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| **Music**    **Curriculum Coverage**  **EYFS – Year B** | | |
| **Unit of work** | **Spring 1**  **Numbers**  **Some sounds are short**  (Sang to Pease Pudding)  **Graphic score** | **Spring 2**  **Whispers**  **Beat and rhythm games**  **Copycat**  **Giraffe and worm** |
| **Prior Learning** | Singing in correct pitch  Using their voices to sing loudly and quietly  Exploring the sounds of different materials, objects and instruments. | Using musical instruments  Playing short and long sounds  Using their voices to sing loudly and quietly |
| **Core Learning** | **Numbers:**  Lesson Activities  Have the children sitting in a circle and give each child a number 1 – 6. Allocate each number a different instrument or vocal / body sound e.g.  Number 1 – drum / stamping  Number 2 – tambourine / woosh sound etc  Hold up a flashcard with the number 1 on and all children who are number one play their instrument or make their sound until the card comes down. Repeat with different numbers and combination of numbers.  **Some sounds are short:**  Lesson Activities  Some sounds are short,  Some sounds are long,  Which sounds will you make,  After this song?  Have the children sitting in a circle with a selection of percussion instruments in the centre. Pass a beanbag around the circle whilst the song above is being sung. At the end of the song the child holding the beanbag chooses an instrument from the centre and plays either a short or long sound.  **Graphic score:**  Lesson Activities  Use shapes and symbols in your graphic score to represent the sounds. Assign each instrument / sound a symbol. Keep it simple e.g. clap your hands X, hum O  Make each symbol different so score is easy to use. Put symbols in an order and perform the piece.  X O X (Clap, hum, clap) | **Whispers:**  Lesson Activities  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’  **Beat and rhythm games:**  Lesson Activities  Developing a sense of pulse and the ability to keep a steady beat is a key skill in music making. The following activities all help develop this in young children  Whilst singing or listening to favourite songs clap, tap or move to the beat. Make up different actions to perform to the beat of the song e.g. tap knees, stamp feet, hop, nod head, wave hands etc  Leader claps a simple rhythm or taps of different body parts and the children must listen, watch and then copy the rhythm  Tap out the rhythm of different children’s names. Can they guess which child’s name is being clapped?  Pass the drum – with children sitting in a circle the first child plays a simple rhythm on a small drum. The drum then passes to the next child who copies the rhythm. Continue passing the drum around the circle, can the children keep the rhythm the same?  **Copycat:**  Lesson Activities  Have two sets of instruments, one hidden from the children. Play one of the instruments and ask a child to come and play the same instrument. This can be made trickier by playing a short rhythm / pattern on the instrument for the children to copy  **Giraffe and worm:**  Learning Objectives  Show the children the pictures of a giraffe or a worm. Children should stretch tall like a giraffe or lie down like a worm. Play a high or low sound on an instrument, children must be a giraffe or worm accordingly.  This can then be played by showing the children the picture of a giraffe or worm and them choosing an instrument which plays a high or low sound, according to the picture they have been shown. |
| **Vocabulary** | * Names of musical instruments * Short and long sounds * Shapes symbols * Graphic score * Clap hum | * whisper * normal talking voice * louder voice * ‘thinking voice’ * Beat pulse rhythm * Copy – rhythm pattern * High and low sounds |
| **Personal Development** | Discussion of the different sounds we can create, exploring sound | Discussion of the different sounds we can create, exploring sound |
| **Quick Quiz** | What musical instruments can you name?  Can you make a short sound? Long sound?  How can we use our instruments to read the graphic score? | Can you make a high or low sound?  Copy a short rhythm or pattern with your friend  What is a beat? |

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| **Music**    **Curriculum Coverage**  **Year 1/2 – Year B** | | | | | |
| **Unit of work** | **Spring 1**  Under the sea  **Pupils will create new lyrics to fit a known melody and rhythm. They will accompany their singing with percussion instruments and compose a piece of music describing the sea.** | | | **Spring 2**  Down in the Jungle  **Pupils will sing animal themed songs in unison and accompany with percussion instruments; they will compose a piece of jungle music and notate using symbols on a grid.** |
| **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 perform simple accompaniments (P2)  To develop a basic understanding of how music is organised (U2)  To select appropriate instruments for a particular task (C2) | | | Learning Objectives  To select, organise and order sounds to perform, suggesting how they should be played and discussing the effects achieved (P3)  To use graphic scores to reflect mood, themes, movement and character (C3)  Understand that symbols can be used to represent specific sounds (U3)  To identify the different parts of a song e.g. the verse and chorus (L3) |
| **Learning Outcomes** | Learning Outcome  By the end of the unit:   * All pupils will be able to sing a song keeping to the pulse on untuned percussion and play a part in a class composition; * Most pupils will be able to sing a song with a simple accompaniment, select instruments appropriate for a sea composition and suggest ways to start and end a piece; * Some pupils will have progressed further and will, in addition to the above, be able to suggest ways to organise the piece of music as a whole. | | | Learning Outcome  By the end of the unit:   * All pupils will be able to recognise that the chorus in a song is repeated; will select sounds to be played for a piece and will follow symbols on a grid; * Most pupils will be able to correctly identify the verse and chorus in a song; select and organise sounds to be played discussing the effect created; suggest symbols to represent sound; * Some pupils will have progressed further and will be able to select sounds and suggest how they are played to create a desired effect; they will suggest and use symbols in a grid to create a score. |
| **Core Learning** | Teaching Activities  A range of songs including Walk in the Jungle and The Wheels of the Bus;  Various games including 'Catch the Fish';  A group composition based on a sea theme. | | | Teaching Activities  A range of songs including Down in the Jungle accompanied with percussion instruments;  Various games including 'What’s that Sound?  Rainforest/jungle composition  with a focus on texture and dynamics;  Notating a composition on a grid. |
| **Vocabulary** | * Pulse * Beginning * End | | | * Verse * Chorus * Symbols * Sounds * Grid * Score * Texture * Dynamics |
| **Personal Development** | Enjoyment of creating a class composition and performing it together as a class | | | Enjoyment of creating a class composition and performing it together as a class |
| **Quick Quiz** | Why did we select those instruments for the sea?  What is a good way to start a piece?  End a piece?  Why? | | | What is a chorus? When do we sing it?  What is a verse?  How do these both come together in a song? |
| **Music**    **Curriculum Coverage**  **Year 3/4– Year B** | | | | | |
| **Unit of work** | **Spring 1**  Folk Music  **To learn about British folk music and use its characteristics to create a class performance.** | | **Spring 2**  Musical Recycling  **Pupils will consider a range of ways that recycling can apply to musical performance and composition. They will recycle their own instruments, voices and found sounds within a group composing task.** | |
| **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  Continue to sing a broad range of unison songs with the range of an octave (P5)  Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (P5)  Perform in 2 or more parts from simple notation (P5)  Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches (C5)  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) (C5)  Read and perform pitch notation within a defined range (octave) (C5)  Identify chordal accompaniment and melody understanding static and moving parts when listening (U5)  Copy short melodic phrases including those using the pentatonic (L5)  Identify and discuss the inter-related dimensions of music when listening to a piece of music (L5)  Begin to identify key stylistic features within a genre of music (L5)  Begin to develop a chronological understanding of different styles of music (L5)  Listen to a broad range of music from different times and places (L5) | | Learning Objectives  To perform with control and sensitivity, with some pupils leading and supporting others in the development of performance skills (P7 & 8);  Use prior music technology knowledge to source sounds for an intended effect and use within a composition (C7)  Compose melodies using major or minor scales .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)  Compose a piece of music suitable for a particular occasion (C7)  Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (U7)  Present a well-formed opinion and show a willingness to engage with alternative perspectives (U7) | |
| **Learning Outcomes** | Learning Outcome   * All pupils will: sing a simple folk melody; be able to describe a piece of music they have listened to * Most pupils will: sing a given part; use musical vocabulary to describe a piece of music they have listened to * Some pupils will have progressed further and will: have an awareness of the different parts; play a simple accompaniment to a folk tune; evaluate the style of music using musical vocabulary | | Learning Outcome  By the end of the unit:   * All pupils will understand how principles of recycling apply to musical performance and composition; * Most pupils will understand and be able to apply the principles of recycling in their own musical performance and composition work ; * Some pupils will have progressed further and will, in addition to the above, be able to lead others in this work and provide a convincing account of their choices in these activities. | |
| **Core Learning** | Teaching Activities  Pupils will listen to a variety of folk music, both traditional and more contemporary, and describe and evaluate what they have heard. They will learn Calon Lan, Skye Boat Song, Cockles and Mussels and Scarborough Fair | | Teaching Activities  Recycling is a well known concept and practice but perhaps it's not something you thought could be applied to music! The sounds and music created in this unit will be different and unusual to those of other units. However, it is important to emphasise that they are no less musical for that. Music is best defined as 'organised sound'. In that sense, it doesn't matter if the sounds themselves come from junk, vegetables, the Internet, pupils' voices or traditional instruments. They can all become musical through their organisation. | |
| **Vocabulary** | * Sing * Melody * Folk music * Harmony * minim, crotchet, quavers and crotchet rests | | * recycling * junk | |
| **Personal Development** | Begin to develop a chronological understanding of different styles 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 | | Discovery of what is around us and how we can best make use of it in a practical and musical way | |
| **Quick Quiz** | What are the note values of a minim, crotchet, quavers and crotchet rests? | | How has the concept of recycling supported your musical performance and compostion? | |
| **Music**    **Curriculum Coverage**  **Year 5/6 – Year B** | | | | | |
| **Unit of work** | **Spring 1**  Samba  **To introduce pupils to samba, a lively street and party music from Brazil.** | **Spring 2**  Music from around the world  **Pupils will explore the stylistic features of different pieces from around the world.** | | |
| **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  To improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments (C6)  To introduce semibreves and semiquavers, and understand the relationship between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. (U6)  To understand the difference between 2/4, 3/4 and 4/4 time signature (U6)  To develop awareness of the interrelated dimensions of music and use the correct vocabulary in their responses (L6)  Listen to music from different times and places and identify their own uniqueness (L6)  Develop a cultural respect and celebrate differences in the music listened to (L7) | Learning Objectives  Sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places (P6)  Sing a broad range of songs, observe phrasing, accurate pitching and appropriate style e.g. raps / chants (P6)  Perform simple chordal accompaniments to familiar songs (P6)  Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (P6)  Compose over a pentatonic scale with a drone, ostinato and melody (C6)  Listen to music from different times and places and identify their own uniqueness (L6)  Develop a cultural respect and celebrate differences in the music listened to (L6) | | |
| **Learning Outcomes** | Learning Outcome  By the end of the unit:   * All pupils will perform rhythmic patterns confidently and with control in a small group setting; * Most pupils will compose their own patterns and improvise others within a small group setting. They will be able to consider how a range of extra-musical elements can enhance a musical performance; * Some pupils will have progressed further and, in addition to the above, will lead other pupils in the samba. They will be able to shape the musical performance, with the addition of extra-musical elements, leading their group to make sustained improvements to their samba performance. | Learning Outcome  By the end of the unit:   * All pupils will sing a 3 part round and be able to maintain their own part; compose a simple melody using the pentatonic scale; identify key stylistic features of different pieces of music from around the world * Most pupils will be able to sing with correct phrasing and pitching; add an ostinato and drone to a melody; perform a simple accompaniment from notation; describe the key stylistic features of a piece * Some pupils will have progressed further and will take the lead in performances of 3 part songs; they will explain how to use the stylistic features in their own performances from the pieces they have listened to | | |
| **Core Learning** | Teaching Activities  Pupils will play a range of rhythm games. They will learn a 'chocolate samba' before beginning to adapt this in groups. They will include improvised rhythms and follow the signals of a musical leader. They will develop an understanding of how extra-musical elements can be brought alongside the music ones to enhance a live performance . | Teaching Activities  Children will learn about music from countries in Africa, Japan and the Caribbean including Siyahamba, Sakura, One Love and Three Little Birds. They will compose their own pentatonic melody using the different styles of music and their knowledge of the interrelated dimensions of music. They will compare the different pieces and styles and describe what qualities each piece has and what makes them different from each other. | | |
| **Vocabulary** | * semibreves and semiquavers, * minims, crotchets and crotchet rests, paired quavers and semiquavers. * 2/4, 3/4 and 4/4 time | * 3 part rounds * partner songs and songs * phrasing * accurate pitching * appropriate style e.g. raps / chants * simple melody * the pentatonic scale | | |
| **Personal Development** | Listen to music from different times and places and identify their own uniqueness  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  Develop a cultural respect and celebrate differences in the music listened to | | |
| **Quick Quiz** | What is the relationship between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers?  What is the difference between 2/4, 3/4 and 4/4 time? | What is the pentatonic scale? | | |