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| **Music****Curriculum Coverage** **EYFS – Year A** |
| **Unit of work**  | **Autumn 1****Hello!** **Five little monkeys**This song develops pupils' singing voices. Also introduces them to loud and quiet**Songs to develop a singing voice**  | **Autumn 2****Sing the register****Teddy bear** **Exploring sounds****I have sounds**(sang to tune of Tommy Thumb) |
| **Prior Learning**  | * Singing / clapping out your name
* Using our voices loudly and quietly in different situations
 | * Taking the register, responding to their name
* Singing familiar nursery rhymes and songs
* Listening activities, identifying sounds
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| **Core Learning** | **Hello:**Lesson ActivitiesHello Adam, where are you?I’m sitting here how do you do.This song uses just two notes to encourage children to begin pitching. You will sing the question; your pupils answer in turn. Here's a simple grid to show you how the song works:**Five Little Monkeys:**Lesson ActivitiesHere are the lyrics:Five little monkeys, swinging on a tree,Teasing Mister CrocodileYou can't catch me, you can't catch me(Whispered quietly)Along came a crocodile as quietly as can be(Loudly)and SNAP!Here's a You Tube animation to help you learn the song:**Songs to develop a singing voice:**Lesson ActivitiesWhispersChant well known nursery rhymes. Use hand signals to control volume:Hands close together – whisperHands apart – normal talking voiceHands wide apart – louder voiceHands together – say in your head not out loud, ‘thinking voice’ | **Sing the register:****Lesson Activities****Use the 2 notes from *Hello* song from the previous lesson (E and G) to sing the register:****morning****Teddy be** **Lesson Activities**Get pupils to create actions that fit each line of the song. Encourage pupils to keep in time with the song.Here are the lyrics:Teddy Bear, Teddy Bear turn around,Teddy Bear, Teddy Bear touch the ground,Teddy Bear, Teddy Bear shine your shoes,Teddy Bear, Teddy Bear that will doTeddy Bear, Teddy Bear go upstairs,Teddy Bear, Teddy Bear say your prayers,Teddy Bear, Teddy Bear, turn off the light,Teddy Bear, Teddy Bear say “Good-night”**Exploring sounds:** **Lesson Activities**Allow the children plenty of opportunities to explore how a variety of sounds are made. Use a selection of different materials, objects and instruments. Try:A sound table – freely accessible for the children to explore making sounds. Regularly change what is on the table.Sound Blanket – Pin a blanket to a wall at a level the child can reach and attach a variety of items including zips, Velcro, plastic pots, saucepan lid, sandpaper, shells, spoons, corrugated card, tissue paper, foil etc. Keep a selection of beaters nearby to encourage scraping and tapping and so the children can explore the way the sounds can be changed.Sound Bag – Place a selection of instruments in a bag and make a sound without the children seeing which is being played. Can they guess what is making the sound? Encourage the children to describe the sounds they hear.**I have sounds:**Lesson ActivitiesI have sounds, one and two,Hide away!Listen now carefully!Which shall I play?Have two different instruments. Hide them behind a screen and at the end of the song play one of them. Can the children guess which instrument was played? As children become more familiar with sounds use more instruments.I have sounds, one, two, three ….I have sounds, there are four … |
| **Vocabulary** | * Loud
* Quiet – whisper
* Pitch
 | * Listen
* Identify
* Describe
* pitch
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| **Personal Development** | Creating identity and importance for being meUsing my voice creativity Singing for pleasure  | Creating identity and importance for being meUsing my voice creativity Developing the ability to listen carefully |
| **Quick Quiz** | Can you sing the Hello song to me using the 2 sounds?Sing quietly – sing loudly -when do we use these voices? | What sounds can you identify? How are these sounds made? |

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| **Music****Curriculum Coverage** **Year 1/2 – Year A** |
| **Unit of work**  | **Autumn 1**Tell me a story **To compose a piece of music based on a fairy tale and notate using a storyboard.** | **Autumn 2**Around the world **To develop singing skills and learn a range of traditional songs from around the world.** |
| **Prior Learning** **EYFS** | **Performing:**Sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in Participate in singing games Start and finish together with others Sing simple songs with a range of 3 notes (C-E) e.g. doorbell sound Learn to handle and produce different sounds on untuned percussion instruments**Composing:**Explore how sounds can be used to respond to a stimulus including story, photo, picture, prop Collect and create sounds for a known story or poem**Listening:**Identify high and low (pitch) and fast and slow (tempo) when listening to music To respond to questions about a piece of music they have listened to i.e. how does it make you feel? Giving a reason linked to music**Understanding and reviewing:**Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics |
| **Learning Objectives** | Learning ObjectivesBegin with simple songs with a small range (mi-so/ a third / C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E) (P2) Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy e.g. Q + A Hello, how are you...) (P2)Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (C2)Identify the pulse (L2)Recognise the changes in pitch between high and low pitch (pitched patterns) within a small section of melody e.g. trace the pattern of the melody and also identify long and short sounds (L2) | Learning ObjectivesTo sing songs regularly with a pitch range of do - so (a 5th / C - G) with increasing vocal control (P3)To sing short phrases independently / small groups within a singing game (P3)Change the way music is performed to reflect occasion e.g. lullaby (P3)Perform actions confidently and in time to a range of action songs (P3) Change words to songs and rhymes whilst maintaining rhythmic patterns (C3)Respond to the leader's directions and visual symbols for dynamics and tempo (U3)Move to the music, responding to the mood and emotion (L3) |
| **Learning Outcomes** | Learning OutcomeBy the end of the unit:* All pupils will be able to sing a song in unison and play percussion instruments in response to a picture stimulus;
* Most pupils will be able to sing a song in unison keeping to a steady pulse; select percussion instruments to match a point in a story; compose a group piece of music using pictures to organise when they play;
* Some pupils will have progressed further and will be able to sing a song in unison whilst playing the pulse on an untuned percussion instrument; they will explain why they have selected a particular sound to match a point in a story
 | Learning OutcomeBy the end of the unit:* All pupils will be able to sing a song in unison with a sense of steady pulse;
* Most pupils will be able to sing a song in unison following the shape of the melody; accompany singing with a steady beat on an untuned instrument;
* Some pupils will have progressed further and will be able to sing a song in unison singing entirely in tune; accompany singing with an ostinato; suggest ways to change performance so it suits the occasion.
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| **Core Learning** | Teaching Activities* Listen Listen Here I Come: Sing and keep a steady pulse on a drum;
* Cobbler Cobbler: Sing and do actions to a pulse;
* Elves and the Shoemaker class composition: Use percussion instruments to tell the story and use a storyboard to notate it;
* Group compositions: Use a storyboard to organise their music and to compose a piece of music on untuned and tuned percussion.
 | Teaching Activities* Hot air balloon journey around the world: Compose a piece of music to reflect a hot air balloon;
* Learn songs from around the world and accompany in a variety of ways.
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| **Vocabulary** | * Pulse
* Percussion instruments
* Storyboard
* Untuned and tuned percussion
 | * Pitch
* Clapping
* Pulse
* Rhythm
* Dynamics
* Tempo
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| **Personal Development** | Discussion of how a story can be brought to life with music using a story board.Feeling and emotions of the music linked to the story.  | Identifying the countries, the hot air balloon goes on a world map.Poland Ghana ChinaAustralia  |
| **Quick Quiz** | What does pulse mean?Can you sing a song and do actions to a pulse? | What is the difference between pulse and rhythm.  |
| **Music****Curriculum Coverage** **Year 3/4– Year A** |
| **Unit of work**  | **Autumn 1**Stone Age**Using Stone Age as a stimulus create their own lyrics to a known melody to create a new version of a song; use rhythmic notation to write short rhythmic phrases** | **Autumn 2**Countdown to Christmas**To sing songs with expression and stage presence, being aware of meaning and to review their own performances in order to improve them. Have some understanding of musical elements such as dynamics, duration, metre and pitch. Perform to an audience during week 6.** |
| **Prior Learning****Year 1&2** | **Performing:**Sing songs regularly with a pitch range of do-so (a 5th / C-G) with increasing vocal control Sing short phrases independently/ small groups within a singing game Select, organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achievedChange the way music is performed to reflect occasion e.g. lullaby Perform actions confidently and in time to a range of action songs To perform rhythmic accompaniments using a range of untuned percussion**Composing:**Create music in response to a non-musical stimulus Work with a partner to improvise simple rhythmic and melodic question and answer phrases Use music technology to capture, change and combine sounds e.g. Chrome Music Lab, Scratch Junior Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets, quavers and crotchet rest Create rhythms using word phrases as a starting point and use these as an ostinato Create and perform their own chanted rhythms with the corresponding stick notation Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece Use graphic scores to reflect pitch and dynamics Change words to songs and rhymes whilst maintaining rhythmic patterns Create a simple grid to record a 4 beat rhythmic pattern They can improvise a simple rhythmic call and response phrases of their own on an instrument they are learning**Listening:**Tap or clap the beat of a listening piece and recognise the tempo and any changes Move to music, responding to the mood and emotion Begin to group beats in four and threes by demonstrating the strongest beat when clapping Respond independently to pitch changes heard in short melodic phrases indicating with actions (e.g., stand up / sit down, hands high /hands low) Begin to recognise changes in tempo, dynamics, timbre (scratchy, smooth, string, brass etc) and texture (solo, multiple instruments) Identify the different parts of a piece of music e.g., the verse and chorus in a song, introduction**Understanding and reviewing:**Respond to the leader’s directions and visual symbols of dynamics and tempo Understand the speed of the music can change Read and respond to chanted rhythm patterns, and represent them with stick notation (crotchet, quaver, crotchet rest) Recognise dot notation and match it to 3 note tunes played on tuned percussion Understand that music can be structured in different ways Understand different sounds suit different moods Comment constructively on the music produced by others and begin to use the inter-related dimensions of music in their answer |
| **Learning Objectives** | Learning ObjectivesHave clear diction when singing to communicate lyrics effectively (P4)Select, organise and order sounds; Structure musical ideas to create music that has a beginning, middle and end (C4)Apply word chants to rhythms understanding how to link each syllable to a music note(U4)Introduce and understand the difference between crotchets and quavers and their values (U4). | Learning ObjectivesPerform with a greater awareness of the inter-related dimensions of music (P4)Sing a widening range of unison songs of varying styles and structures with a pitch of a 5th (C - G), tunefully and with expression. Perform using Italian terms such as forte (loud) and piano (quiet) (P4)Provide more opportunities to sing as a choir to an audience (P4)Develop opportunities to play tuned percussion or other melodic instruments i.e. recorder (P4)Perform simple parts with expression and awareness of rhythm e.g. a drone and an ostinato or a 2-part round (P4)Have clear diction when singing to communicate lyrics effectively (U4)Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (U4)Understand a rest indicates silence in music (crotchet rest) (U4)Identify silent beats in music (rests) (L4) |
| **Learning Outcomes**  | Learning OutcomeExpectations by the end of the unit:* All pupils will be able to produce a simple rhythm and suggest lyrics to match a given rhythm;
* Most pupils will be able to read and write rhythmic patterns using rhythmic notation;
* Some pupils will have progressed further and will use a stave to write their rhythms and demonstrate a sense of pitch
 | Learning OutcomeExpectations by the end of the unit:* All pupils will: sing with expression
* Most pupils will: sing in tune and with expression, they will understand the Italian terms forte and piano; they will be able to perform a simple accompaniment
* Some pupils will have progressed further and will: sing in tune and with expression and describe their songs using musical vocabulary referring to the inter related dimensions of music; they will begin to identify different styles of music
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| **Core Learning** | Teaching ActivitiesStep Back Baby Song, We Will Rock You song, using topic words to create new rhythms, rhythm quizzes / bingo | Teaching ActivitiesLearn a range of new songs and relate to them through their own experiences – could collect photographs of children’s own interests for a display link to Christmas Holidays / exciting experiences |
| **Vocabulary** | * Rhythm
* Lyrics
* Rhythmic pattern
* Rhythmic notation
* Pitch
 | * Tune
* Expression
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| **Personal Development** | Composing own lyrics to a simple rhythm  | Performing in front of an audience.Feeling of singing in unison Learning new songs that relate to their own experiences. |
| **Quick Quiz** | What are rhythmic patterns and notation? | How is a rest represented? - silence in music (crotchet rest)How is a silent beat in music represented? - (rests)  |
| **Music****Curriculum Coverage** **Year 5/6 – Year A** |
| **Unit of work**  | **Autumn 1**Improving colours**Pupils will learn some basic skills of musical improvisation through various games and exercises based around colour. They will use rhythmic and melodic improvisations as a source for compositions completed in small groups.** | **Autumn 2**Stage and screen**Pupils will learn about the different features of music from the stage and screen. They will use different techniques to compose their own melody for a set of lyrics.** |
| **Prior Learning** **Year 3/4** | **Performing:**Continue to sing a broad range of unison songs with the range of an octave Sing rounds and partner songs in different time signatures Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony Perform in a variety of settings with an awareness of occasion and audience Play and perform melodies following stave notation using a small range of notes Perform in 2 or more parts from simple notationPupils take part in a whole class performance and show pride in what they have achieved. They begin to show a sense of ensemble Pupils can demonstrate playing to the class any items the teacher asks for or things they have learnt themselves at home**Composing:**Improvise on a limited range of pitches on any melodic instrument, making use of staccato (detached) and legato (smooth)Begin to make decisions about the overall structure of compositions Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches Arrange individual notation cards of known note values (minim, crotchet, quavers and crotchet rests) to create 4 bar phrases consisting of different note values with 2, 3 or 4 beats per bar (2/4, 3/4, 4/4) Use the inter-related dimensions of music when composing music to create a specific mood Include a range of different instruments to create small ensembles when composing Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology Read and perform pitch notation within a defined range (octave) Follow and perform simple rhythmic notation to a steady beatUse rhythmic notation to transcribe words and phrases Love Music Trust July 21Use music tech e.g. keyboards, Garageband and electronic sounds when composingPupils are prepared to have a go at improvising phrases of more than 2 bars on their instruments. This should be of a melodic and rhythmic nature. Pupils should be able to slot this into a larger piece of music at the correct time Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox) Work in pairs to compose a short, structured piece e.g. ternary (A, B, A) Use chords to compose music to evoke a specific atmosphere, mood or environment Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band Compose over a pentatonic scale with a drone, ostinato or melody Pupils contribute ideas to group /class compositions using the knowledge that they have gained of their instrument. They are sensitive to the ideas of others and are willing to refine their work**Listening:**Copy short melodic phrases including those using the pentatonic Identify and discuss the inter-related dimensions of music when listening to a piece of music Begin to identify key stylistic features within a genre of music Begin to develop a chronological understanding of different styles of music Listen to a broad range of music from different times and places Identify and name crotchets and quavers in rhythmic patterns Begin to identify key stylistic features within a genre of music**Understanding and reviewing:**Introduce major and minor chords and use technology to demonstrate e.g. interactive keyboardIdentify chordal accompaniment and melody understanding static and moving parts when listening Introduce and understand the relationship between minims, crotchets, paired quavers and rests Understand how sounds combine and create different effects, mood and feelings Begin to develop an understanding of the term chromatic Pupils show awareness of and can respond to different rhythm values – quavers, crotchets and minims |
| **Learning Objectives** | Learning ObjectivesPerform by ear and explain how changes in performance affect mood, character and sense in improvised music (P6);Use rhythms and scales to create improvised patterns (C6);Identify and use melodies based around major and minor scales (L7)Explain how different parts of a piece work together to reflect a mood or atmosphere (URE7). | Learning ObjectivesSing a broad range of songs including those that include syncopated rhythms from a variety of times and places (P7)Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line (P7)Perform with control and sensitivity with some pupils leading and supporting others (P7)Listen to a diverse range of genres, styles and traditions and identify stylistic features (L7)Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (U7)Understand semiquavers and minim rests and the relationship between semibreves, minims, crotchets, quavers, semiquavers, crotchet and minim rests (U7) |
| **Learning Outcomes** | Learning OutcomeBy the end of the unit:* All pupils will be able to improvise in simple ways;
* Most pupils will be able to improvise coherent rhythms and melodies and combine these together with the work of other pupils in a small group;
* Some pupils will have progressed further and will improvise confident and be able to justify their decisions as improvisers and composers using appropriate musical vocabulary.
 | Learning OutcomeBy the end of the unit:* All pupils will sing a variety of songs from different musicals and show awareness of the melody; they will be able to play part of a melody on a tuned instrument.
* Most pupils will sing a variety of musical theatre songs and be able to analyse the structure of the songs, considering stylistic features; they will follow notation to play a short melody or phrase
* Some pupils will have progressed further and will sing a variety of musical theatre songs showing control and sensitivity and confidently analyse the structure considering stylistic features and referring to the inter-related dimensions of music; they will be able to play an entire melody on a tuned instrument and use traditional notation.
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| **Core Learning** | Teaching ActivitiesA range of improvisation games using rhythms and melodies;Colour based compositions and an introduction to the work of the artist Paul Klee. | Teaching ActivitiesThis unit analyses the main features of musical theatre songs. Pupils will learn about overtures, ballads, chorus and ensembles. They will have the opportunity to compose their own musical theatre melody for a given set of lyrics. Musicals studied include Oliver, The Greatest Showman, Matilda, Cats and We will Rock You. |
| **Vocabulary** | * Rhythm
* Melody
* Compose
* Improvise
* Major scale pattern
* Mainor scale pattern
 | * Musical theatre
* Melody
* Occasion
* Semibreves
* Minims
* Crochets
* Quavers
* Semiquavers
* Crotchet and minim rests
 |
| **Personal Development** | Freedom of improvising in music to be creative.What emotions are being expressed through the compositions?  | Develop understanding of musical theatre.Understand how music reflects a mood, culture or sense of occasion. |
| **Quick Quiz** | Explain the difference between composition and improvisation. | Explain semiquavers and minim rests and the relationship between semibreves, minims, crotchets, quavers, semiquavers, crotchet and minim rests |