

**Curriculum Aims and Overview**

At INSPIRE, we view music as the great connector: bringing cultures and communities together. We have a deep understanding of the power of music and know our shared knowledge of music is crucial in understanding our origins and our place in the world. Music is embedded in our school culture. Music plays a key role in our aims to develop well rounded individuals, global citizens and community champions. All children have access to a progressive curriculum that builds skills, knowledge, fluency and capability. Every child at INSPIRE is a performer, creator and composer of music with all children provided with the opportunity to play an instrument from Early Years through to Key Stage 2.

Through our curriculum, we aim to provide a culturally rich, diverse and inclusive method of teaching to encourage children to be open minded listeners who approach music with tolerance and have a wide breadth of knowledge of musical genres from around the world. Our timetabled regular weekly music slots for each year group ensure we offer a balanced curriculum.

**Scope and Sequence**

Our curriculum starts with a vocal programme which builds on prior learning and leads to a creative composition. The children’s skill and understanding of pitch and rhythm become more polished, fluent and complex as we progress through the years. These basic skills are regularly revisited to ensure concepts are embedded.

In Early Years, we provide a clear progressive pathway in musical development for children from the time they start Nursery through to when they enter Year One, with key focus on being imaginative and expressive through pulse, pitch and rhythm. In Key Stage 1, the INSPIRE Music Programme continues with more structured lessons, and children learn to use their voice with confidence and develop vocal accuracy. Children will continue to show understanding of pulse, pitch and rhythm, as well as exploration of tempo and dynamics. In Key Stage 2, the focus turns to instrumental and ensemble skills building on learning from the previous years. Children are encouraged to develop the use of breath control, fine motor movement and pitch recognition. We ensure that the history and culture surrounding these instruments is discussed.

Children are encouraged to express themselves through music, so their voices are heard. We have competent teachers who engage and challenge children. Our teachers are constantly challenging themselves and benefit from specialist training from INSPIRE Music professionals who ensure that every teacher in INSPIRE is a music teacher. Weekly singing assemblies are held for each key stage and children are exposed to and perform music from all genres and cultures and in different languages, helping them to be educated citizens aware of the best of each respective genre and adding to their cultural capital. Peripatetic teachers from the Wakefield Music Service offer group lessons in with concerts held in July to showcase progress over the year.

**There are four core pillars underpinning the discipline of music:**

1. Musical enquiry exposes pupils to key questions and gives them the opportunity to ask their own questions.

2. Musical enquiry relies on pupils acquiring sufficient technical knowledge.

3. Alongside this knowledge, pupils are given the opportunity to develop disciplinary knowledge.

4. Finally, pupils learn to communicate musical understanding in a sequenced, coherent manner through the means of technical, constructive and expressive means.

Identifying and combining these core pillars work towards the overall goal of music education – inspiring pupils with a curiosity and fascination about the world of music and securing a ‘musical understanding’. They should not be understood as silos. Robust, direct and incremental teaching underpins a good music education.

**Substantive and Disciplinary Content in Music**

Substantive and disciplinary knowledge in music Substantive knowledge in music is based on the developing knowledge of the nine interrelated dimensions of music. All musical learning is built around the interrelated dimensions of music.

Interrelated Dimensions of Music

1. Pulse 2. Rhythm 3. Pitch 4. Tempo 5. Dynamics 6. Timbre 7. Texture 8. Structure 9. Notation

Substantive knowledge focuses on developing children’s skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

Every subject is unique and includes its own substantive content and disciplinary content. The INSPIRE curriculum is designed to ensure that pupils not only have broad and strong substantive knowledge but also understanding of the discipline of music. Pupils learn both musical ‘facts’ and how to make sense of them simultaneously. When pupils learn music, they tackle these two closely linked types of content, each dependent on the other with each playing a vital part in securing **scope, coherence, rigour and sequencing**.

**Substantive Knowledge**

Pupils’ knowledge of what we often call substantive concepts such as **pitch, texture, tempo, structure, timbre, dynamics** and **duration** come up time and time again in the music curriculum. We know if pupils are able to build up knowledge of these concepts, building richer and richer schemata of these concepts and terms over time, it can help them access increasingly complex material throughout the curriculum, which helps them to learn, understand and remember more – meaning they make more progress.

**Disciplinary Knowledge**

Learning music involves the development of both substantive knowledge (the ‘stuff’ of music) and familiarity with the ‘second-order’ or procedural disciplinary concepts, that shape the way in which the ‘stuff’ or ‘substance’ is understood, organised and debated, as well as the ways in which it is actually generated. We want pupils to develop within the discipline of music – so pupils need to know how we arrived at the established piece of music. How did we get there? How is the piece of music justified? How is the tempo of a piece of music influential? They need to know the grammar of music.

The simplest way to think about the difference is – the substantive knowledge is the **‘what**’ and the disciplinary knowledge is the **‘how’.**

As we’re teaching we need to interweave the **what** and the **how** for our children. Thinking musically is vital. Simply 'knowing' the name of an artists or composer, or the instrument played, in itself, musical thinking. The best we could say is that it *enables* musical thinking. We need facts in order to think, but we also need concepts to enable us to group bits of information, or facts, together.

**Core Concepts**

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|  | **BIG IDEAS – SUBSTANTIVE CONCEPTS** | | | | | |
| **S.C. 1 – Formal** | **S.C. 2 – Symbolic** | | **S.C. 3 – Personal** | | | **S.C. 4 – Social** |
| Internal logic | Significance  Cultural | | Personal Experience | | | Meaning  Communities |
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| **THINKING AS A MUSCIAN – DISCIPLINARY CONCEPTS** | | | | | | | |
| **D.C.1 – Technical** | | | **D.C. 2 – Constructive** | | | **D.C. 3 – Expressive** | |
| Technique  Notation  Posture  Movements  Software  Music technology | | | Chords  Keys  Systems  Forms  Structure  Analysing  Deconstruct  Construct  Create  Pitch  Texture  Tempo  Timbre  Dynamics  Duration | | | Musical provenance  History  Culture  Social context  Geography  Purpose  Meaning  Expression  Personal meaning | |

**Whole school listening plan**  **EYFS WORLD MUSIC LISTENING PLAN**

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| **September**  **Music from Asia** | **October**  **Baroque and pre baroque** | **November**  **Classical** | **December**  **Christmas** | **January**  **Romantic** | **February**  **Neo-classical, atonal and modernist** | **March**  **Songs of Protest** | **April**  **Music from films** | **May**  **Electronic music** | **June**  **LGBTQ+ Pride month** | **July**  **French music** |  |  | **Autumn term A** | **Autumn term B** | **Spring term A** | **Spring term B** | **Summer term A** | **Summer term B** |
| Gamelan music – Java  Bollywood theme – India  Japanese 7 tone scale music  Chinese celebration music | Toccata and Fugue in Dm – Bach  The 4 seasons – Vivaldi  Goldberg variation aria on harpsichord – Bach  Choral music - Palestrina | Piano sonata in C – Mozart  5th Symphony – Beethoven  Water music – Handel  Firework music – Handel (and include Debussy if possible) | Carol of the bells  Stile Nacht  Yorkshire Brass band music | Chopin – nocturnes  Schubert – the trout quintet  Wagner – Ride of the Valkyries  Rachmaninoff – Paganini theme | Hindemith – prelude to ludus tonalis  Clapping music – Reich  Messiaen – abyss of birds quartet pour la fin de temps  The Lark ascending – Williams | Trio Bulgarka  Imagine; Lennon  RESPECT; Franklin  I want to break free : Queen | Circle of life: Elton John  Star Wars: John Williams  Bed knobs and Broomstick: Disney  Fantasia: Dukas | Messiaen Theremin  I feel love – Donna Summer  Model – Kraftwerk  Daft Punk - celebrate | I am what I am - Over the Rainbow - Eva Cassidy  Born this way - Gaga  I will survive – Gloria Gaynor | La Mer – Debussy  Gymnopedies – Satie  Firebird finale – Stravinsky  Germaine Taillefaire (female composer) |  |  | Africa, South Seas, Native American Indians; Belly Dance; | Celtic Ireland; Celtic Scotland; Bluegrass; Scandinavia | Latin America; Andes; Chile; Venezuela; Colombia; Mexico | Latin America; Tango; Salsa; Merengue; Cuba; Caribbean | Middle East; Asia; Russia; Ukraine; Poland; Hungary; Gypsies, Kiexmer, Yiddish Israel | Spain; flamenco; Portugal; Italy; Greece; Croatia; Fusion; Guitar; Percussion, Didgeridoo; Australia |

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| **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Unit 1 FEET!  Time for Feet  Only one of me  Nursery rhymes  Harvest music  Number songs | Unit 1 – Me!        Pat-a-cake  1, 2, 3, 4, 5, Once I Caught a Fish Alive  This Old Man  Five Little Ducks  Name Song  Things for Fingers  Me! By Joanna Mangona  Celebration by Kool and the Gang  Happy by Pharrell Williams  Sing by The Carpenters  Sing a Rainbow by Peggie Lee  Happy Birthday by Stevie Wonder  Our House by Madness  Cross-curricular/topic-based focus: Me! - explore: growing, homes, colour, toys, how I look | Unit 1 – How Can We Make Friends When We Sing Together? Introducing the beat    Piano Sonata No. 11 – III. Rondo Alla Turca (Turkish March) by Wolfgang Amadeus Mozart  Find the Beat  1-2-3-4-5  Head, shoulders knees and toes  Shapes  We talk to Animals  We are together  SMSC Links | Unit 1 – How Does Music Help Us to Make Friends? Exploring simple patters  Boléro by Maurice Ravel  Eye of The Tiger by Survivor and Gloria Gaynor  Music is my soul  Hey friends  Hello | Unit 1 – How Does Music Bring Us Closer Together? Developing notation skills  Hallelujah Chorus from Messiah by George Frederic Handel  The Loco-Motion by Gerry Goffin and Carole King, with Little Eva  Home is where the heart is  Let’s work it out together  Please be kind | Unit 1 – How Does Music Bring Us Together? Interesting time signatures  Go Tell It on The Mountain by Unknown  Martin Luther King by Chris Madin  Trick or Treat by Joanna Mangona and Pete Readman  Hoedown  I’m always there | Unit 1 – How Does Music Bring Us Together? Getting started with music tech  Lively by Quinn Mason  His Eye Is on The Sparrow by Charles H. Gabriel and Civilla D. Martin  Ghost parade  Words can hurt  Joyful, Joyful | Unit 1 – How Does Music Bring Us Together? Developing melodic phrases  Main Title Theme (From Schindler’s List) by John Williams  Fanfare for The Common Man by Aaron Copland  Do what you want to  It’s all about love  Sunshine on a rainy day |
| Unit 2 FEET!  Stomp  Frog Frog Tadpole Frog  Christmas songs  Number songs | Unit 2 – My Stories  I’m A Little Teapot  The Grand Old Duke of York  Ring O’ Roses  Hickory Dickory Dock  Not Too Difficult  The ABC Song  My Stories by Joanna Mangona  Roli Alabama by Bellow head  Boogie Wonderland by Earth, Wind and Fire  Don’t go breaking my Heart by Elton John and Kiki Dee  Ganesh is Fresh by MC Yogi  Frosty the Snowman sung by Elia Fitzgerald  Spiderman sung by Michael Buble  Cross-curricular and topic-based focus: My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time | Unit 2 – How Does Music Tell Stories about the Past? Adding rhythm and pitch  Sleigh Ride by Leroy Anderson  Twinkle, twinkle little star  In the Orchestra  Daisy Bell (bicycle made for two)  Dancing dinosaurs  Rock-a-bye baby  I’m a little teapot | Unit 2 – How Does Music Teach Us about the Past? Focus on dynamics and tempo  For the Beauty of The Earth by John Rutter  Fascinating Rhythm by George and Ira Gershwin  Sparkle in the sun  Listen  The orchestra song | Unit 2 – What Stories Does Music Tell Us about the Past? Enjoying improvisation  Let’s Groove by Earth, Wind and Fire  Jaws: Main Theme by John Williams  Love what we do  When the Saints go marchin’ in  My bonnie lies over the ocean | Unit 2 – How Does Music Connect Us with Our Past? Combining elements to make music  Perdido by Juan Tizol  It’s All About Love by Joanna Mangona and Chris Taylor  Looking in the mirror  Take time in life  Scarborough fair | Unit 2 – How Does Music Connect Us with Our Past? Emotions and musical styles  Glassworks I. Opening by Philip Glass  Macaroni Sundae by Joanna Mangona and Chris Madin  The sparkle in my life  Dreaming of Mars  Get on board | Unit 2– How Does Music connect us with our past? Understanding structure and form  The Rite of Spring, Pt. 1 Adoration of The Earth - No. 1 Introduction by Igor Stravinsky  Why? by Supaman  My best friend  Singing swing star  Roll Alabama |
| Unit 3 FEET!  Rickety Rack  Hands up High  Nursery rhymes  Number songs | Unit 3 – Everyone!  Wind the Bobbin Up  Rock-a-bye Baby  Five Little Monkeys Jumping on The Bed  Twinkle Twinkle  If You're Happy and You Know It  Head, Shoulders, Knees and Toes  Everyone! By Joanna Mangona  We are family by Sister Sledge  Thula Baba by Hlabalela Ensemble  ABC by the Jackson 5  My mum is amazing (featuring Zain Bhikha) by Zimtech Productions  Conga by the Miami Sound machine  Horn Concerto No 4; Third Movement – Rondo by Mozart  Cross-curricular and topic-based focus: Everyone! - explore: family, friends, people and music from around the world | How does music make the world a better place?  Introducing tempo and dynamics  Cinderella, Op. 87: 37 – Waltz-Coda by Sergei Prokofiev  If you’re happy and you know it  Sing me a song  Sparkle  Rhythm in the way you walk  Big bear funk  Baby elephant | How does music make the world a better place?  Exploring feelings through music  Maple Leaf Rag by Scott Joplin  Let’s Twist Again by Karl Mann, Dave Appell and Chubby Checker  Rainbows  Hands, feet, heart  All around the world | How does music make the world a better place?  Composing using your imagination  Amazing Grace by John Newton  Disco Fever by Joanna Mangona and Chris Taylor  Your imagination  You’re a shining star  Music makes the world go round | How does music improve our world?  Developing pulse and groove through improvisation  Mambo From West Side Story by Leonard Bernstein  Bachianas Brasileiras No. 2 - The Little Train Of The Caipira by Heitor Villa-Lobos  Bringing us together  Old Joe Clark  Dance with me | How does music improve our world?  Exploring key and time signatures  Forever Always by Mpumi Dhlamini  Free by Deniece Williams, Hank Redd, Nathan Watts and Susaye Greene Freedom is coming  All over again  Do you ever wonder? | How does music improve our world?  Gaining confidence through performance  1812 Overture by Pyotr Ilyich Tchaikovsky  Hondo (War) and Vakuru (Elders) by Kudaushe Matimba and Harare Music  Disco Fever  La Bamba  Change |
| Unit 4 FEET!  Three bears  What would you like to be?  Easter Songs  Number songs | **Unit 4 – Our World**  Old Macdonald  Incy Wincy Spider  Baa Baa Black Sheep  Row, Row, Row Your Boat  The Wheels On The Bus  The Hokey Cokey  Our World! By Joanna Mangona  Lovely Day by Bill Withers  Beyond the Sea sung by Robbie Williams  Mars from The Planets Suite by Gustav Holst  Frog’s legs and dragon’s teeth by Bellowhead  Ain’t no Mountain High enough sung by Marvin Gaye and Tammi Terral  Singing in the Rain Performed by Gene Kelly  Cross-curricular and topic-based focus: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space | How does music help us to understand our neighbours?  Combining pulse, rhythm and pitch  The Planets, Op. 32 – I. Mars, The Bringer Of War by Gustav Holst  Days of the week  Name song  Cuckoo  Upside down  Hush little baby  Who took the cookie? | How does music teach us about our neighbourhood?  Inventing a musical story  Piano Trio In A Minor Op. 150 I. Allegro by Amy Beach  Swing Time: The Way You Look Tonight by Jerome Kern and Dorothy Fields  Helping each other  The music man  Let’s sing together | How does music help us to get to know our community?  Sharing musical experiences  A Night On The Bare Mountain by Modest Mussorgsky  Double Beat Song by Jen and Jermaine White Bull  Friendship song  Family  Come on over | How does music teach us about our community?  Creating simple melodies together  Symphony No. 5 4th Movement by Ludwig van Beethoven  On The Beautiful Blue Danube by Johann Strauss II  Let your spirit fly  Frere Jacques  The other side of the moon | How does music teach us about our community?  Introducing chords  Dances In The Canebrakes No. 2, Tropical Moon by Florence Price  Star Wars Episode IV: A New Hope by John Williams  Erie Canal  Heroes  Happy to be me | How does music teach us about our community?  Exploring notation further  Mazurka In G Minor, Op. 24 No. 1 by Frédéric Chopin  Danny Boy by Frederic Weatherly  Let’s Rock  Simple Gifts  Friendship should never end |
| Unit 5 FEET!  The Forest  Yummy Scrumy Pasta  Nursery rhymes  Number songs | **Unit 5 – Big Bear Funk**  Big bear funk  Big Bear Funk by Joanna Mongona  I feel good by James Brown  Don’t you worry ‘bout a thing sung by Incognito  My Promise by Earth, Wind and Fire  Superstition by Stevie Wonder  Pick up the Pieces by Average White Band | What songs can we sing to help us through the day?  Having fun with improvisation  Sonata In C Major Hob. XVI:50 – 3rd Movement by Franz Joseph Haydn  Getting dressed  Dress up  Brush our teeth  Get ready  Up and down  Star light, star bright | How does music shape our way of life  Music that makes you dance  Flying Theme From E.T. The Extra-Terrestrial by John Williams  Moon River by Henry Mancini  I wanna play in a band  Music is all around  Saying sorry | How does music make a difference everyday?  Learning more about musical styles  The Young Person’s Guide To The Orchestra by Benjamin Britten  Porgy and Bess: Act 1, Summertime by George Gershwin  He’s got the whole world in his hand  Why does music make a difference?  Panda extravanganza | How does music shape our way of life?  Connecting notes and feelings  O Euchari by Hildegard von Bingen  Romeo And Juliet, Overture-Fantasy by Pyotr Ilyich Tchaikovsky  Train is a-comin'  Oh Happy day  A world full of sound | How does music shape our way of life?  Words, meaning and expression  The Lark Ascending by Ralph Vaughan Williams  Stay Connected by Supaman  Look into the night  Breathe  Keeping time | How does music shape our way of life?  Using chords and structure  We Shall Overcome by Unknown  Down By The Riverside by Unknown  Wake up  Down by the Riverside  Dance the night away |
| Unit 6 FEET!    What’s the weather like today?  Funky Feet  Pride songs – happy and you know, good to be me etc.  Number songs | **Unit 6 – Reflect, rewind and replay**  Wiilliam Tell Overture by Rossini  Dance of the Sugar Plum Fairy by Tchaikovsky  Flight of the Bumblebee by Rimsky-Korsakov  Jupiter, The Bringer of Jollity by Gustav Holst  Fantasia on a theme by Thomas Tallis by Ralph Vaughan Williams  ET flying theme by John Williams | How does music teach us about looking after our planet?  Explore sound and create a story  The Pink Panther Theme by Henry Mancini  The bear went over the mountain  In the sea  Alice the Camel  Ten green bottles  Zootime  She’ll be coming round the mountain | How does music teach us about looking after our planet?  Exploring improvisation  Que Llueva, Que Llueva by Unknown  No More Dinosaur by Chris Madin  The sunshine song  Four white horses  Down by the bay | How does music connect us with our planet  Recognising different sounds  The Firebird Suite: Finale by Igor Stravinsky  The Nutcracker Suite, Op. 71A - Dance Of The Reed Flutes by Pyotr Ilyich Tchaikovsky  Michael rows the boat ashore The dragon song  Follow me | How does music connect us with the environment?  Purpose, identity and expression in music  A Ceremony Of Carols by Benjamin Britten  You can see it through  The octopus slide  Connect | How does music connect us with the environment?  Identifying important musical elements  Central Park In The Dark by Charles Ives  The Song Of Hiawatha: Overture Op. 30 by Samuel Coleridge-Taylor  You and me  A bright sunny day  You belong with me  I’m forever blowing bubbles | How does music connect us with the environment?  Respecting each other through composition  My Funny Valentine by Richard Rodgers  Main Title Theme From Schindler’s List by John Williams  Heal the Earth  Let’s go surfin’  So amazing |

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| **Year Group** | **Lesson Content** | **Enquiry Questions** |
| **Nursery** | **Unit 1 FEET!**  **Unit 2 FEET!**    **Unit 3 FEET!**  **Unit 4 FEET!**  **Unit 5 FEET!**  **Unit 6 FEET!** | **Can I develop confidence to express myself; Can I perform and create actions to a songs and match actions to music?**  **Can I develop an awareness of loud and quiet songs?; Can I recognise the beat of the music and play in time?**  **Can I recognise and play a rhythmic pattern; Can I develop a sense of beat and co-ordination?**  **Can I imitate actions to develop co-ordination skills; Can I internalise words and rhythms?**  **Can I recognise and play repeated patterns in time; Can I perform from pictorial notation?**  **Can I create and add sound effects using percussion; Can I compose weather words, sounds and graphic scores?** |
| **Reception** | Unit 1 – **Me!**  Unit 2 – **Myself!**  Unit 3 – **Everyone!**  Unit 4 – **Our world!**  Unit 5 – **Big Bear Funk!**  Unit 6 – **Reflect, rewind and replay!** | **Can I learn songs about myself?**  **Can I tell stories about myself?**  **Can I make music about everyone?**  **Can I make music about the world?**  **Can I explore one song through the seven inter-related dimensions?**  **Can I recall and reflect on my musical learning?** |
| **1** | Unit 1 – i**ntroducing beat**  Unit 2 – **adding rhythm and pitch**  Unit 3 – **introducing tempo and dynamics**  Unit 4 - **Combining pulse, rhythm and pitch**  Unit 5 – **having fun with improvisation**  Unit 6 – **Explore sound and create a stor** | **How can we make friends when we sing together?**  **How does music tell stories from the past?**  **How does music make the world a better place?**  **How does music help us to understand our neighbours?**  **What songs can we sing to help us through our day?**  **How does music teach us about looking after our planet?** |
| **2** | Unit 1 – **exploring simple patterns**  Unit 2 – **Focus on dynamics and tempo**  Unit 3 – **Exploring feelings through music**  Unit 4 – **Inventing a musical story**  Unit 5 – **Music that makes you dance**  Unit 6 **Exploring improvisation** | **How does music help us to make friends?**  **How does music teach us about the past?**  **How does music make the world a better place?**  **How does music teach us about our neighbourhood?**  **How does music shape our way of life**  **How does music teach us about looking after our planet?** |
| **3** | Unit 1 – **Developing notation skill**  Unit 2 – **Enjoying improvisation**  Unit 3 – **Composing using your imagination**  Unit 4 – **Sharing musical experiences**  Unit 5 – **Learning more about musical styles**  Unit 6 – **Recognising different sounds** | **How does music bring us closer together?**  **What stories does music tell us about the past?**  **How does music make the world a better place?**  **How does music help us to get to know our community?**  **How does music make a difference to us everyday?**  **How does music connect us with the planet?** |
| **4** | Unit 1 – **Interesting time signatures**  Unit 2 – **Combining elements to make music**  Unit 3 – **Developing pulse and groove through improvisation**  Unit 4 – **Creating simple melodies together**  Unit 5 – **Connecting Notes and feelings**  Unit 6 – **Purpose, identity and expression in music** | **How does music bring us together?**  **How does music connect us with our past?**  **How does music improve our world?**  **How does music teach us about our community?**  **How does music shape our way of life?**  **How does music connect us with the environment?** |
| **5** | Unit 1 – **getting started with music tech**  Unit 2 – **Emotions and Musical styles**  Unit 3 –**Exploring key and time signatures**  Unit 4 – **Introducing chords**  Unit 5 – **Words, meaning and expression**  Unit 6 – **Identifying important musical elements** | **How does music bring us together?**  **How does music connect us with our past?**  **How does music improve our world?**  **How does music teach us about our community?**  **How does music shape our way of life?**  **How does music connect us with our environment?** |
| **6** | Unit 1 – **Developing melodic phrases**  Unit 2 – **Understanding structure and form**  Unit 3 – **Gaining confidence through performance**  Unit 4 – **Exploring notation further**  Unit 5 – **Using chords and structure**  Unit 6 – **respecting each other through composition** | **How does music bring us together?**  **How does music connect us with our past?**  **How does music improve our world?**  **How does music teach us about our community?**  **How does music shape our community?**  **How does music connect us with our environment?** |

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| Nursery | Substantive knowledge | Disciplinary knowledge (across all units) | Listening and genre coverage |
| Unit 1 FEET | Develop confidence to express themselves.  To perform and create actions to a song and match movements to music.  To develop children’s singing through an action rap song about themselves.  To develop confidence and self-awareness | **Pulse / Beat / Metre**  Begin to match actions to known songs (N)  **Rhythm**  Copy patterns of long and short sounds to music, lasting a bar.(N)  **Pitch**  To sing in tune with an adult. (N)    **Tempo**  Identify fast and slow tempi in known songs (N)    **Dynamics**  Use loud and quiet in free play (N).  **Timbre**  Know some familiar environmental sounds, and begin to know some of the instruments on the percussion trolley.  **Texture**  To know what singing together sounds like (N).    **Structure**  To know some familiar songs, including the verse and chorus (N). | Time for feet (Verse / Chorus)  Only one of me (Verse / Chorus / Link)  Nursery rhymes ; Harvest songs  Number songs |
| Unit 2 FEET | To develop an awareness of loud and quiet sounds through singing, playing and responding to visual aids.  To explore and experiment with different instruments and sound-makers.  To recognise the beat of the music and be able to play in time.  To recognise and play a rhythmic patter in a piece of music.  To develop a sense of beat and co-ordination.  To add movement and a sense of performance to a piece of music. | Stomp  Frog Frog Tadpole Frog (percussion instruments)  Christmas songs  Number songs |
| Unit 3 FEET | To develop children’s singing through a song about a train jounrey.  To explore and create train sounds through the use of percussion and other sound-makers.  To experiment with a variety of different voices.  To respond to a piece of music with movement and actions.  To build confidence, vocal expression and the ability to role play. | Rickety Rack (Rhythm flash cards)  Hands up High (Action song)  Nursery rhymes  Number songs |
| Unit 4 FEET | To develop children’s singing  To imitate actions and develop co-ordination skills in response to a song  To develop children’s ability to internalise words and rhythms | Three bears (action songs)  What would you like to be? (Exploring instrumental timbres and sounds)  Easter songs  Number songs |
| Unit 5 FEET | To encourage the children to respond to a piece of music through rhythm and movement.  To listen carefully, recognise and play repeated patterns tin time.  To perform from pictorial notation.  To develop children’s singing voices.  To use pasta and other kitchen sounds as a percussive accompaniment for the song.  To relate sounds and dynamics to graphic symbols. | The forest (pictorial notation)  Yummy, Scrummy Pasta (relate sounds and dynamics, graphic symbols)  Nursery rhymes  Number songs |
| Unit 6 FEET | To develop chidlren’s singing through a song about the weather  To create and add suitable sound effects using percussion  To compose their own weather words, sounds and graphic scores  TO play, copy, internalise simple rhythmic patterns  To develop a sense of pulse  To play and read from graphic stimuli | What’s the weather like today?  Funky Feet (rhythmic patterns, pulse, graphics)  Number songs |
| Reception | Substantive knowledge | Disciplinary knowledge (across all units) | Listening and genre coverage |
| Unit 1 – Me! | Learn to sing: Pat-a-cake; 1,2,3,4,5 Once I caught a fish alive; This old man; Five little ducks; Name song; Things for fingers  Musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.  Play games to find the pulse.  Copy cat rhythms of names.  Explore high and low sounds using voices and glockenspiels. | **Pulse / Beat / Metre**  Move in time to the music (R)  **Rhythm**  Recognise and clap along to long and short patterns (R)  **Pitch**  To sing, being able to change the pitch of their voice to match a melody (R).  **Tempo**  Identify and play fast and slow tempi (R).  **Dynamics**  Use loud and quiet to describe music (R)  **Timbre**  Identify the instruments on the percussion trolley, and sounds in the local environment (R).  **Texture**  Sing and perform on their own or in groups (R).  **Structure**  To add an instrumental section to some familiar songs (R) | Me! By Joanna Mangona  Celebration by Kool and the Gang  Happy by Pharell Williams  Sing by The Carpenters  Sing a Rainbow by Peggie Lee  Happy Birthday by Stevie Wonder  Our House by Madness |
| Unit 2 – My Stories | Learn to sing: I’m a little teapot; The Grand Old Duke of York; Ring o’ Rises; Hickory Dickory Dock; Not too difficult; The ABC Song  Musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.  Play games to find the pulse of characters in the song.  Copy-cat the rhythm of small phrases from the songs.  Explore high pitch and low pitch in the context of the songs.  Invent a pattern to go with the song using one note. | My Stories by Joanna Mangona  Roli Alabama by Bellow head  Boogie Wonderland by Earth, Wind and Fire  Don’t go breaking my Heart by Elton John and Kiki Dee  Ganesh is Fresh by MC Yogi  Frosty the Snowman sung by Elia Fitzgerald  Spiderman sung by Michael Buble |
| Unit 3 – Everyone! | Learn to sing: Wind the bobbin up; Rock a bye Baby; Five little monkeys jumping on the bed; Twinkle twinkle; If you’re happy and you know it; Head, shoulders knees and toes.  Musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.  Play games to invent ways to find the pulse.  Copy-cat the rhythm of small phrases from the songs.  Explore high pitch and low pitch in the context of the songs.  Use the starting note to explore melodic patterns using one or two notes. | Everyone! By Joanna Mangona  We are family by Sister Sledge  Thula Baba by Hlabalela Ensemble  ABC by the Jackson 5  My mum is amazin (featuring Zain Bhikha) by Zimtech Productions  Conga by the Miami Sound machine  Horn Concerto No 4; Third Movement – Rondo by Mozart |
| Unit 4 – Our world | Learn to sing: Old Macdonald; Incy wincy spider; Baa baa black sheep; Row row row your boat; The wheels on the bus; The hokey cokey  Musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.  Play games to find the pulse and show others your ideas.  Copy-cat the rhythm of small phrases from the songs.  Explore high pitch and low pitch using images from the songs.  Use the starting note to explore melodic patterns using one or two notes. | Our World! By Joanna Mangona  Lovely Day by Bill Withers  Beyond the Sea sung by Robbie Williams  Mars from The Planets Suite by Gustav Holst  Frog’s legs and dragon’s teeth by Bellowhead  Ain’t no Mountain High enough sung by Marvin Gaye and Tammi Terral  Singing in the Rain Performed by Gene Kelly |
| Unit 5 – Big Bear Funk | Learn to sing Big Bear Funk.  Play games to find a funky pulse.  Copy clap 3 or 4 word phrases from the song.  Keep the beat of the song with a pitched note.  Add pitched notes to the rhythm of the words or phrases of the song.  Enjoy playing patterns using a combination of any of the three notes C, D, and E. | Big Bear Funk by Joanna Mongona  I feel good by James Brown  Don’t you worry ‘bout a thing sung by Incognito  My Promise by Earth, Wind and Fire  Superstition by Stevie Wonder  Pick up the Pieces by Average White Band |
| Unit 6 – reflect, rewind and replay | Learn to sing: Big Bear Funk; Baa Baa Black Sheep; Twinkle Twinkle; Incy Wincy Spider; Rock a Bye Baby; Row Row Row your boat.  Play games, copy cat rhythms, play high and low games, create own sounds – all to revise learning from this year. | Wiilliam Tell Overture by Rossini  Dance of the Sugar Plum Fairy by Tchaikovsky  Flight of the Bumblebee by Rimsky-Korsakov  Jupiter, The Bringer of Jollity by Gustav Holst  Fantasia on a theme by Thomas Tallis by Ralph Vaughan Williams  ET flying theme by John Williams |

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| Year 1 | Substantive knowledge | Disciplinary knowledge (across all units) | Listening and genre coverage |
| Unit 1 – **Introducing beat**  How can we make friends when we sing together? |  | **Pulse / Beat / Metre**  Watch, follow, feel and move to a steady beat with others.  Find and enjoy moving to music in different ways.  Respond to the pulse in recorded / live music through movement and dance.  **Rhythm**  Recognise and clap long sounds and short sounds, and simple combinations.  Perform short, copycat rhythm patterns accurately, led by the teacher.  Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.  Perform a word-patterns chant; create, retain and perform your own rhythm patterns.  **Pitch**  Recognise, sing and play high and low pitched notes.  Explore singing and playing C D E from the C major scale.  Explore singing and playing F G A from the F major scale.  **Tempo**  Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.  **Dynamics**  Talk about loud sounds and quiet sounds and give some examples.  **Timbre**  Identify different sounds in the environment, indoors and outside.  Identify the sounds of the instruments played in school.  Identify some of the sounds of the instruments heard when listening to music.  **Texture**  Sing together.  Listen out for combinations of instruments together.  **Structure**  Add movement to key sections of a song.  Understand when to sing in a verse and a chorus. |  |
| Unit 2 – **Adding rhythm and pitch**  How does music tell stories about the past? |  |  |
| Unit 3 – **Introducing tempo and dynamics**  How does music make the world a better place? |  |  |
| Unit 4 – **Combining pulse, rhythm and pitch**  How does music help us to understand our neighbours? |  |  |
| Unit 5 – **having fun with improvisation**  What songs can we sing to help us through the day? |  |  |
| Unit 6 – **Explore sound and create a story**  How does music teach us about looking after our planet? |  |  |

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| Year 2 | Substantive knowledge | Disciplinary knowledge (across all units) | Listening and genre coverage |
| Unit 1 – **exploring simple patterns**  How does music help us to make friends? |  | **Pulse / Beat / Metre**  Wathc and follow a steady beat.  Find a steady beat.  Recognise the time signature 4/4 by ear and notation.  Understand that the speed of the beat can change, creating a faster or slower pace (tempo)  **Rhythm**  Recognise long sounds and short sounds, and match them to syllables and movement.  Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.  Create rhythms using word phrases as a starting point.  **Pitch**  Identify the high and low notes in a melody.  Join in part of a melofy.  Rehearse and play a simple instrumental melody as a part to go with a song.  Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.  Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.  Identify and play by ear or notation notes in the tonality of C major.  **Tempo**  Rehearse the difference between the speed of a steady beat, a fast beat and a slow beat.  Change the speed of a steady beat, moving from fast to slow, slow to fast.  Understand that the speed of the beat can change, creating a faster or slower pace.  **Dynamics**  Identigy loud and quiet sections of music, and discuss what makes the music loud and quiet.  Understand the meaning of loud and quiet (forte and piano).  **Timbre**  Know the difference between a speaking voice and a singing voice.  Identify friends from the sound of their voice.  **Texture**  Understand that singing and playing together creates a musical texture.  Add body percussion accompaniments.  **Structure**  Join in with a repeated section of a song: the chorus, the response.  Join in with the main tune when it is repeated. |  |
| Unit 2 – **Focus on dynamics and tempo**  How does music teach us about the past? |  |  |
| Unit 3 – **Exploring feelings through music** How does music make the world a better place? |  |  |
| Unit 4 – **Inventing a musical story** How does music teach us about our neighbourhood? |  |  |
| Unit 5 – **Music that makes you dance** How does music make us happy? |  |  |
| Unit 6 **Exploring improvisation** How does music teach us about looking after our planet? |  |  |

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| Year 3 | Substantive knowledge | Disciplinary knowledge (across all units) | Listening and genre coverage |
| Unit 1 – **Developing notation skills** How does music bring us closer together? |  | **Pulse / Beat / Metre**  Recognise and move in time with the beat.  Play the steady beat on percussion instruments.  Recognise the ‘strong’ beat.  Play in time with a steady beat in 2/4. 4/4 and 3/4.  **Rhythm**  Recognise by ear and notation: minims, crotchets, quavers and their rests.  Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.  Create simple rhythm patterns by aear and using simple notation from minims, crotchets, quavers and their rests. Alternate between a steady beat and rhythm.  **Pitch**  Show the shape of a melody as rising and falling in pitch.  Learn to sing a melody by ear or from notation.  Learn to rehearse and play a melodic instrumental part by ear or from notation.  Identify the names of the pitched notes on a stave: C, D, E< F, F#, G, A, B, B*b*, C.  Identify the scales of C major, G major, F major.  Identify if a scale is major or minor.  Copy simple melodies by ear or from reading notation.  Create melodies by ear and notate them.  Explore and play by ear or from notation:   * -note scale * Pentatonic scale   **Tempo**  Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.  Change the speed of a steady beat, moving from fast to slow, slow to fast.  Control the speed of a steady beat, getting faster and getting slower.  **Dynamics**  Listen out and respond to forte (loud) sections of music.  Identify instruments playing loud dynamics when listening to the music.  Use dynamics to communicate the meaning of a song.  **Timbre**  Choose particular instruments for rehearsal and performing.  Identify the sound of different tuned and untuned percussion instruments.  **Texture**  Understand that singing and playing together creates a musical texture.  Add body percussion accompaniments.  Listen to the accompaniment to a song.  Identify large numbers of people playing and singing.  Listen out for solo players.  **Structure**  Show the different sections of a song structure or piece of music through actions. |  |
| Unit 2 – **Enjoying improvisation** what stories does music tell us about the past? |  |  |
| Unit 3 – **Composing using your imagination** How does music make the world a better place? |  |  |
| Unit 4 – **Sharing musical experiences** How does music help us get to know our community? |  |  |
| Unit 5 – **Learning more about musical styles** How does music make a difference to us every day? |  |  |
| Unit 6 – **Recognising different sounds** How does music connect us with our planet? |  |  |

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| Year 4 | Substantive knowledge | Disciplinary knowledge (across all units) | Listening and genre coverage |
| Unit 1 – **Interesting time signatures** How does music bring us together? |  | **Pulse / Beat / Metre**  Recognise and move in time with a steady beat.  Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.  Respond to the 'offbeat' or 'backbeat'.  **Rhythm**  Recognise by ear and notation:   * semibreves, minims, crotchets, quavers and semiquavers. * Dotted minims and dotted crotchets.   Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.  Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers.  Understand and explain the difference between beat and rhythm.  Recall the most memorable rhythms in a song or piece of music.  **Pitch**  Identify and explain what a melody is.  Learn to sing and follow a melody by ear and from notation.  Understand melodic movement up and down as pitch.  Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.  Identify the names of the pitched notes on a stave;  C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.  Identify the following scales by ear or from notation:  C major, F major, G major, A minor.  Copy simple melodies by ear or from reading notation.  Create melodies by ear and notate them.  Identify and talk about the way vocals are used in a song.  Identify and explain:   * Harmony: two or more notes heard at the same time. * Second part: a second musical part, usually a melodic line, that creates harmony.   Explore chords I, IV and V in instrumental accompaniments.  Explore intervals of 3rd, 5th and octaves.  Identify the following tonal centres by ear  or from notation:  C major  F major  G major  A minor  Identify and demonstrate a major and  minor scale.  **Tempo**  Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.  Change the speed of a steady beat moving from fast to slow, slow to fast.  Control the speed of a steady beat, getting faster and getting slower.  Direct the class in controlling the speed of a steady beat in a class performance.  **Dynamics**  Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.  **Timbre**  Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.  Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion  and strings.  Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar,  synthesizer and electric guitar.  Recognise the difference between the sound of male and female voices.  Understand the importance of the vocal warm-up and its impact on the tone of the voice.  **Texture**  Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.  Identify male and female solo voices and backing vocals, and talk about the different textures they create in the  music.  Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.  Explain the term 'unison' and the difference between unison and solo.  **Structure**  Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus,  improvisation, call and response, and AB form within musical structures.  Identify the instrumental break and its purpose in a song.  Recognise phrases and repeated sections.  Discuss the purpose of a bridge section. |  |
| Unit 2 – **Combining elements to make music** How does music connect us with our past? |  |  |
| Unit 3 – **Developing pulse and groove through improvisation** How does music improve our world? |  |  |
| Unit 4 – **Creating simple melodies together** How does music teach us about our community? |  |  |
| Unit 5 – **Connecting Notes and feelings** How does music shape our way of life? |  |  |
| Unit 6 – **Purpose, identity and expression in music** How does music connect us with the environment? |  |  |

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| Year 5 | Substantive knowledge | Disciplinary knowledge (across all units) | Listening and genre coverage |
| Unit 1 – **getting started with music tech** How does music bring us together? |  | **Pulse / Beat / Metre**  Recognise and move in time with the changing speed of a steady beat.  Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8.  Respond to the 'offbeat' or 'backbeat'.  **Rhythm**  Recognise by ear and notation:  • Minims, dotted crotchets, crotchets, quavers and their rests  Recognise by ear and notation:  • 6/8 rhythm patterns  • Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests  Recognise dotted rhythm in melodies.  Copy simple rhythm patterns using the above rhythms.  Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.  Recall the most memorable rhythms in a song or piece of music.  **Pitch**  Identify and explain steps, jumps and leaps in the pitch of a melody.  Learn to sing and follow a melody by ear and from notation.  Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation.  Identify the names of the pitched notes on a stave:  C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D  Identify the following scales by ear or from notation:  C major  F major  D minor  G major  E♭ major  C minor  Copy simple melodies by ear or from reading notation.  Create melodies by ear and notate them.  Add new chords II and VI from a given tonality.  Identify tone by ear or from notation.  Identify intervals 3rd, 5th and 7th.  Identify the tonal centres of: C major and C minor,  F major  D minor and D major  E♭ major  Identify and demonstrate the following scales by ear and from notation:  Major scale  Minor scale  Pentatonic scale  **Tempo**  Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.  Change the speed of a steady beat, moving from fast to slow, slow to fast.  Control the speed of a steady beat, getting faster and getting slower.  Direct the class in controlling the speed of a steady beat in a class performance.  Recognise the connection between tempi and musical styles.  **Dynamics**  dentify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.  **Timbre**  Recognise the following ensembles:  • Gospel choir and soloist  • Rock band  • Symphony orchestra  • A Cappella group  Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo,  accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.  Recognise the difference between the sound of male and female voices. Recognise tone colour and rapping.  **Texture**  Identify solos and instrumental breaks in songs and music.  Talk about solo voices, backing vocals and different vocal textures.  Identify changes in texture.  Talk about the different textures created by intervals and chords.  **Structure**  Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.  Identify the instrumental break and its purpose in a song.  Recognise phrases and repeated sections.  Discuss the purpose of a bridge section. |  |
| Unit 2 – **Emotions and Musical styles** How does music connect us with our past? |  |  |
| Unit 3 –**Exploring key and time signatures**  How does music improve our world? |  |  |
| Unit 4 – **Introducing chords** How does music teach us about our community? |  |  |
| Unit 5 – **Words, meaning and expression** How does music shape our way of life? |  |  |
| Unit 6 – **Identifying important musical elements** How does music connect us with the environment? |  |  |

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| Year 6 | Substantive knowledge | Disciplinary knowledge (across all units) | Listening and genre coverage |
| Unit 1 – **Developing melodic phrases** How does music bring us together? |  | **Pulse / Beat / Metre**  Recognise and move in time with the changing speed of a steady beat.  Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4.  Identify syncopation and swing.  **Rhythm**  Recognise by ear and notation:  • Minims, crotchets, quavers, semiquavers and their rests  Recognise by ear and notation:  • 6/8 rhythm patterns  • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests  Recognise by ear and notation:  • 9/8 rhythm patterns  • Dotted crotchets, triplet quavers and quaver notes and their rests  Recognise dotted rhythm in melodies.  Copy simple rhythm patterns using the above rhythms.  Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.  Recall the most memorable rhythms in a song or piece of music.  **Pitch**  Identify major and minor tonality by ear and from notation.  Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.  Identify the names of the pitched notes on a stave:  C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D  Identify the following scales by ear or from notation:  A minor  G major  D major  D minor  F major  Identify an interval of a major triad: 3rd, 5th.  Identify an octave by ear or notation.  Copy simple melodies by ear or from reading notation.  Create melodies by ear and notate them.  Use chords C, F, G and A minor by ear or from notation.  Identify the tonal centres of:  A minor  G major  D major  D minor  F major  Identify and demonstrate the following scales by ear and from notation:  Major scale  Minor scale  Pentatonic scale  Blues scale  **Tempo**  Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.  Change the speed of a steady beat, moving from fast to slow, slow to fast.  Control the speed of a steady beat, getting faster and getting slower.  Direct the class in controlling the speed of a steady beat in a class performance.  Recognise the connection between tempi and musical styles.  Recognise an effective use of tempo at the end of a song.  **Dynamics**  Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.  Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood.  Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.  **Timbre**  Recognise the following ensembles:  • Pop group  • A Cappella group  • Gospel choir  Identify instruments that add particular colour to a song or piece of music. the following instruments by ear  and through a range of media:  • Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and  synthesizer.  • Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano.  • Other instruments such as steel pans, harmonica, banjo and accordion.  **Texture**  Sing and play instruments in different-sized groups.  Identify solos and instrumental breaks in songs and music.  Talk about solo voices, backing vocals and different vocal textures.  Refer to repeated rhythmic or melodic patterns as riffs/ostinati.  Talk about the different textures created by intervals and chords.  Understand how texture builds throughout a piece as voices are layered.  **Structure**  Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental Break.  Talk about the purpose of musical structures.  Identify where changes in texture and tonality help emphasize the contrasting sections in a song.  Recognise that changing the tonality at different points within the song creates different sections to the structure. |  |
| Unit 2 – **Understanding structure and form** How does music connect us with our past? |  |  |
| Unit 3 – **Gaining confidence through performance** How does music improve our world? |  |  |
| Unit 4 – **Exploring notation further** How does music teach us about our community? |  |  |
| Unit 5 – **Using chords and structure** How does music shape our way of life? |  |  |
| Unit 6 – **respecting each other through composition** How does music connect us with the environment? |  |  |

Optional units – these can be dropped in by schools in order to facilitate developing expertise in musical instrument playing:

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| Ocarina | | Boomwhackers | | Recorders | | Bamboo Tamboo | Glockenspiel | |
| Unit 1 | Unit 2 | Unit 1 | Unit 2 | Unit 1 | Unit 2 | Unit 1 | Unit 2 |
| **Ocarina I**    Listen and appraise:    **Find the beat**  **12345**  **Head shoulders knees and toes**  **Shapes**  **We talk to animals**  **We are together**    Learn to play:   * Hi D with ocarina * 3Bs with ocarina * Ocarina Groove with oc * Doo-ing well with oc * Time for tea     **Performance for other children in assembly.** | **Ocarina II**    Listen and appraise:    **Music is in my soul**  **Hey Friends**  **Hello**    Learn to play:   * Over the water * High jump * G-whizz * Track 09 * Track 10     **Performance for other children in assembly.** | **Boomwhackers I**    Listen and appraise    **Rainbows**  **Hands, Feet, Heart**  **All around the World**    Learn the colours and notes.  Learn to hold and create sounds from them.  Learn to create a scale    Learn to play:   * Calling All colours * Rise and Fall * Ready to Whack * Walk the line (3 groups) * Button Box (pentatonic scale) | **Boomwhackers II**    Listen and appraise:    **Rainbows**  **Hands, Feet, Heart**  **All around the World**    Learn to play:   * Pentajam * Relax * Together * Whackerblast * Boom Boom Boom | **Recorders I**    Listen and Appraise:  **Home is where the heart is**  **Let’s work it out together**  **Please be kind** | **Recorders II**    Listen and Appraise  **Your imagination**  **You’re a shining star**  **Music makes the world go round** | **Bamboo Tamboo**  Listen and Appraise  **Friendship song**  **Family**  **Come on over** | **Christmas Glockenspiel performance I**  **Christmas concerts**    Learn the order of pitches and notes on the instrument.    How to make a suitable sound using the beaters.    Follow a written accompaniment to a range of Christmas pieces (single parts)    Use all the non-chromatic notes.    **Listen: Range of Christmas instrumental pieces (Orchestral and brass)** | **Christmas Glockenspiel performance II**  **Christmas concerts**    Follow a written accompaniment to a range of Christmas pieces (two parts)    Use all the non-chromatic notes.    Use F# (G maj)  Use g# (A min)    **Listen: Range of Christmas instrumental pieces (Orchestral and brass)** |

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| **Teaching Ukulele planning (using 18 songs plus some additional songs)** | | | | | |
| Half term 1 – Basic Course | Half term 2 – Basic Course | Half term 3 – Basic Course | Half term 4 – Basic Course | Half term 5 – Rock School | Half term 6 - Rock School |
| **Listen and appraise:**  Ukulele weeps  Morning has broken  **Learn to play:**  OMG My dog has fleas (open strings)  Hey You (open strings; play F)  Sailor went to sea (C Chord)  Bridge of Avignon (C and F chords) | **Listen and appraise:**  Smells like teen spirit  Train Hey soul sister  **Learn to play:**  One man went to Mow (G7)  Mango Walk (G7)  Mockingbird Song (G7) | **Listen and appraise:**  Hot lips  Tamaine Gardner  **Learn to play:**  Strumming technique (apply to previous learning)  Frere Jacques (G)  Zoo Time (G)  In the Groove (F) | **Listen and appraise:**  Youtube examples  **Learn to play:**  London Bridge (In F)  Hot Cross Buns (In F)  Frere Jacques (In F)  Clementine (In F) | **Listen and appraise:**  **Learn to play:**  Your first song (A, E)  Twenty Twenty (C, F, G, Amin)  Lowdown (E)  Using the fretting hand development (C, D, E)  Stepping up and down  Y’all done good tonight  Ohhh Yeah  Before the moon rises  After the storm | **Listen and appraise:**  **Learn to play:**  4/4 time signature  Rolling Cs  Lay down the Funk  3/4 time signature  Surfing song  Leaping around  Out of town  Go wild  Rockin and rollin (3.4)  The Hawker (3.4)  A Footpath through Paris (3.4) |

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| Using IPADs as a musical instrument | | | | | |
| **Introduction to music technology I**    **Keezy app – music around us**    1. Use app to record everyday sounds (taps, clapping, walking, laughing etc)  2. Create a soundscape of the classroom.  3. Create a soundscape of the playground.  4. Explore recording sounds of untuned percussion.  5. Create a simple composition of your own using everyday sounds and some untuned percussion. | **Introduction to music technology II**    **Keezy app – retell well known stories**    1. Use app to record sounds that go with specific fairy stories (fee fi fum, witches cackle, chop chop chop etc)  2. Repeat with a different story, increasing independence.  3. Explore adding untuned percussion sounds to soundscapes.  4. Create and record own compositions about stories – use tuned and untuned percussion. | **Introduction to music technology III**    **Launchpad app**    1. record a beat track  2. modify  - tempo  - volume of parts  - key  3. explore changing genre  4. create own composition and perform  5. Create a track to reflect a certain mood? | **KS2 Music Technology I**  **Begin to create dance music**    **Garage Band**  Sequence a 4 beat bar.    Trim and loop a beat track across 16 bars.    Use a graphical representation to build up layers.    Add piano chords and other instruments e.g. bass line to create a varied texture.    Record a live vocal fragment to loop (sampling)    **Listening:**  **No limit**  **Ride on Time**  **Gypsy Woman**  **Set adrift (PM Dawn)**  **Things that make you go Hmmm** | **Music Technology II**  **Represent an image**    **Keezy**    Use vocal sounds to create an 8 part composition.    Use instrumental sounds (non tuned to create an 8 part composition.    Look at a landscape – create an aural representation of the sounds of the landscape in 8 parts.    Look at a spooky scene – repeat, including some instruments.    Free composition in groups using Keezy, tuned and untuned instruments to represent something.    **Listening:**  **Sea symphony Britten**  **Pastoral Beethoven**  **Gardens in the Rain Debussy**  **Night on a Bald Mountain Mussorgsky**  **The River – Smetana** | **KS2 Music Technology III**  **Create music for a desired effect and style.**    **Garage Band – a new genre**  Sequence a 4 beat bar to create specific effect (jazz off beats)    Add piano chords using the jazz scales.    Modify tempo.    Modify the individual levels of each layer to create a desired effect.    Record a live vocal over 16 bars in a jazz style.    Repeat using the Japanese scale \*7 tone, to create another effect.    **Listening:**  **Duke Ellington**  **Ella Fitzgerald**  **Billie Holiday**  **Herbie Hancock**  **Miles Davies**  **Jacob Collier**  **Japanese ceremonial music**  **Gamelan music** |