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| **Music**    **Curriculum Coverage**  **EYFS – Year B** | | |
| **Unit of work** | **Summer 1**  **Waves on the Sea**  (sung to tune of wheels on the bus)  **Round and round the garden**  Parachute Games  **Story time** | **Summer 2**  **Graphic Score**  **Voice game**  **How am I played?**  **Hop little bunny** |
| **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 | 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 graphic scores |
| **Core Learning** | **Waves on the Sea:**  Lesson Activities  The waves on the sea go up and down,  Up and down, up and down,  The waves on the sea go up and down  All day long.  The shark in the sea goes snap, snap, snap...  The fish in the sea go swish, swish, swish...  Jelly fish in the sea go wobble, wobble, wobble...  Instructions: Sit around the parachute holding the edge.  1) Waves: Make waves.  2) Shark: Put shark on and make sharp up/ down moves on snap.  3) Fish: Put fish on and swish parachute side to side.  4) Jelly fish: Put jelly fish on and wobble parachute quickly side to side  **Round and round the garden:**  Lesson Activities  Round and round the garden,  Like a teddy bear.  One step, two step,  Flying in the air!  Stand up around the parachute hold it quite taught, place teddy in the middle. Begin singing the song while walking around in a circle. At “One step...” stop and gently lower and raise parachute twice. Then bounce the teddy high into the air.  **Story time:**  Lesson Activities  Accompany a favourite story with sounds (instrumental, vocal or body). Use sound for key characters, events and moods.  Some favourites are:  Jill Murphy’s Peace at Last and Whatever Next  Michael Rosen’s We’re going on a Bear Hunt  Julia Donaldson’s Gruffalo  Giles Andrea’s Rumble in the Jungle  Children can perform the accompaniment whilst the story is being read or by sequencing pictures from the story and using the pictures as a score / prompt for their playing | **Graphic Score:**  Learning Objectives  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)  **Voice game:**  Lesson Activities  Ask a child in the class to close / cover their eyes. Pick one child to say Good morning / afternoon, can the first child identify the voice? Ask questions to help focus the child’s listening, was it a boy or a girl? Was the sound close by or far away? Where did the voice come from? Etc  **How am I played?:**  Learning Objectives  Have a selection of instruments hidden from the children, play an instrument and ask the children to identify if it is hit, shaken or scraped.  **Hop little bunny:**  Lesson Activities  See the little bunnies,  Sleeping till its nearly noon.  Come and wake them gently  With a merry tune.  Oh, so still are they ill?  SHHHH (finger to mouth)  WAKE UP! (Clap)  Hop little bunnies,  hop, hop, hop.  Hop, hop, hop,  hop, hop, hop.  Hop little bunnies  hop, hop, hop,  Hop and stop!  Sit the children round the edge of the parachute with the selection if soft toy rabbits on the parachute. Keep the parachute still to begin with until the rabbits are woken up then bounce the rabbits on the parachute in time to the beat of the song. |
| **Vocabulary** | * Up and down, Snap swish wobble * Describing different sounds | * Beat * Hit shaken scraped * Graphic score – clap hum |
| **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 do the waves do? Sharks? Fish? Jellyfish? | How can we play different musical instruments? |

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| **Music**    **Curriculum Coverage**  **Year 1/2 – Year B** | | | | | |
| **Unit of work** | **Summer 1**  Changes  **To learn spring-themed songs and compose a piece of springtime music.** | | | **Summer 2**  **.** Whatever the weather  **To sing songs about the weather, in unison and as a round, and accompany with percussion instruments. Use symbols to notate a weather composition.** |
| **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  Perform a simple accompaniment on percussion instruments showing an awareness of pulse (P2)  Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (C2)  Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C D and E (C2)  Use basic dynamics and tempo for musical expression e.g., piano, forte, fast, slow (C2)  Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (C2)  Understand the difference between creating a rhythm pattern and a pitch pattern (U2)  Understand that symbols (pictures) can be used to represent and organise sound (U2)  Develop a basic understanding of how music is organised e.g., beg, mid, end (U2) | | | Learning Objectives  To play untuned percussion as an accompaniment to show pulse and rhythm (P2)  To sing with an awareness of the melody (P3)  To understand that symbols can be used to represent sound (U3) |
| **Learning Outcomes** | Learning Outcome  By the end of the unit:   * All pupils will be able to sing a song in unison and play instruments for a class composition; * Most pupils will be able to sing a song in unison; use instruments to illustrate a story, suggest which instruments to use in a class composition; * Some pupils will have progressed further and suggest ways of improving their performance. | | | Learning Outcome  By the end of the unit:   * All children will be able to sing in unison keeping to a steady pulse; play a rhythm on a percussion instrument; identify a sound as loud or quiet; * Most children will be able to sing in unison showing an awareness of the shape of the melody; play rhythms from symbols; identify gradual changes in dynamics; * Some children will have progressed further and will sing accurately in unison; write symbols for rhythms; use dynamics to create an effect. |
| **Core Learning** | Teaching Activities  A selection of spring time songs;  Changing the lyrics to a well-known song;  Compose a piece of springtime music for percussion. | | | Teaching Activities  Rain is Falling Down: Sing and identify the pulse and rhythm;  I Hear Thunder: Sing as a round and accompany with percussion instruments;  Rain Rain Go Away: Sing and identify the pulse and rhythm;  A thunder storm composition. |
| **Vocabulary** | * Pulse * Rhythm * Pitch * Rhythm pattern * Pitch pattern | | | * Pulse * Pitch * Loud * quiet |
| **Personal Development** | Singing together  Creating and performing a class composition | | | Creating a thunderstorm composition – power of a storm to music – discussion of feelings and emotions |
| **Quick Quiz** | What is the difference between creating a rhythm pattern and a pitch pattern?  How are symbols (pictures) used to represent and organise sound?  How music is organised e.g., beg, mid, end? | | | What is pulse?  What is rhythm?  How are they different? |
| **Music**    **Curriculum Coverage**  **Year 3/4– Year B** | | | | | |
| **Unit of work** | **Summer 1**  Meet and Greet  **Pupils will investigate how music can be used to represent people and allow them to interact with each other.** | | **Summer 2**  Say Hello, Wave Goodbye  **To investigate the different emotions evoked by music associated with meeting and parting and to use these to construct two contrasting raps.** | |
| **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  To perform simple parts with expression and awareness of rhythm (P4)  To compose a short piece of music with a given structure (C4)  Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (L4)  Introduce and understand the differences between crotchets and quavers and their values (U4) | | Learning Objectives  Recognise and explain the difference between pulse and rhythm (C5);  Sing or play with an awareness of different parts (P5);  Understand how sounds combine and create different effects, moods and feelings (URE5). | |
| **Learning Outcomes** | Learning Outcome  By the end of the unit:   * All pupils will play and sing simple parts collaboratively; * Most pupils will play and sing simple parts with expression and awareness of rhythm collaboratively; * Some pupils will have progressed further and will play and sing simple parts, recognise and represent pitch accurately in composing music for a given occasion. | | Learning Outcome   * All pupils will perform their own part in a rap * Most pupils will perform their own part in a rap and describe how the performance evokes emotions. * Some pupils will have progressed further and will perform their own part in a rap, describe how the performance evokes emotions and direct other performers. | |
| **Core Learning** | Teaching Activities  Pupils will investigate how they can play and perform together and individually. They will collect counting, skipping, action and ball game songs and music used for special occasions. | | Teaching Activities  This unit is based around pupils composing two contrasting raps: a 'hello' rap in a bright, up tempo form; a 'goodbye' rap in a slower, more reflective form. Pupils will work in pairs and extended groups throughout the various composition tasks. | |
| **Vocabulary** | * Expression * Rhythm * Compose * Crochet * Quaver | | * Pulse * Rhythm * Effects * Moods * Feeling * rap | |
| **Personal Development** | Playing and performing together and individually | | Feelings that are evoked from the two contrasting raps –  a 'hello' rap in a bright, up tempo form; a 'goodbye' rap in a slower, more reflective form | |
| **Quick Quiz** | What is the differences between crotchets and quavers and their values? | | Explain the difference between pulse and rhythm | |
| **Music**    **Curriculum Coverage**  **Year 5/6 – Year B** | | | | | |
| **Unit of work** | **Summer 1**  Lights, camera, action  **Pupils will create a multimedia production on a chosen or given topic of theme. Working as a production crew, they will construct, sequence and perform video, visual and musical content within a short performance.** | **Summer 2**  Sounds of the future  **Pupils will explore the world of the contemporary sound designer. They will produce their own sound design for a short film using a range of instruments and found sounds.** | | |
| **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 plan a performance to suit a given occasion, venue and purpose, explaining the effects achieved (P7);  To understand how music and reflect a given occasion or context (L8);  To evaluate choices for performance and composition and justify them in appropriate vocabulary (URE8). | Learning Objectives  To compose sounds suitable for a particular film (C7)  Identify how specific musical techniques and devices contribute to the impact of their piece of sound design (L7);  Evaluate choices in composition and justify them in appropriate musical vocabulary (URE8).  Pupils will use this film to structure a sound design comprising of overall and specific sounds. These sounds will be combined to produced an effective sonic environmental perspective for the film. | | |
| **Learning Outcomes** | Learning Outcome  By the end of the unit:   * All pupils will have helped create and participated in the performance of a multimedia production; * Most pupils will have contributed to the video, visual and musical content of a multimedia production and shown a good ability to evaluate the production process effectively; * Some pupils will have progressed further and will, in addition to the above, have led others in this process and worked skilfully to produce an informative and convincing production on their chosen theme . | Learning Outcome  By the end of the unit:   * All pupils will understand how sound design contributes to the expressive power of film ; * Most pupils will be able to apply the processes of sound design to the creation of a unique sound design of their, and justify their compositional choices within this process using musical vocabulary ; * Some pupils will have progressed further and will show a keen ear for the process of sound design and present imaginative and creative approaches within their sound design drawing on the work of contemporary sound designers. | | |
| **Core Learning** | Teaching Activities  Within the unit pupils will work in a production crew with defined roles and responsibilities. They will work more independently than in other units in Year 6. This is similar to the way that they worked in the final unit of Year 5. Key lessons can be drawn from other units that they have studied, most notably their work on sound design in Year 6, Unit 3. This unit has been devised to allow pupils the opportunity to use all their accumulated musical skills in the production of a final project piece of which they can be proud. | Teaching Activities  This unit is structured around a piece of film - Futurescape. This film is made available here as part of the curriculum in two forms: with audio and without audio. This film is part of a resource on film music called Sound2Picture. This resource was produced by UCan.tv, the creators of this primary music curriculum, and is still available. Please contact us directly for further details. | | |
| **Vocabulary** | * Occasion * Venue * Purpose * Video * Visual content * Musical content * Production | * Sound * Film * Sound design | | |
| **Personal Development** | Working together as a team to create a production together – everyone having their part to play.  Using developed musical skills. | Creativity – exploring and creating own sound designs. | | |
| **Quick Quiz** | Explain the musical skills you have used. | Discuss the process you took to create your sound design.  Why did you go down this specific path of design – what inspired you? | | |