voice)
- Convey the relationship between the lyrics and the melody.
- Describe how lyrics often reflect the cultural context of music and have social meaning.
- Choose from a wide range of musical vocabulary to accurately describe and appraise music including: lyrics and melody, expressive, solo, rounds, harmonies, combination of musical elements

## Vocabulary Progression

MILESTONE 2 - End of Year 4			MILESTONE 3 - End of Year 6	
<b>Ocarina</b>	<b>General</b>		<b>Ukulele</b>	<b>General</b>
blow gently	bar	rest	amplify/amplification	a capella
breath	beat	rhythm	body	a tempo
breath control	brass	semibreve	bridge	accelerando
cheeks	classical	semibreve rest	downstroke	adagio
fingers	crescendo	sharp	fret	allegro
holes	crotchet	sing	fret wire	andante
lips	crotchet rest	solo	fretboard	bass clef
lungs	diminuendo	rest	head	chord
mouth	duration	rhythm	neck	drone
mouthpiece	dynamics	semibreve	sound hole	duet
oc-boxes	forte	semibreve rest	strings	flat
oc-pix	fortissimo	sharp	strum	improvisation
thumbs	harmony	sing	top nut	largo
<b>Recorders</b>	key	solo	tuning pegs	legato
blow gently	melody	stave	upstroke	octave
breath	mezzo forte	strings	Samba	ostinato
breath control	mezzo piano	tempo	agogo bell	pentatonic
breathing	minim	texture	beater	pretissimo
cheeks	minim rest	timbre	caxia	pulse
finger/s	note	time signature	claves	quaver
holes	orchestra	treble clef	dancing conga	rallentando
left hand	orchestral	vocal	hand drum	staccato
lips	percussion	voice	metal shaker	structure
lungs	pianissimo	woodwind	polyrhythmic	tamborim
mouth	piano (soft)	tongue/ tonguing	samba	
mouthpiece	piano	range	samba whistle	
right hand	pitch		split stick	
thumb/s	play		surdo	