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| **Music**    **Curriculum Coverage**  **EYFS – Year B** | | |
| **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 |
| **Core Learning** | **Hello:**  Lesson Activities  Hello 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 Activities  Here are the lyrics:  Five little monkeys, swinging on a tree,  Teasing Mister Crocodile  You 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 Activities  Whispers  Chant well known nursery rhymes. Use hand signals to control volume:  Hands close together – whisper  Hands apart – normal talking voice  Hands wide apart – louder voice  Hands 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 do  Teddy 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 Activities  I 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 |
| **Personal Development** | Creating identity and importance for being me  Using my voice creativity  Singing for pleasure | Creating identity and importance for being me  Using 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 B** | | | | | |
| **Unit of work** | **Autumn 1**  Fire Fire  **To accompany a song with untuned and tuned percussion instruments and to compose a piece of music about the Great Fire of London.** | | | **Autumn 2**  Fireworks and Fantasy  **To explore long and short sounds and compose a piece of firework music.** |
| **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 Objectives  To select, organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved (P3)  To create rhythms using word phrases as a starting point and use these as an ostinato (C3)  To use graphic scores to reflect pitch and dynamics (C3)  To understand that different sounds suit different moods (U3)  To comment constructively on the music produced by others and begin to use the interrelated dimensions in music in their answers (U3)  To begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass), dynamics and texture (solo, multiple instruments) (L3) | | | Learning Objectives  Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (P2)  Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (P2)  Perform chants (P2)  Understand that symbols can be used to represent and organise sound (U2)  Recognise the changes in pitch between high and low pitch within a small section of melody (L2) |
| **Learning Outcomes** | Learning Outcome  By the end of the unit:   * All pupils will be able to sing a song in unison and select appropriate instruments and sounds for a particular effect; they will be able to use words to create a rhythm. * Most pupils will be able to sing a song as a two-part round keeping to a steady pulse; select appropriate percussion instruments to compose a piece of music about the Great Fire of London; use symbols to represent the sounds; * Some pupils will have progressed further and will be able to sing a song as a four part round; use symbols to represent sounds and organise them on a graphic score to show layers of sound (texture) and comment constructively on their own and others' music | | | Learning Outcome  By the end of the unit:   * All pupils will be able to sing a song in unison and identify long and short sounds; * Most pupils will be able to sing a song in unison keeping to a steady pulse; select percussion instruments to accompany a song; 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; use symbols to represent sounds and combine sounds together to create a particular effect. |
| **Core Learning** | Teaching Activities  London’s Burning:   * Sing and accompany with percussion instruments as well as sing as a round; * Compose a piece of music about the Great Fire of London using a storyboard; * Create a graphic score and use it to perform from. | | | Teaching Activities  Bonfire Night:   * Sing and accompany with vocal sounds and percussion instruments; * Create a picture board score for a bonfire night piece of music; * A Dragon’s Very Fierce: Sing and use untuned and tuned percussion to accompany the song; * Create a graphic score for a dragon piece of music. |
| **Vocabulary** | * Sing as a round * Storyboard * Graphic score * Rhythms * Word scores * Pitch * Dynamics | | | * Pitch * repeated rhythmic patterns * chants * symbols * high and low pitch |
| **Personal Development** | Discuss how people sing about significant past events that have affected them?  How does the song make you feel? | | | Story behind Bonfire Night. |
| **Quick Quiz** | How do you create a rhythm using a word phrase?  What percussion instruments support the mood when singing about the Great Fire of London? | | | How do you use a picture board score?  What is pitch?  What makes a low- or high-pitched sound? |
| **Music**    **Curriculum Coverage**  **Year 3/4– Year B** | | | | | |
| **Unit of work** | **Autumn 1**  Peter and the wolf  **Through a range of performance, composition and listening activities, pupils will explore how music can be used to develop different characters in sound. Key listening will include Prokofiev & Peter and the Wolf and Saint-Saen’s Carnival of the Animals. This will also be used to stimulate a range of classroom composition activities** | | **Autumn 2**  Christmas singing  **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 achieved  Change 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 Objectives  Perform with a greater awareness of the inter-related dimensions of music (P4)  Select, organise and order sounds; Structure musical ideas to create music that has a beginning, middle and end. (C4)  Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning (C4)  Present multiple layers on graphic scores or rhythm grids (C4)  Explain how different interrelated dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (U4)  Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (U4)  Understand how sounds combine and create different effects on mood referring to the interrelated dimensions of music (U4)  Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (L4) | | Learning Objectives  Perform 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 Outcome  Expectations by the end of the unit:   * All pupils will: describe how a musical theme matches a character * Most pupils will: describe how a musical theme matches a character using musical vocabulary * Some pupils will have progressed further and will describe how a musical theme matches a character using musical vocabulary consistently and compare themes | | Learning Outcome   * 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 | |
| **Core Learning** | Teaching Activities  Listening to different pieces of music i.e Peter and the Wolf and Carnival of the Animals.  Exploring different ways of describing characters through musical sound.  Use musical vocabulary cards to describe other sounds around you.  Use tuned and untuned percussion instruments to compose a piece of music depicting a characteristic. | | Teaching Activities  Learn 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** | * Pitch * duration (note length) * timbre * texture * dynamics | | * dynamics * duration * metre * pitch * perform * expression | |
| **Personal Development** | How does this music evoke feeling?  How does the music you have created show characterisation? | | Performing in front of an audience.  Feeling of singing in unison  Learning new songs that relate to their own experiences. | |
| **Quick Quiz** | How can:  different interrelated dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression – use examples from Peter and the Wolf | | 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 B** | | | | | |
| **Unit of work** | **Autumn 1**  Getting Loopy  **To create and use patterns of sound as loops in a musically expressive way.** | **Autumn 2**  Codebreakers  **Pupils will explore a range of codes and how they can be used to create rhythms and melodies. They will used these codes to produce a range of original music individually, in pairs and in groups.** | | |
| **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 notation  Pupils 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 beat  Use rhythmic notation to transcribe words and phrases Love Music Trust July 21  Use music tech e.g. keyboards, Garageband and electronic sounds when composing  Pupils 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 keyboard  Identify 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 Objectives  Play melodies on tuned percussion, melodic instruments, or keyboards, following stave notation written on one stave (P6)  Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments (C6)  Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox) (C6)  Work in pairs to compose a short structured piece eg ternary (A, B, A) (C6)  Use chords to compose music to evoke a specific atmosphere, mood or environment (C6)  Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band (C6)  Recognise simple structures in the music being performed or listened to e.g. binary, ternary, verse, chorus etc (L6)  Develop awareness of interrelated dimensions of music and use the correct vocabulary in their response (L6) | Learning Objectives  Play a melody following a stave notation written on one stave (P7)  Perform with control and sensitivity with some pupils leading and supporting others (P7)  Compose melodies using major or minor scales i.e. C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment (C7)  Create music with multiple sections that include repetition and contrast (C7)  Listen to a diverse range of genres, styles and traditions and identify stylistic features (L7)  Listen to a wide range of live and recorded musicians (L7)  Develop a cultural respect and celebrate differences in the music listened to (L7)  Listen to music from different times and places and identify their own uniqueness (L7) | | |
| **Learning Outcomes** | Learning Outcome  By the end of the unit:   * All pupils will understand how loops can be used to structure a piece of music; * Most pupils will understand how loops can be used to structure a piece of music, compose original sounds and transform them, perform confidently as part of a group; * Some pupils will have progressed further and will achieve all this, and be critical about the expressive impact of their own and their group's performance and use musical vocabulary to justify their musical choices. | Learning Outcome  By the end of the unit:   * All pupils will be able to use basic codes to produce various forms of musical material including rhythms and melodies; * Most pupils will be able to create these materials and combine them into musical structures with an expressive purpose * Some pupils will have progressed further and will complete the above and also provide a fluent and convincing account of their work and its musical impact. They will show a willingness to innovate and adapt their work in response to their own and others' ideas about their composition and performance. | | |
| **Core Learning** | Teaching Activities  Starting with catchphrases, this unit of work will take pupils on a journey that helps them understand how loops of sound can be used expressively.  The unit includes whole class activities and group composition work to help pupils understand how music can be used to express powerful emotions about specific themes rather than just be used to present a literal interoperation of an object or event. | Teaching Activities  Pupils will undertake a range of short compositional tasks individually and in pairs. They will use the techniques in a larger group towards the end of the unit to produce a composition in a ternary form. | | |
| **Vocabulary** | * Catchphrases * Loops of sound * Expression * Emotions * dynamics | * long and short pulses * code * short rhythmic pattern * beat * melody | | |
| **Personal Development** | The understanding that music can be used to express powerful emotions about specific themes.  What emotions are being expressed through the compositions? | Develop a cultural respect and celebrate differences in the music listened to.  Listen to music from different times and places and identify their own uniqueness. | | |
| **Quick Quiz** | How are these simple structures in the music being performed or listened to:   * Binary * Ternary * Verse * chorus | Unscramble each other’s codes for fun! | | |