

## Music Curriculum Map

|               | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
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| <b>Year 1</b> | <p>It's good to be me!</p> <p><b>Singing</b> - Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> <li>Make different sounds with voice</li> <li>Use voice and body to create sounds - humming, whispers, clicks and whistles.</li> <li>Follow instructions about when to play and sing</li> <li>Sing simple songs and chants (with actions) building rhythmic and melodic memory.</li> <li>Keep a steady beat and copy simple rhythm patterns.</li> </ul> <p><b>Listen and appreciate</b> - To listen with concentration and understanding to a range of high quality live and recorded music.</p> <ul style="list-style-type: none"> <li>Say whether they like or dislike a piece of music</li> </ul> <p><b>Create own music</b> – Pupils should be taught to experiment with, create, select and combine</p> | <p>Carnival of the Animals</p> <p><b>Singing</b> - Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> <li>Make different sounds with voice</li> <li>Use voice and body to create sounds - humming, whispers, clicks and whistles.</li> <li>Follow instructions about when to play and sing</li> <li>Sing simple songs and chants (with actions) building rhythmic and</li> </ul> | <p>Why was Lowry important?</p> <p><b>Singing</b> - Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> <li>Make different sounds with voice</li> <li>Use voice and body to create sounds - humming, whispers, clicks and whistles.</li> <li>Follow instructions about when to play and sing</li> <li>Sing simple songs and chants (with actions) building rhythmic and melodic memory.</li> <li>Keep a steady beat and copy simple rhythm patterns.</li> <li>c</li> </ul> | <p><b>SINGUP YEAR 1 COMPOSE 2</b></p> <p><b>Playing an instrument</b> – Pupils should be taught to play tuned an untuned instruments musically.</p> <ul style="list-style-type: none"> <li>Use instruments to perform and choose sounds to represent different things</li> <li>Begin to use correct technique when playing a range of percussion instruments.</li> </ul> <p>Focusing on aspects of singing, playing, improvising, composing, and listening.</p> <p>Embedding skills, knowledge and understanding through singing, playing, improvising, composing, and listening</p> | <p><b>SINGUP YEAR 1 LISTEN 3</b></p> <p><b>Listen and appreciate</b> - To listen with concentration and understanding to a range of high quality live and recorded music.</p> <ul style="list-style-type: none"> <li>Say whether they like or dislike a piece of music</li> </ul> <p><b>Listen actively and develop skills by responding to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</b></p> <p><b>Listen actively and develop a sense of pitch through movement.</b></p> <p><b>Listen actively and develop awareness of duration and the ability to move</b></p> | <p>Pitch</p> <p><b>Playing an instrument</b> – Pupils should be taught to play tuned an untuned instruments musically.</p> <ul style="list-style-type: none"> <li>Use instruments to perform and choose sounds to represent different things</li> <li>Begin to use correct technique when playing a range of percussion instruments.</li> </ul> <p>To play tuned and untuned instruments musically</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Learn and sing "Once a Man" and "Cyril the Squirrel" using hands to show ascending and descending the scale.</p> |

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|  | <p><u>sounds using the inter-related dimensions of music.</u></p> <ul style="list-style-type: none"> <li>• Clap and repeat short rhythmic and melodic patterns</li> <li>• Create and clap own rhythms</li> <li>• Invent symbols to represent sound and create a simple graphic score for pitch or notation that others can follow.</li> </ul> <p>Listen to and learn 123 It's Good To Be Me with sign language. Link with PSHE – good about yourself/good about a friend/what is the same/what is different. Use body percussion to create rhythms. In pairs, create a structure of different rhythms. Use symbols to record sounds and try to read each others music.</p> | <p>melodic memory.</p> <ul style="list-style-type: none"> <li>• Keep a steady beat and copy simple rhythm patterns.</li> </ul> <p><b>Listen and appreciate</b> - To listen with concentration and understanding to a range of high quality live and recorded music.</p> <ul style="list-style-type: none"> <li>• Say whether they like or dislike a piece of music</li> </ul> <p><u>Create own music – Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</u></p> <ul style="list-style-type: none"> <li>• Clap and repeat short rhythmic and melodic patterns</li> <li>• Create and clap own rhythms</li> <li>• Invent symbols to represent sound and create a</li> </ul> | <p><u>Create own music – Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</u></p> <ul style="list-style-type: none"> <li>• Clap and repeat short rhythmic and melodic patterns</li> <li>• Create and clap own rhythms</li> </ul> <p><u>Playing an instrument – Pupils should be taught to play tuned an untuned instruments musically.</u></p> <ul style="list-style-type: none"> <li>• Use instruments to perform and choose sounds to represent different things</li> <li>• Begin to use correct technique when playing a range of percussion instruments.</li> </ul> <p>Listen to and learn Matchstalk Men by Brian and Michael. Create a soundscape of Industrial machinery using instruments to represent different machines. Introduce FORM, TIMBRE and TEXTURE to help structure composition.</p> | <p>Improvise musical conversations (duets) based on song – “Who Stole the Chicken and the Hen?”</p> <p>Improvise on xylophones, taking turns.</p> <p>Create graphic scores to notate compositions and perform from graphic scores</p> | <p><b>slowly.</b><br/><b>Perform beat actions to music, reinforcing a sense of beat.</b><br/><b>Create art work, drawing freely and imaginatively in response to a piece of music.</b></p> <p><b>Listen, copy, move – play the ‘Bossy signals’ game</b></p> <p>This game provides an engaging way to develop children’s <i>active</i> listening skills and awareness of pitch.</p> <p><b>Play the ‘Shapes’ game</b></p> <p>This playful movement game helps children to establish an inner sense of beat and an awareness of different length durations. Moving slowly can be challenging for children as it requires them to have good balance. This game helps them to practise this skill in readiness for the <i>Nautilus</i> dance in the</p> | <p>Use xylophone to create “up and down” bedtime story choosing child from class as subject. Children create their own up and down story for a friend. Teach how to hold beaters and playing technique (bouncing beater not pushing).</p> |
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|  |  | <p>simple graphic score for pitch or notation that others can follow.</p> <p><b><u>Playing an instrument</u></b><br/> <u>– Pupils should be taught to play tuned and untuned instruments musically.</u></p> <ul style="list-style-type: none"> <li>• Use instruments to perform and choose sounds to represent different things</li> <li>• Begin to use correct technique when playing a range of percussion instruments.</li> </ul> <p>Move and dance to music. Guess what each animal is. How does Saint Saens make the music sound like that? Does he use long sounds, short sounds, is it loud or quiet? DYNAMICS, DURATION. Use instruments to make your own sounds for the animal. What does it sound like if you play with a friend? In a</p> | <p>Introduce idea of graphic scores to link with concept of painting and expression.</p> |  | <p>activity that follows later in the unit.</p> <p>Explore Nautilus through movement and active listening Draw to music - engage imaginatively with the music</p> |  |
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|               |   | three?<br><br>Sing animal songs –<br>Hermann the Worm<br>etc.  |   |  |   |  |
| <b>Year 2</b> | <b>Little Red Riding Hood BBC learning</b><br><br><u><b>Singing</b> - Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</u> <ul style="list-style-type: none"> <li>Sing or clap increasing and decreasing tempo</li> <li>Perform simple patterns and accompaniments keeping a steady pulse.</li> </ul><br><b>Listen and appreciate</b> - To listen with concentration and understanding to a range of high quality live and recorded music. <ul style="list-style-type: none"> <li>Make connections between notations and musical sounds.</li> <li>Duration: distinguish between a pulse and a rhythm. Understand that rhythmic patterns fit to a beat.</li> </ul> | <b>Sing up Year 2 Sing 2 Creepy Castle</b><br><br><b>Listen and appreciate</b> - To listen with concentration and understanding to a range of high quality live and recorded music. <ul style="list-style-type: none"> <li>Make connections between notations and musical sounds.</li> <li>Duration: distinguish between a pulse and a rhythm. Understand that rhythmic patterns fit to a beat.</li> </ul><br><u><b>Create own music</b> –</u> | <b>Why was Rosa Parks significant? BBC Ten Pieces – Florence Price – 3<sup>rd</sup> Symphony - Juba dance</b><br><br><u>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</u><br><br>Learn and sing trad African slave songs. Discuss reasons for slave songs and meanings.<br><br><u><b>Create own music</b> – Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</u> <ul style="list-style-type: none"> <li>order sounds to create beginning, middle and end.</li> <li>Create music in response to different</li> </ul> | <b>Under the sea</b><br><br><b>Listen and appreciate</b> - To listen with concentration and understanding to a range of high quality live and recorded music. <ul style="list-style-type: none"> <li>Make connections between notations and musical sounds.</li> <li>Duration: distinguish between a pulse and a rhythm. Understand that rhythmic patterns fit to a beat.</li> </ul><br><u><b>Create own music</b> – Pupils should be taught to experiment</u> | <b>Sing up Year 2 Sing 3 Grandma Rap</b><br><br><u><b>Create own music</b> – Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</u> <ul style="list-style-type: none"> <li>order sounds to create beginning, middle and end.</li> <li>Create music in response to different starting points. Use instruments to reflect a topic or add sound effects to a story.</li> </ul> | <b>Music/PSHE/ Geography</b><br><br><u><b>Create own music</b> – Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</u> <ul style="list-style-type: none"> <li>Order sounds to create a beginning, middle and end</li> <li>Create music in response to different starting points. Use instruments to reflect topic or create sound effects in a story.</li> </ul><br>Listen to Buster and Pong's recycling song. |

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|  | <p>Links with literacy – comprehension questions on each episode, with emphasis on inference.</p> <p>Learn and sing songs, add instruments to demonstrate focus eg. Rhythm, pitch, dynamic.</p> <p>Revisit and consolidate year 1 teaching.</p> | <p><u>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</u></p> <ul style="list-style-type: none"> <li>Order sounds to create a beginning, middle and end</li> <li>Create music in response to different starting points. Use instruments to reflect topic or create sound effects in a story.</li> </ul> <p>Embedding skills, knowledge and understanding through singing, playing, improvising, composing, and listening</p> <p>Listen to music in a minor key, recognising small steps in the music</p> <p>thinking about 'key' is through <i>Creepy castle</i> is written in a minor key, which gives the music a</p> | <p>starting points. Use instruments to reflect a topic or add sound effects to a story.</p> <p>Use Juba dance to create rhythms using body percussion, then untuned percussion then tuned percussion. Arrange rhythms and play with musical form and other elements e.g. dynamics.</p> | <p><u>with, create, select and combine sounds using the inter-related dimensions of music.</u></p> <ul style="list-style-type: none"> <li>Order sounds to create a beginning, middle and end</li> <li>Create music in response to different starting points. Use instruments to reflect topic or create sound effects in a story.</li> </ul> <p>Listen to Celtic Woman's Full Fathom Five. Introduce and use <b>pentatonic</b> scale to create melodies and gentle sea sounds. Introduce OSTINATO and DRONE. choose appropriate untuned percussion as sound effects.</p> | <p>Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers)</p> <p>Chant the piece rhythmically and perform both unison and in a round.</p> <p>Chant and play rhythms (using crotchets, quavers, and crotchet rests) from stick notation.</p> <p>Compose rhythms patterns (based on durations) using music technology to capture, change, and combine sounds. Alternatively perform the invented rhythm patterns on percussion.</p> | <p>Sing and learn. Analyse <b>structure – verse, chorus, bridge.</b></p> <p>Link with literacy – in groups write a verse for class rap. Lesson on rhyming words and rhythm/scanning.</p> <p>Create recycle raps and think about <b>pulse</b> so it will fit into whole class rap.</p> <p>Re-cap on year 1 writing rhythms to doo and doo-day.</p> |
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|   |  | <p>more plaintive, reflective, or sad quality.</p> <p>Sing small intervals accurately and confidently, and vary dynamic contrast.</p> <p>Compose/Improvise a sequence of sounds in response to a given stimulus</p> <p>Play a piece by following a graphic score</p>   |   |  |  |  |
| <p><b>Year 3</b></p> <p><b>Wider opportunities, be, ukulele and recorder.</b></p> | <p><b>Rivers</b></p> <p><a href="https://www.bbc.co.uk/northernireland/forteachers/water/river/ft_cl_water_river_haiku.shtml">https://www.bbc.co.uk/northernireland/forteachers/water/river/ft_cl_water_river_haiku.shtml</a></p> <p><u><b>Use and understand</b> – use and understand staff and other musical notations.</u></p> <ul style="list-style-type: none"><li>• Create repeated patterns with different instruments</li><li>• Improve my work, explaining how it has been improved.</li><li>• Use simple notation to record rhythmic patterns.</li><li>• Pitch; recognise and respond to higher and lower sounds and general shapes of</li></ul> | <p><b>How did things change from the Stone Age to the Iron Age?</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> <p><u><b>Performing</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u></p> <ul style="list-style-type: none"><li>• <u>Play clear notes on instruments and use</u></li></ul> | <p><b>What impact did the Romans have on Britain?</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> <p><u><b>Performing</b> – play and perform in solo and ensemble contexts, using their voices and</u></p> | <p><b>Ravi SHANKAR (1920–2012) Symphony – finale</b></p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds</p> |  |  |

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|  | <p>melody. Begin to recognise steps, leaps and repeated notes.</p> <p><b>Performing</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• Play clear notes on instruments and use different elements in composition.</li> <li>• Play a contrasting rhythm in time with another student.</li> <li>• Read and play 3 notes on an instrument with care and a degree of accuracy.</li> <li>• Sing rounds (canons) and partner songs, maintaining own part with some support.</li> </ul> <p><b>Compose-</b> improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>• Combine different sounds to create a specific mood or feeling</li> <li>• Compose four bars of music using 3 notes with an understanding of note value and time signature including 5/4.</li> <li>• Understand and use Italian musical terminology within vocal</li> </ul> | <p>different elements in composition.</p> <ul style="list-style-type: none"> <li>• Play a contrasting rhythm in time with another student.</li> <li>• Read and play 3 notes on an instrument with care and a degree of accuracy.</li> </ul> <p><b>Compose-</b> improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>• Combine different sounds to create a specific mood or feeling</li> <li>• Compose four bars of music using 3 notes with an understanding of note value and time signature including 5/4.</li> <li>• Understand and use Italian musical terminology within vocal and instrumental composition.</li> </ul> <p>Drumming</p> <p><a href="https://www.youtube.com/watch?v=NW7vZ22ugdE">https://www.youtube.com/watch?v=NW7vZ22ugdE</a><br/> <a href="https://www.youtube.com/watch?v=3F9uiIXFeI">https://www.youtube.com/watch?v=3F9uiIXFeI</a></p> <p><b>Singup Year 3 Compose 1 Sound Symmetry</b></p> <p><b>Listen</b> – listen with attention to detail and recall sounds with increasing aural memory.</p> <ul style="list-style-type: none"> <li>• Listen carefully and recognise high and low phrases</li> </ul> <p><b>Compose-</b> improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>• Combine different sounds to create a specific mood or feeling</li> <li>• Compose four bars of music using 3 notes with an understanding of note value and time signature including 5/4.</li> <li>• Understand and use Italian musical terminology within vocal and instrumental composition.</li> </ul> <p><b>Performing</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> | <p>playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• Play clear notes on instruments and use different elements in composition.</li> <li>• Play a contrasting rhythm in time with another student.</li> <li>• Read and play 3 notes on an instrument with care and a degree of accuracy.</li> </ul> <p><b>Compose-</b> improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>• Combine different sounds to create a specific mood or feeling</li> <li>• Compose four bars of music using 3 notes with an understanding of note value and time signature including 5/4.</li> <li>• Understand and use Italian musical terminology within vocal and instrumental composition.</li> </ul> <p><b>Listen</b> – listen with attention to detail and recall sounds with increasing aural memory.</p> <ul style="list-style-type: none"> <li>• Listen carefully and recognise high and low phrases</li> <li>•</li> </ul> <p>Mars from Holst Planet Suite. BBC TEN PIECES</p> <p>Listen to the music – note the 5/4 time signature. "Get in a spaceship got to Mars". Using Roman phrases create own marching music in 5/4 eg. "Romans and Celts were enemies". Combine rhythms – AB ABA and two different rhythms simultaneously.</p> | <p>with increasing aural memory appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p> <p><b>Performing</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• Play clear notes on instruments and use different elements in composition.</li> <li>• Play a contrasting rhythm in time with another student.</li> <li>• Read and play 3 notes on an instrument with care and a degree of accuracy.</li> </ul> |
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|  | <p><u>and instrumental composition.</u><br/><b>Listen</b> – listen with attention to detail and recall sounds with increasing aural memory.</p> <ul style="list-style-type: none"> <li>Listen carefully and recognise high and low phrases</li> </ul> <p><b>History of music</b> – develop an understanding of the history of music</p> <ul style="list-style-type: none"> <li>Recognise the work of at least one famous composer Smetana and Holst.</li> <li>Recognise the contribution of music from other cultures; Ravi Shankar.</li> </ul> <p>Listen to Smetana's Die Moldau. Create musical journey of a river meandering through the landscape using tuned percussion.</p> <p>Key teaching points; melody – skipping, sequencing, moving by step and rhythm – altering rhythm to denote change in landscape. Each group takes different section – start, urban, countryside, sea etc to generate class composition.</p> <p>Literacy links – river haiku.</p> <p>Songs – water themed. Bring a little water Sylvie, As I went Down to the river to pray.</p> | <ul style="list-style-type: none"> <li>Play clear notes on instruments and use different elements in composition.</li> <li>Play a contrasting rhythm in time with another student.</li> <li>Read and play 3 notes on an instrument with care and a degree of accuracy.</li> <li>Sing rounds (canons) and partner songs, maintaining own part with some support.</li> </ul> <p>Listen to and analyse the pitch and melody of a song, identifying how the song has been developed using symmetry</p> <p>Sing by improvising simple melodies and rhythms</p> <p>Compose a simple song on xylophones using symmetry to develop a melody, structure, and rhythmic accompaniment on untuned percussion.</p> |  | <p><b>Compose</b>- improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>Combine different sounds to create a specific mood or feeling</li> <li>Compose four bars of music using 3 notes with an understanding of note value and time signature including 5/4.</li> <li>Understand and use Italian musical terminology within vocal and instrumental composition.</li> </ul> <p><b>Listen</b> – listen with attention to detail and recall sounds with increasing aural memory.</p> <ul style="list-style-type: none"> <li>Listen carefully and recognise high and low phrases</li> <li>Explain why silence is often needed in music and what effect it has</li> <li>Describe and give opinions of the music heard</li> </ul> |
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|  |  |  |  | <p><u>with some use of musical vocabulary.</u></p> <p><b><u>History of music –</u></b><br/><u>develop an understanding of the history of music</u></p> <ul style="list-style-type: none"> <li>Recognise the work of at least one famous composer Smetana and Holst.</li> <li>Recognise the contribution of music from other cultures; Ravi Shankar.</li> </ul> <p>Indian musician and composer<br/>Known as a sitar maestro<br/>Brought Indian classical music to a western audience in the 1960s and was a huge influence on George Harrison from the Beatles, US composer Philip Glass and classical violinist Yehudi Menuhin</p> <p>2010 work cross between a symphony and a concerto – it has four movements like a symphony and a prominent concerto-like solo part for sitar</p> |
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|               |  |  |  |  |  | <p>Much of the sitar part is improvised<br/>Uses traditional Indian ragas (modes) rather than major or minor scales and keys<br/>Towards the end, there is a vocal section which uses Indian drum syllables as text</p> <p>Learn about drones and ragas<br/>Improvise a solo<br/>Create two-note patterns<br/>Learn about <b>call and response</b><br/>Learn about Indian Drum Syllables and learn to sing a melody using them<br/>Create a <b>coda</b><br/>Structure sections of music into a bigger piece<br/>Perform</p> |
| <b>Year 4</b> | <p>Why were the ancient Egyptians significant?<br/>A bao a que BBC Ten Pieces<br/><b>Performing</b> - play and perform in ensemble contexts, using their voices and playing musical instruments</p> <ul style="list-style-type: none"> <li>Sing songs from memory and with accurate pitch</li> <li>Sing songs with a simple ostinato part</li> </ul> | <p>Manchester<br/>This is the place</p> <p><b>Compose</b> - improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> <li>improvise with confidence and</li> </ul> | <p>Why did the Anglo-Saxons settle in England?</p> <p><a href="https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-index/zv43382">https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-index/zv43382</a></p> <p>Legend of Beowulf</p> <p>play and perform in solo</p> | <p><b>SingupY - ear 4</b><br/><b>Compose 3 - Just 3 Notes – Minimalism</b></p> <p><b>Compose</b> - improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> <li>Use notation to record</li> </ul> | <p>Singup – Global Pentatonics Year 4<br/>Listen 3</p> <p><b>Performing</b> - play and perform in ensemble contexts, using their voices and playing musical instruments</p> <ul style="list-style-type: none"> <li>Sing songs from memory and with accurate pitch</li> </ul> | <p>North America</p> <p>Rhapsody in Blue<br/>Gershwin</p> <p><b>Listen</b> – listen with attention to detail and recall sounds with increasing aural memory</p>   |

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|  | <ul style="list-style-type: none"> <li>• <u>Sing with a developing understanding of expression and dynamics</u></li> </ul> <p><b>Compose</b> - improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> <li>• <u>Use notation to record compositions in a small group or individually.</u></li> <li>• <u>improvise with confidence and an awareness of rhythm, context and purpose.</u></li> </ul> <p><b>Listen</b> – listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>• <u>Understand there are different scales such as blues</u></li> <li>• <u>Identify some of the structural and expressive aspects of the music heard</u></li> <li>• <u>Share ways to improve the composition of others</u></li> </ul> <p><b>History of music</b> – develop an understanding of the history of music.</p> <ul style="list-style-type: none"> <li>• <u>Begin to identify the style of work of 20<sup>th</sup> Composers; Gershwin and Mason Bates</u></li> </ul> <p><b>Appreciate</b> – appreciate and understand a wide range of high quality live etc</p> <ul style="list-style-type: none"> <li>• <u>Identify and describe the different purposes of music</u></li> </ul> | <p><u>an awareness of rhythm, context and purpose.</u></p> <p><b>Listen</b> – listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>• <u>Identify some of the structural and expressive aspects of the music heard</u></li> <li>• <u>Share ways to improve the composition of others</u></li> </ul> <p><b>Use and understand</b> – use and understand staff and other musical notations.</p> <ul style="list-style-type: none"> <li>• <u>Dynamics; understand getting louder and quieter in finer graduations</u></li> <li>• <u>Tempo</u></li> <li>• <u>Notation to record and interpret sequences of pitches</u></li> <li>• <u>Understand and use musical elements of motif, palindrome, pitched/unpitched percussion, retrograde.</u></li> </ul> | <p>and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>Listen</b> – listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>• <u>Understand there are different scales such as blues</u></li> <li>• <u>Identify some of the structural and expressive aspects of the music heard</u></li> <li>• <u>Share ways to improve the composition of others</u></li> </ul> <p>Listen to story – comprehension focussing on inference skills.</p> <p>Singing a round: find other pieces of music to identify the pulse in - clapping along, as well as finding new ways of moving to the beat - such as tapping your shoulders,</p> | <p><u>compositions in a small group or individually.</u></p> <ul style="list-style-type: none"> <li>• <u>improvise with confidence and an awareness of rhythm, context and purpose.</u></li> </ul> <p><b>Listen</b> – listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>• <u>Understand there are different scales such as blues</u></li> <li>• <u>Identify some of the structural and expressive aspects of the music heard</u></li> <li>• <u>Share ways to improve the composition of others</u></li> </ul> <p><b>Musical development</b></p> <p><b>Pitches</b></p> | <ul style="list-style-type: none"> <li>• <u>Sing songs with a simple ostinato part</u></li> <li>• <u>Sing with a developing understanding of expression and dynamics</u></li> </ul> <p><b>Compose</b> - improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> <li>• <u>Use notation to record compositions in a small group or individually.</u></li> <li>• <u>improvise with confidence and an awareness of rhythm, context and purpose.</u></li> </ul> <p><b>Listen</b> – listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>• <u>Understand there are different scales such as blues</u></li> <li>• <u>Identify some of the structural and expressive</u></li> </ul> | <ul style="list-style-type: none"> <li>• <u>Understand there are different scales such as blues</u></li> <li>• <u>Identify some of the structural and expressive aspects of the music heard</u></li> <li>• <u>Share ways to improve the composition of others</u></li> </ul> <p><b>Performing</b> - play and perform in ensemble contexts, using their voices and playing musical instruments</p> <ul style="list-style-type: none"> <li>• <u>Sing songs from memory and with accurate pitch</u></li> <li>• <u>Sing songs with a simple ostinato part</u></li> <li>• <u>Sing with a developing understanding of expression and dynamics</u></li> </ul> <p><b>Compose</b> - improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <ul style="list-style-type: none"> <li>• <u>Use notation to record compositions in a small group or individually.</u></li> <li>• <u>improvise with confidence and</u></li> </ul> |
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|  | <ul style="list-style-type: none"> <li>Share ways to improve the composition of others#</li> <li>recognise the family groups within the orchestra and the importance of the conductor.</li> </ul> <p><b>Use and understand</b> – use and understand staff and other musical notations.</p> <ul style="list-style-type: none"> <li>Dynamics; understand getting louder and quieter in finer graduations</li> <li>Tempo</li> <li>Notation to record and interpret sequences of pitches</li> <li>Understand and use musical elements of motif, palindrome, pitched/unpitched percussion, retrograde.</li> <li>Timbre; identify a range of instruments by name and how they are played. Discuss quality of “voice”</li> </ul> <p>Listen to Sprite from A Bao a Que Mason Bates. Note it’s palindromic. Create own beast. Create musical motifs for beast on untuned percussion. Create palindromic piece of music incorporating tuned percussion.</p> | <ul style="list-style-type: none"> <li>Timbre; identify a range of instruments by name and how they are played. Discuss quality of “voice”</li> </ul> <p>Listen to Tony Adam’s This is the Place (poem written after Arena bombing. Discuss content and emotional responses. Why is it such a successful poem? Think about rhythm and scanning. In groups, compose own poems on what we feel represents Manchester thinking about rhythm. Perform with choral speaking – consider ostinato, pitch, dynamic, silence, canon. Perform for class.</p> | <p>clicking your fingers and tapping your feet. Listening music: Mozart Horn Concerto The music is linked to the topic of Anglo-Saxons. Focus: Note patterns - changing the order of the notes / Call and response / Rhythms - changing the rhythm of the notes • Discuss how music is usually made up of musical patterns. The order of the Listening music: the Anglo-Saxon harp For the listening music go to this YouTube link. Watch from 01:51 to 03:47. notes in these patterns can change.</p> | <p><b>Patterns</b></p> | <p><u>aspects of the music heard</u><br/><u>Share ways to improve the composition of others</u></p> <p>Listen to extracts of music based on the pentatonic scale and compare the musical features of the pieces</p> <p>Improvise melodies on the pentatonic scale using voices and instruments</p> <p>Use the pentatonic scale to create and notate compositions</p> | <p><u>an awareness of rhythm, context and purpose.</u><br/><b>History of music</b> – develop an understanding of the history of music.</p> <ul style="list-style-type: none"> <li>Begin to identify the style of work of 20<sup>th</sup> Composers: Gershwin and Mason Bates</li> </ul> <p><b>Appreciate</b> – appreciate and understand a wide range of high quality live etc</p> <ul style="list-style-type: none"> <li>Identify and describe the different purposes of music</li> <li>Share ways to improve the composition of others#</li> <li>recognise the family groups within the orchestra and the importance of the conductor.</li> </ul> <p><b>Use and understand</b> – use and understand staff and other musical notations.</p> <ul style="list-style-type: none"> <li>Dynamics; understand getting louder and quieter in finer graduations</li> <li>Tempo</li> </ul> |
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|  |  |  |  |  |  | <ul style="list-style-type: none"> <li>• <u>Notation to record and interpret sequences of pitches</u></li> <li>• <u>Understand and use musical elements of motif, palindrome, pitched/unpitched percussion, retrograde.</u></li> <li>• <u>Timbre; identify a range of instruments by name and how they are played. Discuss quality of "voice"</u></li> <li>• </li> </ul> <p>Make a list of the sounds around school</p> <p>Describe them and make musical <b>motifs</b> from these descriptions</p> <p>Structure motifs into a composition</p> <p>Learn and invent 'train' rhythms (ostinatos)</p> <p>Learn about the blues scale</p> <p>Invent a tune</p> |
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|               |   |   |   |  |  | <p>Use technical terminology where appropriate</p> <p>Structure sections of music into a bigger piece</p> <p>Perform</p>   |
| <b>Year 5</b> | <p>How did Manchester change during Victorian times?</p> <p>Victorian Composer – Elgar Enigma Variations</p> <p><b>Performing</b> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>Maintain own parts while others are performing theirs</li> <li>Play percussion instruments with an understanding of pitch, 2,3 and 4 metre and syncopated rhythms</li> </ul> <p><b>Compose</b> -improvise and compose music for a range of purposes using the inter-related dimensions of music</p> | <p>North and Southern hemisphere</p> <p>No place like – Kerry Andrew</p> <p><b>Performing</b> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>Maintain own parts while others are performing theirs</li> <li>Play percussion instruments with an</li> </ul> | <p>Why were the Ancient Greeks significant?</p> <p>Heroes of troy</p> <p><b>Performing</b> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>Maintain own parts while others are performing theirs</li> </ul> <p>Explore chromatic. A chromatic scale is a downward or upward stepwise movement, C C# D etc on a keyboard or any chromatic percussion instrument (ie an</p> | <p>Delia Derbyshire Dr Who</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p">https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p</a></p> <p><b>Compose</b> - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>Compose music which meets a specific criteria</li> <li>Choose the most appropriate tempo</li> </ul> | <p>Why was World War II a significant event?</p> <p>Grazyna Bacewicz – female composer who composed in Nazi occupied Warsaw in WW2. Overture – Morse Code themes.</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-grazyna-bacewicz-overture/zf2k382">https://www.bbc.co.uk/teach/ten-pieces/classical-music-grazyna-bacewicz-overture/zf2k382</a></p> <p><b>Compose</b> - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>Compose music which meets a specific criteria</li> <li>Choose</li> </ul> | <p><b>Biomes</b></p> <p><b>Hans Zimmer - Earth</b></p> <p><b>History of music</b> - develop an understanding of the history of music.</p> <ul style="list-style-type: none"> <li>Contrast the work of a famous composer with another and explain preferences – Elgar/Hans Zimmer</li> </ul> <p><b>Performing</b> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and</p> |

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|  | <ul style="list-style-type: none"> <li>• <u>Compose music which meets a specific criteria</u></li> <li>• <u>Choose the most appropriate tempo for a piece of music</u></li> </ul> <p><b>Listen</b> - listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>• <u>Repeat a phrase from the music after listening intently</u></li> <li>• <u>Identify different ensemble combinations and instruments heard and their role within the ensemble.</u></li> </ul> <p><b>Appreciate</b> - appreciate and understand a wide range of high quality live and recorded music drwn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> <li>- <u>Describe, compare and evaluate music using musical vocabulary</u></li> <li>- <u>Explain why they think music is successful or unsuccessful</u></li> </ul> <p><b>History of music</b> - develop an understanding of the history of music.</p> <ul style="list-style-type: none"> <li>- <u>Contrast the work of a famous composer with another and explain preferences – Elgar/Hans Zimmer</u></li> </ul> | <p><u>understandin g of pitch, 2,3 and 4 metre and syncopated rhythms</u></p> <p><b>Listen</b> - listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>• <u>Repeat a phrase from the music after listening intently</u></li> <li>• <u>Identify different ensemble combinations and instruments heard and their role within the ensemble.</u></li> </ul> <p><b>Appreciate</b> - appreciate and understand a wide range of high quality live and recorded music drwn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> <li>- <u>Describe, compare and evaluate music using musical vocabulary</u></li> <li>- <u>Explain why they</u></li> </ul> | <p>instrument that has all the notes like the black and white on a piano). Invite the children to play chromatically - start on any note and play the note next to it (up or down) and keep going. The 'Is it love?' chromatic part is as shown below.</p> <p>After using the content Practise singing 'The foolish and the brave' and encourage memorising of rap. Revise the song 'Is it love?' Encourage recorder players or other instrumentalists to learn to play the chorus.</p> <p>Explore sequences by playing notes A A Bb A then G G A G on a piano or keyboard - see the music of that sequence below. Find out how that sequence can continue (F F G F) and so on. Make up other sequences. Try writing on staves.</p> <p>Invite children to practise the instrumental parts opposite and then add them to the song. The top part requires a pitched instrument - such as a glockenspiel - and the other parts can be played on unpitched percussion - eg tambour, claves or woodblock. The scales used in music have their origins in the Greek modes. To hear what modes sound using a xylophone find and play the note then play the next note, D and so on until you reach the next C.</p> | <p><u>for a piece of music</u></p> <p><u>Group sound scape composition with instruments</u></p> <p><b>Compose</b> - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>• <u>Compose music which meets a specific criteria</u></li> <li>• <u>Choose the most appropriate tempo for a piece of music</u></li> </ul> <p>- <u>Group sound scape composition with instruments</u></p> <p>Watch the film Listen to the performance Make a <b>graphic score</b> Play the Doctor Who theme on '<b>found sounds</b>' Record sounds from around the school</p> | <p><u>the most appropriate tempo for a piece of music</u></p> <p><u>Group sound scape composition with instruments</u></p> <p><b>Compose</b> - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>• <u>Compose music which meets a specific criteria</u></li> <li>• <u>Choose the most appropriate tempo for a piece of music</u></li> </ul> <p><u>Group sound scape composition with instruments</u></p> <p>Watch the film Listen to the performance Write a story</p> <p>Use Bacewicz's rhythms to create an introduction Learn about Morse code and use it to transform</p> | <p><u>expression</u></p> <ul style="list-style-type: none"> <li>• <u>Maintain own parts while others are performing theirs</u></li> <li>• <u>Play percussion instruments with an understanding of pitch, 2,3 and 4 metre and syncopated rhythms</u></li> </ul> <p><b>Compose</b> -improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>• <u>Compose music which meets a specific criteria</u></li> <li>• <u>Choose the most appropriate tempo for a piece of music</u></li> </ul> <p><b>Listen</b> - listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> <li>• <u>Repeat a phrase from the music after listening intently</u></li> </ul> |
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|  | <p>Listen and describe music using words and pictures Watch the film and discuss</p> <p>Learn and perform a melody Create an ending to the melody and orchestrate it</p> <p>Create musical motifs and put them together to make a piece</p> <p>Create musical motifs and put them together to make a piece</p> <p>Develop a theme and structure musical motifs around it</p> <p>Structure all ideas into a piece</p> <p>Perform the piece to an audience</p> <p>Use technical terminology where appropriate</p> | <p><u>think music is successful or unsuccessful</u></p> <p>Uses words contributed by children across the UK</p> <p>Performed by voice with or without body percussion, beatboxing, classroom percussion</p> <p>Kerry says: "No Place Like' is about where we are all from, how we are connected, the homes we live in, and the sounds we find in our hometowns."</p> <p>Watch the film and discuss</p> <p>Brainstorm a list of sounds</p> <p>Discuss the findings</p> <p>Learn the difference between loud and soft, high and low pitched</p> <p>Listen, collate and describe real sounds Make a graphic score or diagram of these</p> <p>Walk and collect sounds outside of school</p> <p>Describe / record and begin to notate sounds</p> <p>Devise musical motifs based on previously collected sounds</p> <p>Order these sounds into a structure (free flowing soundscape)</p> <p>Follow/ give musical signals</p> <p>Understand, perform and use pulse create rhythmic ostinatos based on</p> | <p>That mode is now our major scale. Start on any other note and do the same. The lament in Heroes of Troy is based on the mode from A to A - the 'Aeolian mode' - which led to what we call the 'minor' scale today. It is especially used when writing a sad piece of music. Listen to other examples of folk music, especially laments or ballads.</p> | <p>Manipulate sound files using music editing software</p> <p>Create rhythms and melodies from '<b>found sounds</b>' using music editing software</p> <p>Use musical terminology appropriate to the task</p> <p>Structure sections of music into a bigger piece</p> | <p>words into musical motifs</p> <p>Learn about <b>fanfares</b> and structure musical motifs into a piece</p> <p>Make <b>graphic scores</b></p> <p>Invent a sad melody</p> <p>Structure sections of music into a bigger piece</p> | <ul style="list-style-type: none"> <li>Identify <u>different ensemble combinations and instruments heard and their role within the ensemble.</u></li> </ul> <p><b>Appreciate -</b></p> <p><u>appreciate and understand a wide range of high quality live and recorded music drwn from different traditions and from great composers and musicians</u></p> <ul style="list-style-type: none"> <li>- <u>Describe, compare and evaluate music using musical vocabulary</u></li> <li>- <u>Explain why they think music is successful or unsuccessful</u></li> </ul> <p>Watch the film</p> <p>Create artwork inspired by the music</p> <p>Learn to play a shimmer</p> |
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|  |  | <p>collected sounds layer and structure rhythmic ostinatos over a pulse</p> <p>Structure ideas into a piece with a definite structure or shape Create and follow a diagrammatic presentation of the music</p> <p>Use technical terminology where appropriate</p> |  |  |  | <p>Create vocal melodies</p> <p>Create three-note repeating patterns and play with different <b>durations</b></p> <p>Use musical terminology and notation</p> <p>Create musical <b>motifs</b> inspired by 'Earth'</p> <p>Structure these into a piece</p> <p>Structure sections into a bigger shape</p> <p>Learn about <b>dynamics</b></p> <p><b>Use chords – triads.</b></p> |
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| <p><b>Year 6</b></p> | <p>What was the significance of the Islamic Golden Age?<br/>Singup year 5 sing 3</p> <p><b>Performing -</b><br/>perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>- Analyse features within different pieces of music.</li> <li>- Tempo; understand how a wider range of tempi can be used for expressive effect.</li> <li>- Texture; begin to understand different types of harmony</li> </ul> <p><b>Appreciate –</b><br/>evaluate how the</p> | <p>Volcanoes and earthquakes</p> <p><b>Performing -</b> perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>- Analyse features within different pieces of music.</li> <li>- Tempo; understand how a wider range of tempi can be used for expressive effect.</li> <li>- Texture; begin to understand different types of harmony</li> </ul> <p><b>Appreciate –</b> evaluate how the venue occasion and</p> | <p>What was the cause and consequence of World War 1?</p> <p><b>Performing -</b> perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>- Analyse features within different pieces of music.</li> <li>- Tempo; understand how a wider range of tempi can be used for expressive effect.</li> <li>- Texture; begin to understand different types of harmony</li> </ul> <p><b>Appreciate –</b> evaluate how the venue occasion and</p> | <p>What was the cause and consequence of the Suffragette movement?<br/>Compare with civil rights movement.</p> <p><b>Performing -</b> perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>- Analyse features within different pieces of music.</li> <li>- Tempo; understand how a wider range of tempi can be used for expressive effect.</li> <li>- Texture; begin to understand different types of harmony</li> </ul> <p><b>Appreciate –</b></p> | <p>Singup year 6 listen 2 You to me are everything</p> <p><b>Performing -</b> perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>- Analyse features within different pieces of music.</li> <li>- Tempo; understand how a wider range of tempi can be used for expressive effect.</li> <li>- Texture; begin to understand different types of harmony</li> </ul> <p><b>Appreciate –</b> evaluate how the venue occasion and purpose affects the way a piece of music is created.</p> | <p>Singup Year 6 term 3 listening – The Lumineers – Nobody Knows</p> <p><b>Performing -</b> perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>- Analyse features within different pieces of music.</li> <li>- Tempo; understand how a wider range of tempi can be used for expressive effect.</li> <li>- Texture; begin to understand different types of harmony</li> </ul> <p><b>Appreciate –</b> evaluate how the venue occasion and purpose affects the way a piece of music is created.</p> <p><b>Compose -</b> improvise and compose music for</p> |
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| <p><u>venue occasion and purposenaffects the way a piece of music is created.</u></p> <p><b><u>Compose</u></b> - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>- Use a variety of different musical devices in composition (melody, rhythm and chords)</li> <li>- Start to read and write rhythmic and pitch notation more formally.</li> <li>- Compose four bars of music using up to 5 notes with an understanding of note value , time signature and melody.</li> </ul> <p><b><u>Use and</u></b></p> | <p><u>dimensions of music</u></p> <ul style="list-style-type: none"> <li>- Use a variety of different musical devices in composition (melody, rhythm and chords)</li> <li>- Start to read and write rhythmic and pitch notation more formally.</li> <li>- Compose four bars of music using up to 5 notes with an understanding of note value , time signature and melody.</li> </ul> <p><b><u>Use and understand</u></b> – use and understand staff and other musical notations.</p> <ul style="list-style-type: none"> <li>- Analyse features within different pieces of music</li> <li>- Tempo – understand how a range of tempi can be used for expressive effect</li> <li>- Texture; begin to understand different types of</li> </ul> | <p><u>purposenaffects the way a piece of music is created.</u></p> <p><b><u>Compose</u></b> - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>- Use a variety of different musical devices in composition (melody, rhythm and chords)</li> <li>- Start to read and write rhythmic and pitch notation more formally.</li> <li>- Compose four bars of music using up to 5 notes with an understanding of note value , time signature and melody.</li> </ul> <p><b><u>Use and understand</u></b> – use and understand</p> | <p><u>evalauate how the venue occasion and purposenaffects the way a piece of music is created.</u></p> <p><b><u>Compose</u></b> - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>- Use a variety of different musical devices in composition (melody, rhythm and chords)</li> <li>- Start to read and write rhythmic and pitch notation more formally.</li> <li>- Compose four bars of music using up to 5 notes with an understanding of note value , time signature and melody.</li> </ul> | <ul style="list-style-type: none"> <li>- range of tempi can be used for expressive effect</li> <li>- Texture; begin to understand different types of harmony</li> </ul> <p>This listening unit is based on the song <i>You to me are everything</i> by The Real Thing – a British soul group formed in the 1970s. During this unit, pupils will explore the key musical features of this track and develop an understanding of the term 'cover version'.</p> <p>Focussed listening – recognise key musical features</p> <p>Get to know the song by learning the chorus</p> <p>Exploring cover versions – similar or</p> | <p><u>a range of purposes using the inter-related dimensions of music</u></p> <ul style="list-style-type: none"> <li>- Use a variety of different musical devices in composition (melody, rhythm and chords)</li> <li>- Start to read and write rhythmic and pitch notation more formally.</li> <li>- Compose four bars of music using up to 5 notes with an understanding of note value , time signature and melody.</li> </ul> <p><b><u>Use and understand</u></b> – use and understand staff and other musical notations.</p> <ul style="list-style-type: none"> <li>- Analyse features within different pieces of music</li> <li>- Tempo – understand how a range of tempi can be used for expressive effect</li> <li>- Texture; begin to</li> </ul> |
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|  | <p><u><b>understand – use and understand staff and other musical notations.</b></u></p> <ul style="list-style-type: none"> <li>- Analyse features within different pieces of music</li> <li>- Tempo – understand how a range of tempi can be used for expressive effect</li> <li>- Texture; begin to understand different types of harmony</li> </ul> <p>Using Islamic art as starting point, notice symmetry. Discuss religious aspect and how it's never perfect, as only Allah can create perfection. Recap Year 4 and palindromes. Create a piece of music that is symmetrical on tuned percussion using notation. Think of <b>creating an interesting melody, rhythm (syncopation), chords.</b></p> | <p>harmony</p> <p><u><b>Performing - perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></u></p> <ul style="list-style-type: none"> <li>- <u>Analyse features within different pieces of music.</u></li> <li>- <u>Tempo; understand how a wider range of tempi can be used for expressive effect.</u></li> <li>- <u>Texture; begin to understand different types of harmony</u></li> </ul> <p><u><b>Appreciate – evaluate how the venue occasion and purpose affects the way a piece of music is created.</b></u></p> <p><u><b>Compose - improvise and compose music for a range of purposes using the inter-related dimensions of music</b></u></p> | <p><u>staff and other musical notations.</u></p> <ul style="list-style-type: none"> <li>- Analyse features within different pieces of music</li> <li>- Tempo – understand how a range of tempi can be used for expressive effect</li> <li>- Texture; begin to understand different types of harmony</li> </ul> <p><u><b>Performing - perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></u></p> <ul style="list-style-type: none"> <li>- <u>Analyse features within different pieces of music.</u></li> <li>- <u>Tempo; understand</u></li> </ul> | <p>Singup sing 4 – Ain't gonna let nobody – civil rights movement<br/>An R'n'B-inspired arrangement of a traditional spiritual, sung in unison and three-part harmony. In addition to singing the song, comparing versions, writing new lyrics, and creating their own accompaniment ideas, in this unit, pupils will learn about the social and historical context of the civil rights movement in the USA.</p> <p>Listen and develop knowledge and understanding of the origins, history, and social context of songs used in the civil rights movement in the USA.</p> <p>Play chords to accompany the song on tuned percussion, ukulele, keyboard, or apps.</p> <p><b>Create a</b> rhythmic backing for the song using voices, apps, or untuned percussion.</p> | <p>different?</p> | <p><u><b>understand different types of harmony</b></u></p> <p>Sing the melody with expression and accuracy of rhythm and pitch</p> <p>Learn the chord pattern of the song in the key of C major</p> <ul style="list-style-type: none"> <li>• For this activity you'll need a range of instruments with the following notes:<br/>C-D-E-F-G-A-B <ul style="list-style-type: none"> <li>○ for C major: C-E-G</li> <li>○ for F major: F-A-C</li> <li>○ for G major: G-B-D</li> </ul> </li> </ul> |
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|  | <p><i>Madina tun Nabi</i> is a catchy modern nasheed (Islamic song) in two parts, with a drone accompaniment. Pupils will learn to sing the song – the melody and harmony – create their own drone accompaniment, and improvise melodies with a limited note set. They'll find out about the type of song called a nasheed and its connection with the Islamic faith.</p> <p><b>Sing a song in two parts with expression and an understanding of its origins.</b></p> <p><b>Use major chords to create a drone accompaniment.</b></p> <p><b>Improvise freely over a drone.</b></p> | <ul style="list-style-type: none"> <li>- Use a variety of different musical devices in composition (melody, rhythm and chords)</li> <li>- Start to read and write rhythmic and pitch notation more formally.</li> <li>- Compose four bars of music using up to 5 notes with an understanding of note value, time signature and melody.</li> </ul> <p><b><u>Use and understand – use and understand staff and other musical notations.</u></b></p> <ul style="list-style-type: none"> <li>- Analyse features within different pieces of music</li> <li>- Tempo – understand how a range of tempi can be used for expressive effect</li> <li>- Texture; begin to understand different types of harmony</li> </ul> | <p><u>how a wider range of tempi can be used for expressive effect.</u></p> <ul style="list-style-type: none"> <li>- <u>Texture; begin to understand different types of harmony</u></li> </ul> <p><b><u>Appreciate –</u></b><br/><u>evaluate how the venue occasion and purposes affects the way a piece of music is created.</u></p> <p><b><u>Compose –</u></b><br/><u>improvise and compose music for a range of purposes using the inter-related dimensions of music</u></p> <ul style="list-style-type: none"> <li>- Use a variety of different musical devices in composition (melody, rhythm and chords)</li> <li>- Start to read and write rhythmic and pitch notation</li> </ul> |  |  | <ul style="list-style-type: none"> <li>○ for A minor: A-C-E</li> </ul> <p>Compose a leavers' song</p> |
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|  |  | <p>Verdi Requiem Dies Irae</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/giuseppe-verdi-dies-irae-and-tuba-mirum-from-requiem/zdfs2sg">https://www.bbc.co.uk/teach/ten-pieces/giuseppe-verdi-dies-irae-and-tuba-mirum-from-requiem/zdfs2sg</a></p> <p>Listen and describe a piece of music Watch the orchestral performance and discuss Create artwork inspired by the music Learn motifs from the 'Dies Irae' and orchestrate them Learn to sing antiphonally Write words and melody Structure ideas together using the idea of antiphony Orchestrate sung ideas to create a fanfare Structure sections together to make a big piece</p> | <p>more formally.</p> <ul style="list-style-type: none"> <li>- Compose four bars of music using up to 5 notes with an understanding of note value , time signature and melody.</li> </ul> <p><b><u>Use and understand – use and understand staff and other musical notations.</u></b></p> <ul style="list-style-type: none"> <li>- Analyse features within different pieces of music</li> <li>- Tempo – understand how a range of tempi can be used for expressive effect</li> <li>- Texture; begin to understand different types of harmony</li> </ul> |  |  |  |
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|  |  |  | <p><b>Vesta Tilley</b><br/> <a href="https://www.youtube.com/watch?v=NL1PDd9MsKY">https://www.youtube.com/watch?v=NL1PDd9MsKY</a><br/>         Develop a knowledge and understanding of the history and social context of music associated with the First World War<br/>         Develop a knowledge and understanding of the history and social context of music associated with the First World War<br/>         Listen to 1915 recording of The Army of Today's Alright sung by Vesta Tilly. Find out more about her role in recruitment in WW1 and discuss upbeat nature of song and how music has a role in influencing society.<br/>         Learn song and create movement and drama to accompany.<br/>         Listen to Hanging on the old barbed wire – Chumbawumaba. Discuss contrast with previous song. Drama and movement.<br/> <a href="https://www.youtube.com/watch?v=OKXADjROrH8">https://www.youtube.com/watch?v=OKXADjROrH8</a><br/>         Only Remembered-War Horse-Coop, Boys and Simpson.<br/>         Learn song with harmonies. Drama and movement.</p> <p>Qui a defer cirus sicut fumis dies tui (for their days have vanished like smoke). Learn</p> |  |  |  |
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|  |  |  | <p>and perform song in parts with harmonies.<br/>Sing with expression and an appreciation of the song's history and purpose (PPT slides 17–19)</p> <p>Based around the C major triad compose a fanfare in memory of the men and women who were involved in WW1</p> |  |  |  |
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Coverage in EYFS mapped below

| Subject  | Music   |
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| Related Development Matters objectives (40-60 / ELG) | <p>Exploring and Using Media and Materials 40-60</p> <ul style="list-style-type: none"> <li>• To begin to build a repertoire of songs and dances.</li> <li>• To explore the different sounds of instruments.</li> </ul> <p>Being Imaginative 40-60</p> <ul style="list-style-type: none"> <li>• To create simple representations of events, people and objects.</li> </ul> <p>Technology ELG</p> <ul style="list-style-type: none"> <li>• To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> </ul> |



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|   | <p>Exploring and Using Media and Materials ELG</p> <ul style="list-style-type: none"> <li>• To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p>Being Imaginative ELG</p> <ul style="list-style-type: none"> <li>• To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul> |
| How it looks in Continuous Provision  | <p>Outdoor Performance Area</p> <ul style="list-style-type: none"> <li>• Range of instruments available for children to explore.</li> <li>• Outdoor stage for children to create their own performances.</li> </ul> <p>IWB</p> <ul style="list-style-type: none"> <li>• Songs, nursery rhymes, Christmas carols etc.</li> </ul>  |
| Is it planned for across topics or is it in specific topics? Or specific days? Detail on how it is done within the topics | <p>Autumn 1</p> <ul style="list-style-type: none"> <li>- To develop song knowledge – Miss Polly, Wind the bobbin, ten green bottles, Pirate Song (when I was 1)</li> <li>- Exploring instruments from different cultures</li> </ul> <p>Autumn 2</p> <ul style="list-style-type: none"> <li>- Naming and exploring different instruments and the sounds they make.</li> <li>- Dancing to different rhythms</li> </ul>   |

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|  | <p>Spring 1</p> <ul style="list-style-type: none"><li>- Children create their own songs by experimenting with ways of changing well-known ones.</li><li>- Children will copy dance moves using Just Dance kids.</li></ul> <p>Spring 2</p> <ul style="list-style-type: none"><li>- Creating music inspired by animals noises</li></ul> <p>Summer 1</p> <ul style="list-style-type: none"><li>- Listening to music and linking to feelings and places.</li></ul> |
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