

Music Medium Term Plan		
EYFS – Foundation Stage One		
Let's be friends, Travel and movement	Compose	Sing and Perform
<p>Key Concept – Musical sounds and movement Curricular Goal: Pupils can listen with increased attention to different music, expressing their thoughts and feelings Learning Objectives:</p> <ul style="list-style-type: none"> To be able to listen carefully to what I hear when music is playing To be able to express my thoughts and feelings when listening to music <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i></p> <p><i>Listen and appreciate</i> Know that not all music sounds the same. Know that music can make me feel different. Know that when listening I use my ears and I turn my voice off. Know a variety of words to describe sounds (scratchy, soft etc) Know what a guitar, ukulele, cajon and clarinet is. (ask peripatetic teachers to come and show off instrument)</p> <p><i>Sing and perform</i> To sing a variety of nursery rhymes</p> <p><i>Compose</i> Create movements and sound effects to accompany a poem</p> <p>Disciplinary Knowledge <i>(Being a Musician)</i> To physically imitate the actions of musicians Use my ears to listen carefully to different music Sing a song with others and try to move in time with the music To listen intently</p>	<p>Key Concept – Pulse and patterns Curricular Goal: Pupils can explore playing different instruments with increasing control to express their feelings and ideas Learning Objectives:</p> <ul style="list-style-type: none"> To be able to explore playing different instruments To be able to express how I feel and share my ideas when exploring sounds with instruments <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know that instruments make different sounds. Know that I need to tap, bang, shake, strum and blow an instrument for it to make a sound. Know how I feel when instruments are played.</p> <p>Disciplinary Knowledge <i>(Being a Musician)</i> Use my ears to listen carefully Use my hands to tap, bang, shake, strum and my mouth to blow an instrument to make a sound Use my thoughts and feelings to respond to the sounds instruments make.</p>	<p>Key Concept – Pitch Curricular Goal: Pupils can sing the melodic shape of familiar songs and the pitch of a tone sung by another person Learning Objectives:</p> <ul style="list-style-type: none"> To be able to use a singing voice appropriate to the song being sung To be able to know all the words to simple songs To be able to sing in a loud and a quiet voice <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know the words to simple songs off by heart. Know that sometimes songs can be sung loudly and sometimes quietly but the tune should remain</p> <p>Disciplinary Knowledge <i>(Being a Musician)</i> Use my ears to listen carefully Use my voice to sing in time using all of the correct words</p> <p>Pulse and beat: Clap or tap to the pulse of songs and music Rhythm: Tap a simple rhythm Pitch: Practice using a singing voice, matching the pitch and melody of another person</p>
EYFS – Foundation Stage Two		
Autumn- I've got a grumpy face	Compose	Sing and Perform
<p>Links to prior learning: Pupils can listen with increased attention to different music, expressing their thoughts and feelings Key Concept – Musical sounds and movement Curricular Goal: Pupils can listen attentively and talk about music expressing their feelings and responses Learning Objectives:</p> <ul style="list-style-type: none"> To be able to listen attentively when music is playing To be able to respond to different types of music and say how it makes me feel <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i></p> <p><i>Listen and appreciate</i> To know that all music has a steady beat To know that I respond differently to different types of music and it makes me feel differently.</p> <p><i>Compose</i> Know which facial expressions and movements convey happiness. Know which instruments to use to convey different feelings</p> <p><i>Sing and perform</i> To perform my own happy music composition to a group of children To sing I've got a grumpy face</p> <p>Disciplinary Knowledge <i>(Being a Musician)</i> To be able to describe the emotion/feeling in music with words or movement. To be able to create my own movements to a happy music stimuli Use my ears to listen attentively Keep a steady beat</p>	<p>Links to prior learning: Pupils can explore playing different instruments with increasing control to express their feelings and ideas Key Concept – Pulse and patterns Curricular Goal: Pupils can engage in music making keeping a steady beat using instruments and sound makers Learning Objectives:</p> <ul style="list-style-type: none"> To be able to create sounds using instruments. To be able to keep a steady beat when playing an instrument or sound maker To be able to play an instrument or sound maker whilst singing a well-known song, keeping to the beat <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know the sounds different instruments make and the actions needed to make the instrument make different sounds. Know what a steady beat is and how to keep it going over time. Know how to sing a song and keep a beat.</p> <p>Disciplinary Knowledge <i>(Being a Musician)</i> Use my ears to listen attentively Use my hands to tap, bang, shake, strum and my mouth to blow an instrument to make a sound and keep a steady beat</p>	<p>Links to prior learning: Pupils can sing the melodic shape of familiar songs and the pitch of a tone sung by another person Key Concept – Pitch Curricular Goal: Pupils can use their voice to sing a in a group or on their own, increasingly matching the pitch and following the melody Learning Objectives:</p> <ul style="list-style-type: none"> To be able to sing a song in a group or on my own To be able to sing matching the pitch of the song To be able to accurately follow the melody of the song being sung <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know all the words to simple songs and nursery rhymes that the children are familiar with. Know how the voice can be changed to match the pitch of the song being sung. Know a song has melody and how to use our voice to sing along</p> <p>Disciplinary Knowledge <i>(Being a Musician)</i> Use my ears to listen carefully Use my voice to sing in time with the correct pitch and melody using all of the correct words</p> <p>Pulse and beat: Walk, move or clap a steady beat using body percussion and classroom percussion Rhythm: Tap a simple rhythm to accompany words. Replicate choreographed dances from around the world Pitch: Introduce different kinds of music from around the world, including traditional and folk music from Britain Listen attentively to music and discuss changes and patterns as a piece of music develops Play pitch matching games, humming or singing short phrases to copy. Sing call and response songs for children to echo phrases</p>

Year 1		
Autumn- 'Colonel Hathi's march 'Aquarium' from <i>The carnival of the animals</i> by Camille Saint-Saëns	Spring - Football	Summer- Come dance with me
<p>Links to prior learning: Pupils can listen attentively and talk about music expressing their feelings and responses</p> <p>Key Concept – Musical sounds and movement</p> <p>Curricular Goal: Pupils use their listening, appraising and performing skills to keep to the beat of a marching piece of music.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Pupils use their voices expressively and creatively by singing songs. • Pupils listen with concentration and understand a range of high-quality live and recorded music (<i>Marching music</i>) • Play tuned and untuned instruments musically (Glockenspiel) • Experiment with, create, select, and combine sounds using the inter-related dimensions of music <p>Substantive Knowledge (Sticky Knowledge) (To know and remember) <i>Listen and Appreciate</i> <u>Know the difference between musical sounds.</u> Know how to talk about a piece of music. <u>Children will know pitch.</u> They will know that contrasting (low and high) instruments are typically found in a marching band. <u>They will know what a graphic score is and how it represents music.</u> The children will know what marching music is</p> <p><i>Compose</i> The children will know the mallet hold. <u>The children will know that musical notes are represented by letters.</u> They will play the note C and understand the term 'next door sounds'.</p> <p><i>Sing and perform</i> The children will know how to keep in time to a marching beat. The children will know how to create movements for aquarium-inspired music.</p> <p>Disciplinary Knowledge (Being a Musician) Listen intently Match the tempo to move in time to a song Sing rhythmically and in tune Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Explain why you like or dislike a piece of music Describe characteristic of marching patterns Listen and appraise your own recordings</p> <p>Key Vocabulary Duration: beat, rhythm, rest. Dynamics: soft, loud. Tempo: fast, slow. Structure: ternary form (ABA). Timbre: untuned/tuned percussion instruments. Other: compose, graphic symbol.</p>	<p>Links to prior learning: Pupils can engage in music making keeping a steady beat using instruments and sound makers</p> <p>Key Concept – Pulse and patterns</p> <p>Curricular Goal: Pupils will use their knowledge of C, D & E to compose and perform an ostinato.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To be able to experiment with, create, select, and combine sounds using the inter-related dimensions of music • To be able to play tuned and untuned instruments musically • To be able to use their voices expressively and creatively by speaking chants and rhymes. • To be able to listen with concentration and understand a range of high-quality live and recorded music <p>Substantive Knowledge (Sticky Knowledge) (To know and remember) <i>Listen and Appreciate</i> <u>Children will know the rhythm of their name in syllables.</u> They will know a clap per syllable creates a pattern.</p> <p><i>Compose</i> <u>They will know the notes E, D & C and will know how to play this on the glockenspiel.</u> They will know some tuned and untuned instruments – glockenspiel, boom whacker, drums, tambourine, shakers, and maracas. The children will know the mallet hold.</p> <p><i>Sing and Perform</i> <u>They will know how to perform an ostinato using untuned instruments.</u></p> <p>Disciplinary Knowledge (Being a Musician) Listen intently Perform the words steadily with clear diction. Count the number of syllables in words Tap the beat as you sing Invent word patterns Reflect upon the work they have produced during the unit. Consider the difference between an unpitched and pitched pattern</p> <p>Key Vocabulary: Duration: beat, rhythm, rest. Pitch: mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns. Structure: ostinato (repeating pattern), echo, call-and-response. Tempo: steady beat.</p>	<p>Links to prior learning: Pupils can use their voice to sing a in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Key Concept – Pitch</p> <p>Curricular Goal: Pupils perform their own chants and rhymes using words and actions.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To be able to experiment with, create, select, and combine sounds using the inter-related dimensions of music • To be able to play tuned and untuned instruments musically • To be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes. • To be able to listen with concentration and understanding to a range of high-quality live and recorded music <p>Substantive Knowledge (Sticky Knowledge) (To know and remember) <i>Listen and Appreciate</i> Children will know the concept of 'Call and response'.</p> <p><i>Compose</i> <u>They will know the notes A, G & F and will know how to play this on the glockenspiel.</u> Children will know the 'mallet hold'</p> <p><i>Sing and Perform</i> <u>Children will make changes in pulse: slowly, quickly during a performance</u> <u>Children will make changes in pitch: up, down, during a performance</u> <u>Children will know to be silent during a musical rest</u></p> <p>Disciplinary Knowledge (Being a Musician) Listen intently Perform by chanting and singing Sing with confidence during call and response Play a 3 note accompaniment</p> <p>Key Vocabulary: Duration: beat, rhythm Pitch: stepping notes, interval, tuned and untuned percussion Structure: call-and-response, verse, chorus Texture: solo Other: internalise</p>

Autumn- Tony Chestnut	Spring- Carnival of the animals by Camille Saint-Saëns. Composing music inspired by birdsong	Summer- Grandma Rap
<p>Links to prior learning: Pupils compose music by experimenting with sounds to create aquarium inspired music and draw sounds using graphic symbols</p> <p>Key Concept – Rhythm and pulse</p> <p>Curricular Goal: Pupils play a song’s melody on a glockenspiel using the notes CDEFGA</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes To be able to play tuned instruments musically To be able to experiment with, create and select sounds using the inter-related dimensions of music <p>Substantive Knowledge (Sticky Knowledge) (To know and remember)</p> <p><i>Listen and Appreciate</i> <u>The children will know the difference between tuned and untuned instruments, and will know examples of both groups.</u></p> <p><i>Compose</i> They will consolidate their knowledge of call-and-response. <u>Children will know that music is written on a stave and where notes C and G are on the stave.</u></p> <p><i>Sing and Perform</i> <u>Children will consolidate their knowledge of the notes: C, D, E, F, G, A on a glockenspiel</u> The children will know the meaning of echo. Children will know what a melody is</p> <p>Disciplinary Knowledge (Being a Musician)</p> <p>Play the melody of a song on glockenspiel Respond to a call The children will keep a steady beat when singing. Listen intently Create a noisy picture Follow a leader Play a melody on tuned instrument Read a score Use musical elements Sing with good diction</p> <p>Key Vocabulary</p> <p>Pitch: ‘cuckoo call’ interval (minor 3rd), melody. Structure: echo, call-and-response. Tempo: beat, steady beat. Timbre: tuned (has notes) and untuned percussion instruments (doesn’t have notes). Other: diction, improvise.</p>	<p>Links to prior learning: Pupils listen with high concentration and understand a range of high quality live and recorded music</p> <p>Key Concept – Musical sounds and movement</p> <p>Curricular Goal: Children create a piece of improvised music inspired by animals.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to experiment with, create, select, and combine sounds using the inter-related dimensions of music To be able to play tuned and untuned instruments musically To be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes. To be able to listen with concentration and understanding to a range of high-quality live and recorded music <p>Substantive Knowledge (Sticky Knowledge) (To know and remember)</p> <p><i>Listen and Appreciate</i> <u>Children will know the qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. Children will know what rhythm is (short and long sound) and how they are played (smooth and detached)</u></p> <p><i>Compose</i> <u>The children will use the following vocabulary for their composition: speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low).</u> Children will know the role of a conductor. The children will know the meaning of pattern and motif.</p> <p><i>Sing and Perform</i> Children will perform their own composition</p> <p>Disciplinary Knowledge (Being a Musician)</p> <p>Identify: violin, viola, cello, double bass, flute, glass harmonica, glockenspiel, xylophone, piano Listen intently and imagine pictures the music puts in your mind Listen with increased concentration to sounds/music Discuss music using music vocabulary Children will create drawings to interpret music into pictures. Use movement and dance to experience music</p> <p>Key vocabulary</p> <p>Timbre: violin, viola, cello, double bass, flute, glass harmonica, glockenspiel, xylophone, piano. Pitch: high, low. Tempo: fast, slow. Other: articulation (smooth, detached), character (flowing, jittery, brittle etc.).</p>	<p>Links to prior learning: Pupils use their voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Key Concept – Call and response</p> <p>Curricular Goal: Pupils use their voice expressively and creatively by singing songs and speaking chants and rhyme</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes To be able to play tuned and untuned instruments musically To be able to listen with concentration and understanding to a range of high-quality live and recorded music To be able to experiment with, create, select, and combine sounds using the inter-related dimensions of music <p>Substantive Knowledge (Sticky Knowledge) (To know and remember)</p> <p><i>Listen and Appreciate</i> Listen to a piece music and tap the beat.</p> <p><i>Compose</i> <u>The children will know the crotchet, its representation and duration.</u> <u>The children will know the quaver, its representation and duration.</u> <u>Children will know the value of a crotchet rest.</u></p> <p>Children will compose a 4 beat rhythm using a rhythm grid which includes crotchets, quavers and/or crotchet rest</p> <p><i>Sing and perform</i> Children will know the meaning of unison and a round. Children will know the meaning of a loop.</p> <p>Disciplinary Knowledge (Being a Musician)</p> <p>Respond to a call Listen intently Follow a leader Read a score Keep the beat Create your own score Use musical elements</p> <p>Key vocabulary:</p> <p>Duration: beat, duration actions ‘walk’ (crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest), rhythm. Pitch: pitch shape. Structure: 4-beat rhythm. Tempo: steady beat. Texture: round.</p>

Year 3

Autumn - Nao chariya de <i>and</i> Mingulay boat song.	Spring- Latin Dance	Summer- Fly with the stars
<p>Links to prior learning: Pupils use their voice expressively and creatively by singing songs and speaking chants and rhyme</p> <p>Key Concept – Fast and slow tempo</p> <p>Curricular Goal: Pupils use musical vocabulary to describe the difference between two pieces of music</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To be able to listen with attention to detail and recall sounds with increasing aural memory. To be able to develop an understanding of the history of music. To be able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. To be able to improvise and compose music for a range of purposes using the inter-related dimensions of music. To be able to use and understand staff and other musical notations. <p>Substantive knowledge: <i>(Sticky Knowledge)</i> <i>(To know and remember)</i></p> <p><i>Listen and Appreciate</i></p> <p><u>They will understand that a folk song is music that belongs to the people of a particular place.</u></p> <p><i>Compose</i></p> <p>Children will know that verses tell a story. Children will know the meaning of ‘catchy’. <u>Children will know that when composing, trial and error is essential.</u></p> <p><i>Sing & Perform</i></p> <p>They will know how to capture the atmosphere of the lyrics and the lilting melody. The children will learn how to control their breathing when singing.</p> <p>Disciplinary Knowledge: <i>(Being a Musician)</i></p> <p>Identify that the songs are from different places in the world through the use of different instruments, different beats, and different speeds.</p> <p>Listen intently Form an opinion on a piece of music Discuss your opinion Justify your thinking Use musical vocabulary to describe and compare</p> <p>Key Vocabulary:</p> <p>Duration: time signature (number of beats in the bar), 3/4 time (three beats per bar), 4/4 time (4 beats per bar).</p> <p>Tempo: faster, slower.</p> <p>Structure: verse, chorus.</p> <p>Pitch: melody, harmony.</p> <p>Timbre: acoustic/electric instruments, traditional/modern instruments, guitars (acoustic, electric), small guitar like instrument, electric bass, keyboard, voice, flute, hand drum, ektara.</p> <p>Other: traditional/composed song, folk music.</p>	<p>Links to prior learning: Pupils listen with high concentration, discuss, evaluate and understand a range of high-quality live and recorded music</p> <p>Key Concept – Chords</p> <p>Curricular Goal: Perform a short ukulele piece that features a range of skills that children have learnt</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. <p>Substantive Knowledge <i>(Sticky Knowledge)</i> <i>(To know and remember)</i></p> <p><i>Listen and Appreciate</i></p> <p>Children will know some of the musical features of and influences on Latin music.</p> <p><i>Compose</i></p> <p>The children will know:</p> <ul style="list-style-type: none"> A drumming pattern A ‘picked’ string pattern A strummed pattern <p><i>Sing and perform</i></p> <p><u>The children know how to play the notes A, E and F on the ukulele as well as the A minor and F major chords.</u></p> <p>The children will know the ukulele as an instrument, know its parts, strings and hold it correctly. They will know what strum “chuck”, pluck and tap means. They will know syncopated rhythms in <i>Latin dance</i> and verse/chorus structure.</p> <p>Disciplinary Knowledge <i>(Being a Musician)</i></p> <p>Listen intently Use musical elements Use notation and rhythm Use question and answer phrase Compose a short piece of music Play a one-note part contributing to the chords accompanying the verses on the ukulele</p> <p>Key Vocabulary:</p> <p>Duration: beat/pulse, syncopated rhythm semibreve (4 beats), 4/4, bar</p> <p>Pitch: notes (a, e, f), chords (Am, F), melody, part, major, minor</p> <p>Structure: intro, break, outro, verse, chorus</p> <p>Texture: layering of parts, solo, group, bass, chord, melody</p> <p>Timbre: ukulele, piano, drums, bass, guitar, claves, timbale, trumpet, conga, bongos, chucking (palm mute), up strum, down strum, pick, percussion</p> <p>Style: Latin, dance, salsa</p> <p>Other: Ukulele tab, stave, Latin America, Hawaii</p>	<p>Links to prior learning: Pupils listen with high concentration, discuss, evaluate and understand a range of high-quality live and recorded music</p> <p>Key Concept – Question and answer phrases</p> <p>Curricular Goal: Pupils compose music in response to different stimuli</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations <p>Substantive Knowledge <i>(Sticky Knowledge)</i> <i>(To know and remember)</i></p> <p><i>Listen and appreciate</i></p> <p>Children will know the song Fly with the stars’ structure, verses, choruses, and an outro. The children will know the chorus of the song Flying with the stars.</p> <p><i>Compose</i></p> <p>Children will know how to improvise on-the-spot phrases using EDC over a one-chord groove. <u>They will know phrases from dot notation, different arrangements of m-r-d using tuned percussion instruments.</u> They will know rising and falling question-and-answer phrases using m-r-d.</p> <p><i>Sing and Perform</i></p> <p><u>The children will know the note C and will know how to switch between chord A minor and C major.</u> The children will know how to strum in the pattern is: down, down, down, down/up, down/up.</p> <p>Disciplinary Knowledge <i>(Being a Musician)</i></p> <p>Play a part on ukulele as part of a whole-class performance.</p> <p>Improvise (‘doodle’) on-the-spot phrases using mi-re-do (m-r-d) over a one-chord groove.</p> <p>Listen and copy back stepwise phrases using mi-re-do (m-r-d) and correctly recognise phrases from dot notation, showing different arrangements of m-r-d.</p> <p>Compose rising and falling question-and-answer phrases using m-r-d.</p> <p>Disciplinary Knowledge <i>(Being a Musician)</i></p> <p>Use notes AEF and C Use A minor and C major chords Listen intently Sing verse and chorus Improvise</p> <p>Key Vocabulary:</p> <p>Duration: beat/pulse, crotchet (action word = walk), quavers (action words = jogging), minim (action word = stride), semibreve (action word = wade), crotchet rest (action word = shh), 4/4.</p> <p>Pitch: notes (a, e, c), chords (A minor/Am, C major/C)</p> <p>Structure: intro, verse, chorus, call-and-response, phrase, part Timbre: strum (down strum, up strum), pick</p> <p>Other: improvise (‘doodle’), pitch words: mi-re-do (m-r-d)</p>

Year 4		
Autumn- Wider options - Violin	Spring- Wider options - Violin	Summer- Wider options - Violin
<p>Links to prior learning: Pupils use musical vocabulary to describe the difference between two pieces of music</p> <p>Key Concept – Music notation and treble clef</p> <p>Curricular Goal: Pupils play as a part of an ensemble</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> Understand the Related Dimensions of Music; pulse, rhythm, pitch and notation Identify low and high pitch ranges. To learn about the families of instruments and how size relates to pitch Perform and Sing in different genres, within the range of one octave, understanding the sense of shape of a melody To sing in two and three parts. Learn how to hold the violin and bow correctly - posture Learn how to play the four strings plucked and bowed Learn how to read rhythms using crotchets, quavers, and minims. Rehearse and perform whole class pieces Give opportunities for pupils to take leading roles during rehearsal and performance Understand the importance of performing with a sense of timing 'live' or with appropriate backing tracks <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i></p> <p><i>Listen and Appreciate</i> They will know some selected excerpts of historical music.. <u>They will know basic musical notations - 4/4 time signature, stave, treble clef repeats. They will know the stave, notations on the stave and the following different rhythmic values - Crotchet, Quaver, Minim.</u></p> <p><i>Perform</i> The children will know the range of one octave with a sense of shape of melody. They will know how hold the instrument with correct posture. They will know how to pluck and bow the instruments. <u>The children will know the meaning of pulse, rhythm, pitch, notation.</u> The children will know the importance of rhythm and pulse in any performing situation</p> <p>Disciplinary Knowledge <i>(Being a Musician)</i></p> <p>Listen intently Identify high and low pitch Sing in two or three parts Hold the violin and bow correctly Use : rhythm, pitch, pulse, notation Play as part of an ensemble/Listen to other players in the ensemble Appraise a piece of music using appropriate language</p> <p>Key Vocabulary: Pulse, Rhythm, Pitch, Tempo, Crotchet, Quaver, Minim, Stave Treble clef, Pizzicato,Arco</p>	<p>Links to prior learning: Pupils compose music in response to different stimuli</p> <p>Key Concept – Melody</p> <p>Curricular Goal: Pupils play a piece of music from memory</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> Understand the Related Dimensions of Music: pulse, rhythm, pitch and notation, dynamics and texture. Explore dynamics, including crescendos and diminuendos Explore texture and how we describe musical texture using thick and thin. Perform and Sing in different genres, within the range of one octave, understanding the sense of shape of a melody Understand different musical historical genres To learn to play a piece of music from memory Continue to refine good posture and bow hold when playing the instrument Learn how to read and play rhythms using crotchets, quavers, and minims. Rehearse and perform whole class pieces to an audience (Parents/school) Deploy contrasting harmonic textures <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i></p> <p><i>Listen and Appreciate</i> They will know some selected excerpts of historical music <u>The children will know dynamics through listening and appraising and through learning the song 'Music Italiano'.</u> <u>They will know the meaning for tempo, texture, dynamics, pulse, rhythm and pitch. They will know basic musical notations - 4/4 time signature, stave, treble clef, and the note allocations on the stave. The will know the following rhythm: Crotchet, Quaver, Minim, Semibreve</u></p> <p><i>Perform</i> The children will know to sing within the range of one octave with a sense of shape of melody. They will know a bank of songs to develop whole class singing. They will know the correct posture and bow hold of the instrument. The will knowhow to play a 'In flight' from memory on their instrument.</p> <p>Disciplinary Knowledge <i>(Being a Musician)</i></p> <p>Listen intently Identify high and low pitch Sing in two or three parts Hold the violin and bow correctly Use : rhythm, pitch, pulse, notation Play as part of an ensemble Listen to other players in the ensemble</p> <p>Key Vocabulary: Pulse, Rhythm, Pitch, Tempo, Dynamics Texture, Genre, Forte, Piano, Crescendo Diminuendo, Crotchet, Quaver, Stave</p>	<p>Links to prior learning: Pupils play a short piece on a ukulele</p> <p>Key Concept – Texture</p> <p>Curricular Goal: Pupils perform melodies using a violin</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To continue to refine last two terms objectives To prepare all material needed for the end of term celebration at the bonus arena. To continue to understand the interrelated concepts of pulse, rhythm, pitch, tempo, notation, dynamics and texture. Perform and Sing in different genres. To be able to identify aurally improvements to their playing. To improvise short melodic and rhythmic ideas on their instrument To collaborate with their peers to create a whole class composition from a range of starting points To perform in the end of year celebration at the Bonus Arena <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i></p> <p><i>Compose</i> <u>The children will use the idea of motifs in music to create simple compositions.</u> They will know how the Inter Related Dimensions of music can be used to enhance musicality. <u>They will know the concept of musical improvisation using three notes.</u> They will know how to improvise a short melodic and rhythmic idea on their instrument.</p> <p><i>Perform</i> <u>The children will know the meaning of pulse, rhythm, pitch, notation. The children will know the importance of rhythm and pulse in any performing situation</u> They will know the correct posture and bow hold of the instrument in order to perform at the Bonus Arena</p> <p>Disciplinary Knowledge <i>(Being a Musician)</i></p> <p>Listen intently Hold the violin and bow correctly Use : rhythm, pitch, pulse, notation Play as part of an ensemble Listen to other players in the ensemble</p> <p>Key Vocabulary: Pulse, Rhythm, Pitch, Tempo, Dynamics Texture, Genre, Forte, Piano, Crescendo, Diminuendo Crotchet, Quaver, Stave</p>
Year 5		
Autumn- What shall we do with a drunken sailor	Spring - Balinese Galeman	Summer - Ravel's Empress of the pagodas

<p>FOCUS-PERFORM Links to prior learning: Pupils perform melodies using a violin Key Concept – Accompaniment Curricular Goal: Pupils perform songs with their own accompaniment Lesson objectives</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations • Listen with attention to detail and recall sounds with increasing aural memory <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <i>Listen and appreciate</i> Children will know about the context, history, and purpose of sea shanties as work songs. The children will know the place of sea shanties in history <i>Compose</i> <u>Children will know the time signature 4/4. Children will know the triad and play C major and A minor chord on the glockenspiel</u> <i>Sing and Perform</i> Children will know the meaning and purpose of an accompaniment. Disciplinary Knowledge <i>(Being a Musician)</i> Listen intently Play a short piece of ternary music Repeat a phrase from a piece of music Sing a melody Play an accompaniment Key Vocabulary Duration: 4/4 time signature, crotchet, quavers, semiquavers. Pitch: melody, chords, bass note, major, minor. Tempo: beat, steady beat. Other: sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm game, body percussion.</p>	<p>FOCUS – LISTEN Links to prior learning: Pupils play as a part of an ensemble Key Concept – Music from around the world Curricular Goal: Pupils compare music from two different cultures Lesson objectives</p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <i>Listen and appreciate</i> The children will know the music of Bali through two dynamic musical forms: gamelan beleganjur and the <i>kecak</i> vocal chant. Children will know about the history and context of both forms, develop an understanding of the repeating cycles that structure almost all Balinese music, The children will know the place of gamelan beleganjur and in history <i>Compose</i> The children will know the <i>kecak</i> chant and its origin and use it to <u>create, notate and perform an 8-beat interlocking rhythm pattern <i>kecak</i> piece as part of a group</u> <i>Sing and Perform</i> They will know how to reproduce the core melody, gong and beat of the <i>kecak</i> chant. Disciplinary Knowledge <i>(Being a Musician)</i> Listen intently Form an opinion on a piece of music Discuss your opinion Justify your thinking Use musical vocabulary to describe and compare Use movement to explore music from other cultures Compare and contrast Balinese music with music from European composers (e.g. Ravel, Mozart) Reflect on your creative process. Key Vocabulary Duration: cycle – a looped pattern of a fixed number of beats Texture: interlocking – where 2 or more rhythmic parts connect and combine to make a whole</p>	<p>FOCUS- COMPOSE Links to prior learning: Pupils play a piece of music from memory Key Concept – Melody and harmony Curricular Goal: Pupils work in pairs to create a short ternary piece Lesson objectives</p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use and understand staff and other musical notations • Develop an understanding of the history of music • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Substantive Knowledge: (Sticky Knowledge) <i>(To know and remember)</i> <i>Listen and Appreciate</i> They will know <u>ABA ternary structure</u>. The children will know the place of Ravel’s Laideronnette (Empress of the pagodas) in history <i>Compose</i> <u>Children will know ABA ternary form. Children will know the pentatonic scale, contrasting dynamics (volume) and tempo (speed).</u> <i>Sing and Perform</i> Children will perform their ternary (ABA) composition to each other, applying: dynamics, tempo, pentatonic scale, structure ABA Disciplinary Knowledge <i>(Being a Musician)</i> Listen intently Identify a ABA Use notation and rhythm Use dynamics Play and accompaniment Discuss Ravel’s piece using musical language Key Vocabulary Pitch: pentatonic scale – a five note scale (most easily found by using just the black notes of the piano) Tempo: the speed of a piece Dynamics: the volume of a piece Structure: Ternary form – a musical shape also known as ABA where A = opening section, B = contrasting middle section, A = return to the opening, coda – a special ending Other: score – a visual representation of music</p>
Year 6		
Autumn - You to me are everything	Spring - Twinkle Variations	Summer- Touch the Sky

FOCUS-LISTEN

Links to prior learning: Pupils compare music from two different cultures

Key Concept – Music Cover

Curricular Goal:

Pupils compare and contrast the cover and original version of a song

Lesson objectives

- Listen with attention to detail and recall sounds 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
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Listen with attention to detail and recall sounds with increasing aural memory.

Substantive Knowledge (Sticky Knowledge)

(To know and remember)

Listen and appreciate

Pupils will know the key musical features of the track **You to me are everything** and will know the term ‘cover version’. They will know the key musical features such as rhythm, tempo, timbre, structure, and instruments. They will know a wide range of music and develop and knowledge of their origins. The children will know the place of **You to me are everything** in history

Sing and Perform

The children will know how to sing the chorus melody , they will know how to sing the chorus with a harmony note to **Your to me are everything**. The children will know some simple choreography to accompany a disco song and will perform it as a class to the other classes. (Children have the option to wear a 70’s accessory)

Disciplinary Knowledge

(Being a Musician)

- Listen intently
- Form an opinion on a piece of music
- Discuss your opinion
- Justify your thinking
- Use musical vocabulary to describe and compare
- Discuss the value of and original and a cover piece.

Key Vocabulary

Duration: syncopation.

Pitch: major scale, modulation/key change.

Tempo: beats per minute (bpm), faster, slower.

Timbre: bass guitar, electric guitar, violins, drum kit, lead and backing vocals/singers, keyboard (Fender Rhodes).

Structure: verse, chorus, middle 8, hooks/riffs.

Style: disco, funk, soul, jazz-fusion, latin-jazz.

Texture: vocal harmonies (parts that are sung alongside the main melody to make the texture thicker).

Other: cover (a version of a song by a singer or band who did not originally perform the song), summer anthem (a song that is released and peaks in its popularity during summer).

FOCUS- COMPOSE

Links to prior learning: Pupils work in pairs to create a short ternary piece,

Key Concept – Repetition & variation , pentatonic scale

Curricular Goal:

Pupils create variation to a theme including improvisation using a pentatonic scale

Lesson objectives

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations
- Develop an understanding of the history of music
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Substantive Knowledge (Sticky Knowledge)

(To know and remember)

Listen and Appreciate

The children will listen to and appraise

Benjamin Britten’s A young person’s guide to the orchestra They will know the key elements that give the music its unique structure and talk about the music using appropriate musical language. They will know the recurring theme of the music. The children will know the place of **Benjamin Britten’s A young person’s guide to the orchestra** in history

Compose

The children will know theme and variations as a musical form that has been used by composers for centuries.

The children will know how to manipulate the material to improvise and create their own version on tuned and untuned instruments

Sing and Perform

Children will perform their Twinkle Variation composition on body percussion, tuned instrument and improvisation to their peers.

Disciplinary Knowledge

(Being a Musician)

- Sing in a vocal percussion style.
- Listen to drum patterns and riffs, and copy them on voices, instruments, and clapping rhythms.
- Play drum patterns, basslines, and riffs on a variety of instruments as part of a group.
- Compose groove-based pieces demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs.

Key Vocabulary

Dynamics: volume, louds and softs.

Structure: passacaglia (an ancient musical form featuring a repeating bassline with different events placed on top. Also known as Chaconne), theme and variations (a musical form made up of one theme and many variations (versions) of that theme).

Tempo: the speed of a piece of music.

Other: score (a visual representation of music), orchestrate (choose which instruments play which parts of a music composition), improvise (music that is made up instantly with no prior preparation).

FOCUS - PERFORM

Links to prior learning: Pupils perform songs from around the world

Key Concept – Pentatonic scale

Curricular Goal:

Pupils can perform a piece Scottish folk music

Lesson objectives

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- 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

Substantive Knowledge (Sticky Knowledge)

(To know and remember)

Listen and Appreciate

Children will know some of the features of traditional Scottish music that have influenced the composition of the song **Touch the sky**. Learn about traditional Scottish folk music and identify some instruments. The children will know the place of **Skye boat song** in history

Compose

The children will know how to improvise extended melodies using the pentatonic scale.

Children will know how to play the drone, bass note, or chord for a chorus of *Skye boat song*. The children will know the 3/4 time signature through clapping games. They will create their own clapping games. They will know how to play and improvise different 3/4 rhythms on a tuned instrument using notes from a pentatonic scale.

Sing and Perform

Children will know how to sing accurately in two parts, with dynamic contrast and expression. They will know the harmony part of *Touch the sky*. The children will be able to perform, and record an arrangement of *Skye boat song*

Disciplinary Knowledge

(Being a Musician)

- Listen intently
- Repeat a phrase from a piece of music
- Sing a melody
- Sing in harmony
- Use dynamics
- Use rhythm and beat
- Analyse the musical characteristics of the song *Touch the sky*

Key Vocabulary

Duration: 3/4, ‘oom pah pah’ rhythm, waltz, three beats in a bar, crotchet, quaver.

Pitch: pentatonic scale, melody, harmony.

Structure: verse, chorus, intro and outro.

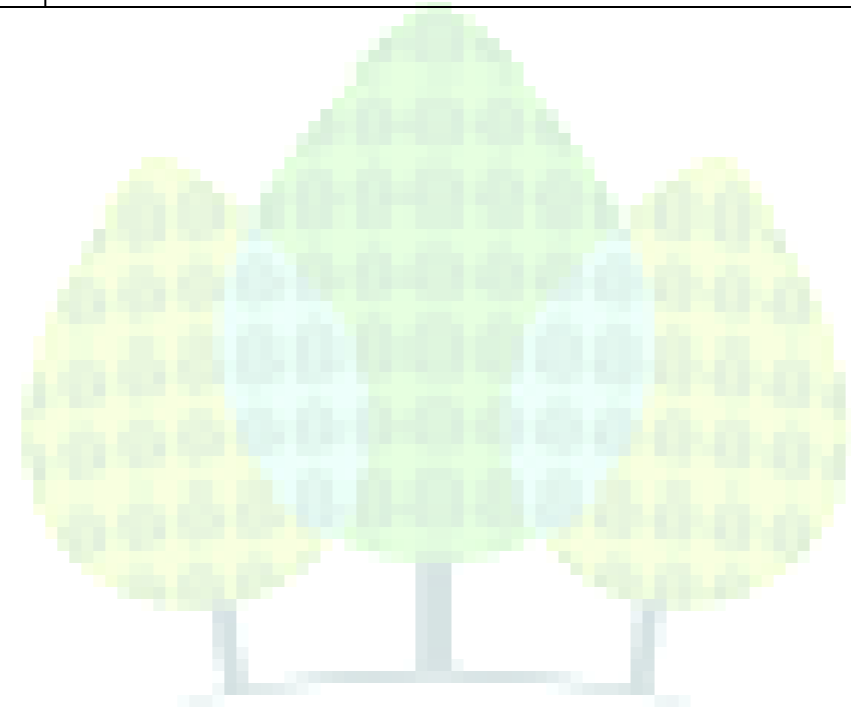
Tempo: very fast (*Touch the sky*), slow (*Skye boat song*).

Timbre: Scottish folk instruments: piano accordion, guitar, harp, whistle, fiddle (violin), bodhran (drum), voice.

Texture: melody and accompaniment, harmony.

Other: folk music.

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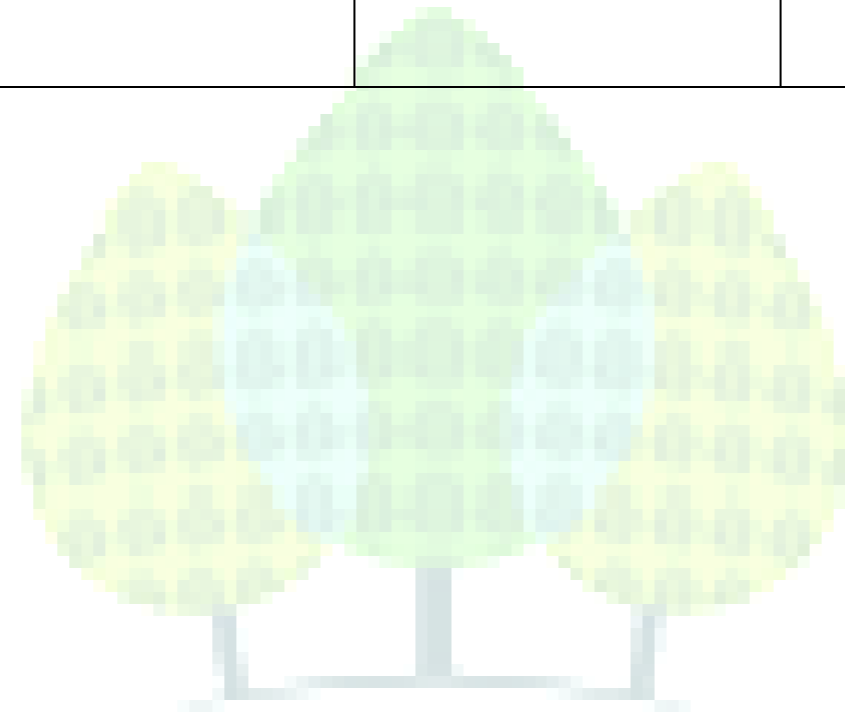
Kingswood Parks

PRIMARY SCHOOL

			Music			
ASD	Working Memory	Dyslexia	SEMH	Speech Language & Communication	Physical Difficulties	Hearing Impaired
<ul style="list-style-type: none"> It is desirable for pupils to come together in group music-making activities, such as singing and playing together, but some pupils with SEN and/or disabilities may get more satisfaction from individual practical work, composing activities and using ICT. Include a number of different activities in the music lesson, such as singing, moving, playing instruments and composing. Younger pupils respond particularly well to puppets and pictures, which add another dimension to their learning. Creating characters using different voices enhances learning about concepts such as 'timbre' and 'dynamics'. Physical involvement is an important aspect of music learning. Action songs and rhymes for younger pupils – moving or dancing at the same time as singing – help pupils to begin to internalise rhythmic and pitch concepts, eg marching on the spot while singing and then moving around and maintaining the steady beat while singing to increase the challenge. Provide opportunities to learn about music through physical contact with an instrument and/or sound source where pupils are unable to hear sounds clearly or at all. Make sensitive use of audio and 	<ul style="list-style-type: none"> Display key words and concepts clearly – commercial posters and diagrams are readily available. Use pupils' own work – graphic scores – as visual support. Use modelling and practical demonstration to support verbal questioning. Modelling, demonstration and imitation help pupils begin to understand musical concepts. This can be done without the use of verbal instruction. Adopt the model: " join in with " imitate " practise, and " initiate. Creating 'graphic scores' or pictorial representations of compositions becomes another means of non-verbal communication. Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons or topics link together to develop an area of work in music. This could include symbols, images or objects to make it more accessible 	<ul style="list-style-type: none"> Display key words and concepts clearly – commercial posters and diagrams are readily available. Use pupils' own work – graphic scores – as visual support. Use modelling and practical demonstration to support verbal questioning. Modelling, demonstration and imitation help pupils begin to understand musical concepts. This can be done without the use of verbal instruction. Adopt the model: " join in with " imitate " practise, and " initiate. Creating 'graphic scores' or pictorial representations of compositions becomes another means of non-verbal communication. 	<ul style="list-style-type: none"> Encourage pupils to use their voices expressively and to use different forms of communication, such as gesture, to compensate for difficulties when singing or speaking. Much music can be shared without the need for words, but where appropriate, pupils should be encouraged to talk about their work and make use of appropriate language. Create a music-making environment for learning where pupils feel that it is good to explore, experiment and make 'mistakes'. This provides them with a context in which they understand how to develop and improve their work, rather than accepting their first offering. 	<p>Include a number of different activities in the music lesson, such as singing, moving, playing instruments and composing. Younger pupils respond particularly well to puppets and pictures, which add another dimension to their learning. Creating characters using different voices enhances learning about concepts such as 'timbre' and 'dynamics'. Physical involvement is an important aspect of music learning. Action songs and rhymes for younger pupils – moving or dancing at the same time as singing – help pupils to begin to internalise rhythmic and pitch concepts, eg marching on the spot while singing and then moving around and maintaining the steady beat while singing to increase the challenge. Provide opportunities to learn about music through physical contact with an instrument and/or sound source where pupils are unable to hear sounds clearly or at all. Make sensitive use of audio and video recordings to keep records of pupils' work. Always make sure pupils are comfortable with this. Older pupils can keep their own file records using computer programs</p>	<ul style="list-style-type: none"> Make sure pupils have adequate space to play instruments. Younger pupils can sit on the floor, but make sure they are comfortably seated in order to play pitch instruments such as xylophones – these may need to be placed on tables. Pupils sing better if they are standing – make provision for this at some point in the session. Where standing is difficult or impossible, encourage pupils to sit up as well as they are able. 	<ul style="list-style-type: none"> video presentations have subtitles for deaf or hearing impaired pupils and those with communication difficulties, where required.

video recordings to keep records of pupils' work. Always make sure pupils are comfortable with this. Older pupils can keep their own file records using computer programs

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Kingswood Parks

PRIMARY SCHOOL