

ANCHORS	LANDING POINT 1 (YEARS 1 & 2)	LANDING POINT 2 (YEARS 3 & 4)	LANDING POINT 3 (YEARS 5 & 6)
To perform.	<ul style="list-style-type: none"> ▪ Sing accurately, following the melody. ▪ Follow instructions on how to play an instrument (state) as part of a song learnt. ▪ Stop, start and responds to basic musical cues from a leader/conductor. ▪ Imitate changes in pitch. 	<ul style="list-style-type: none"> ▪ 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. ▪ Play notes on an instrument with care so that they are clear. ▪ Perform with control and awareness of others. 	<ul style="list-style-type: none"> ▪ Sing or play from memory confidently. ▪ Understand how to work together as part of a group and in an ensemble or, as a soloist. ▪ Hold a part within a round. ▪ Sing a harmony part confidently and accurately. ▪ Sustain a drone or a melodic ostinato to accompany singing. ▪ Perform with controlled breathing (voice) and skilful playing (instrument).
To compose and transcribe.	<ul style="list-style-type: none"> ▪ Create compositions with one or two notes. ▪ Create sounds that get louder (dynamics), quieter (dynamics), higher (pitch) and lower (pitch). ▪ Create short musical patterns. ▪ Choose sounds to create an effect. ▪ Record the composition in any way appropriate using graphic/pictorial notation, video or other technology. 	<ul style="list-style-type: none"> ▪ Compose using three notes. ▪ Create sounds that get faster (tempo) and slower (tempo). ▪ Choose, order and combine sounds and control sounds to create an effect. ▪ Use digital technologies to compose and record pieces of music. ▪ Devise non-standard symbols to indicate when to stop and rest. ▪ Recognise the notes EGBDF and FACE on the musical stave. ▪ Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> ▪ Use digital technologies to compose, edit and refine pieces of music. ▪ 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 and bass clefs and use them in transcribing compositions. ▪ Understand and use the # (sharp) and b (flat) symbols. ▪ Use and understand simple time signatures.
To experience and engage (listen and appraise).	<ul style="list-style-type: none"> ▪ Identify and experience a variety of musical styles Hip Hop, Pop, Latin, Film, Big Band, Jazz, South African, Rock, 	<ul style="list-style-type: none"> ▪ Identify and experience a variety of musical styles (RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, 	<ul style="list-style-type: none"> ▪ Identify and experience a variety of musical styles (Pop, Motown, Country, A Capella Music, 80s Rock, Funk, Latin,

MUSIC CURRICULUM: ANCHORS & LANDINGS

Supporting teachers to plan for progression.

PARBOLD DOUGLAS CE ACADEMY

	<p>Reggae, Early Classical, 20th Century Contemporary Classical.</p> <ul style="list-style-type: none">▪ Recognise different instruments.▪ Identify the beat.▪ Identify style indicators.▪ Discuss music using musical language – beat, dynamics and pitch.	<p>Disco, Funk, Hip Hop, Big Band, Jazz, Grime, Early Classical Music and 20th Century Contemporary Classical Music).</p> <ul style="list-style-type: none">▪ Discuss music using musical language-patterns, tempo, rhythm, texture, structure and the use of silence in music too.▪ Understand layers of sounds and discuss their effect on mood and feelings.	<p>Early Classical Music, 20th Century Classical Music, Contemporary Classical Music, Jazz, Motown & Western Classical Music).</p> <ul style="list-style-type: none">▪ Choose from a wide range of musical vocabulary to accurately timbre, lyrics and melody, sense of occasion, drones, cyclic patterns, cultural context, rounds and harmonies.▪ Describe how lyrics often reflect the cultural context of music and have social meaning.
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LET YOUR LIGHT SHINE

Matthew 5:16