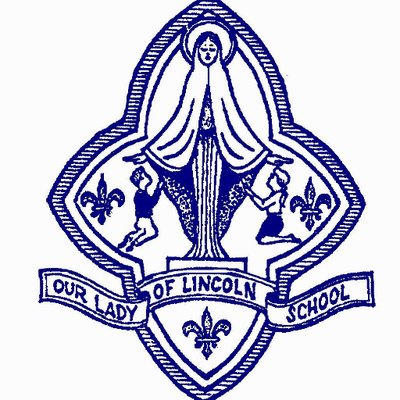
**Our Lady of Lincoln Catholic Primary School**

**Music Curriculum**



**Music Whole School Long Term Overview**

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|  | **Project 1** | **Project 2** | **Music Day** |
| **YEAR 1** | **Music from different cultures**  - Examples from each continent  **Does Music sound the same across our world?** | **National Anthems**  - compare different countries’  - learn ‘God save the Queen’  **Is having a National Anthem important?** | Number 1s  Saint Saens |
| **YEAR 2** | **Musical Theatre (1870 – present)**  Key figures – Andrew Lloyd Webber, Tim Rice  **Can Music tell a story?** | **Popular Music (1950 – present)**  **Can the style of Music change the mood of it?** | Abba  Vilvaldi – 4 seasons |
| **YEAR 3** | **Film Soundtracks**  Key figure – John Williams, Rachel Portman  **Can Music portray a character’s personality?** | **Classical Music (1750 – 1820)**  Key figure - Tchaikovsky  **Is Classical Music boring?** | Aretha Franklin  Beethoven’s Symphonies |
| **YEAR 4** | **Songs of the World War**  Key figures – Vera Lynn, Eric Coates  **Was Music from the war period uplifting?** | **Rock and Roll (1940 – 1959)**  Key figures – Chuck Berry, Elvis Presley  **Can Rock and Roll be sad?** | The Beatles  Elizabeth Maconchy |
| **YEAR 5** | **History of the blues (1870s - )**  Key figures – Bessie Smith, Charley Patton  **Does Music allow us to escape from difficulties?** | Reggae (1960 - present) Key figure – Bob Marley, Etana **Can Reggae Music be performed with a percussion beat?** | Queen  Gustav Holst – Planets Suite |
| **YEAR 6** | **Music through Technology**  Key figures – Ed Sheeran  **Is Music better when layered with technology or performed with a band?** | **Rap & Hip-Hop (1970 – present)**  Key figures – Stormzy  **Can our faith be rapped about?** | Beyonce  Mozart |



**Year 1:   Music Programme of Study**

**Project: National Anthems**

**Question: Is having a National Anthem important?**

**Music:  National Anthems of UK, France, USA, Brazil, South Africa**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know that each country has its own National Anthem. (World Citizen)**  *\* listen to National Anthems from a range of countries*  *\*compare the sounds and feel of each Anthem*  **To know when our National Anthem is used. (World Citizen)**  *\* watch a range of clips to show when the National Anthem is played eg. Sporting events, medal ceremonies (Olympics), Remembrance, events where the Queen is present*  *\*talk about how people behave when their anthem is being played eg joining in singing, hand on heart, standing up*  *\* identify different ways in which the National Anthem is performed*  **To know our own National Anthem. (World Citizen)**  *\* learn to sing the National Anthem, God save the Queen*  *\*follow hand signals to know when the notes are lower or higher in the song*  **To know what sounds the classroom percussion instruments make.**  *\* explore how the instruments can be played*  *\*explore which instruments make loud sounds and which make quiet sounds*  *\* identify which instruments would be good to accompany a song and why*  **To know how to play in time**  *\* use an instrument to play in a count up to 4*  *\*clap in time to a piece of music (eg any of the National Anthems listened to at the start of the project)*  **To know how to accompany a song using instruments. (Communication)**  *\* choose suitable instruments to accompany a National Anthem with a steady beat – do they fit the style and feel of the anthem – quiet/loud?*  *\*combine 2 different instruments, one a steady beat, the other to create interest*  **Refer back to the project question at the end of the unit:** | **Key concepts (musical skills) from document**  Listening and Appraising   * Listen to a piece of music and move in time to its steady beat * Recognise and respond through movement to the different musical characteristics and moods of music * Begin to articulate how changes in speed, pitch and dynamics affect the mood.   Explore and Compose  Explore   * Different sounds made by the voice and the hands (timbre) * High and low sounds (pitch) * Loud and quiet sounds (dynamics) * Pitch shapes (moving up and down)   Compose   * Add sound effects to accompany a song * Choose musical sound effects to accompany a song   Performing   * Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) * Sing songs in different styles conveying different moods (happy, sad, angry etc) and with a sense of enjoyment * Perform an action or a sound (clapping, stamping etc) on the steady beat whilst singing. * Play instruments by shaking, scraping, rattling, tapping etc * Play in time to a steady beat, using instruments or body sounds * Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song * Play a single pitched note to accompany a song (drone) | **Core vocabulary:**  **Tier 3**  Timbre  Dynamics  Pitch  Ostinato  Steady beat  **Tier 2**  Compare  Similar  Different  Instruments  Percussion  Untuned  Scrape  Rattle  Shake  tap |
| **Curriculum threads to be covered:-**  **Reading** –   * Discuss the significance of the title and events, * Participate in discussion about what is read to them, taking turns and listening to what others say.   **Computing** –  **British Values:**   * **To enable students to develop their self-knowledge, self-esteem and self-confidence.** (To enable pupils to have a strong sense of identity and pride when listening to and playing an instrument to accompany the National anthem). * **To encourage respect for other people.** (To respect national identity and pride in other countries; to respect national uniqueness in other countries: language and music).   **PSHE** –Relationships ˃ Valuing Difference- CORAM Life Education- ***Same or Different***(Year 1) | | |
| **Previous learning which will support the learning and skill development in this topic:**  EYFS- ELG 13 People and Communities             ELG 14 The World             ELG 16 Exploring and using media and materials             ELG 17 Being imaginative | | |



**Year 1:   Music Programme of Study**

**Project:  Music from different cultures (Y1)**

**Question:  Does music sound the same across our world?**

**Music:  A selection of from Africa, India, China, South America (Brazil)**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know that music sounds different from other countries and cultures. (World Citizen)**  *\* music from Africa, Asia, South America*  *\*compare the different music – eg instruments used, mood/feel, speed*  *\* how do these styles of music compare to the music the children listen to*  **To know the names of a range of classroom percussion instruments**  *\* learn names and the correct technique for playing  the untuned percussion instruments in school*  *\*djembe drums – learn the different ways of tapping and positioning of the instrument*  **To know how to represent sounds created. (Communication)**  *\* symbols to represent the sounds*  *\* sequencing of symbols to create an overall sound/effect*  **To know that a sequence of taps can create a rhythm pattern.**  *\* use related words to provide different durations of taps*  **To know that different rhythm patterns create a piece of music . (Communication)**  *\* word cards with pictures and words to give a rhythm pattern eg sun, li-on, e-le-phant*  *\* arrange a sequence of rhythm patterns to create a rhythmic composition – explore different places for each pattern to be in*  *\* use of djembe drums, taps on the drum on the right place for the rhythm*  *\*use dynamics eg starting quiet then get louder*  **Refer back to the project question at the end of the unit:** | **Key concepts (musical skills) from the progression document**  Listening and Appraising   * Listen to a piece of music and move in time to its steady beat * Recognise and respond through movement to the different musical characteristics and moods of music * Recognise the sounds of the percussion instruments used in the classroom and identify and name them * Begin to use musical terms (louder/quieter, faster/slower, higher/lower)   Explore and Compose  Explore   * Long and short sounds (duration) * Loud and quiet sounds (dynamics) * Fast and slow sounds (tempo) * Rhythmic patterns   Compose   * Use graphics/symbols to portray the sounds they have made * Sequence symbols to make a simple structure (score) * Compose own sequence of sounds without help and perform   Performing   * Speak and chant together * Sing in time to a steady beat * Play instruments by shaking, scraping, rattling, tapping etc * Play in time to a steady beat, using instruments or body sounds * Play loudly, quietly, fast, slow * Imitate a rhythm pattern on an instrument * Play, with help, the pattern of a spoken sentences eg ‘hungry caterpillar’ * Follow simple hand signals indicating loud/quiet and start/stop | **Core vocabulary:**  **Tier 3**  Duration  Dynamics  Tempo  Score  Rhythm pattern  **Tier 2**  Instrument  Percussion  Untuned  Sequence  Compare  Similar  Different |
| **Curriculum threads to be covered:-**  **Reading** –   * Discuss word meanings, linking new meanings to those already known.   **Computing** –  **British Values:**   * **To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures**. (To enable pupils to compare music from different continents with those that they are familiar with in Britain). * **To encourage respect for other people**. (To enable pupils to respect cultural uniqueness in people from other continents- musical instruments, costumes, language).   **PSHE** – Relationships ˃ Valuing Difference- CORAM Life Education- ***Good friends*** (Year 1) | | |
| **Previous learning which will support the learning and skill development in this topic:**  EYFS-ELG 12 Shape, Space and Measures             ELG 14 The World             ELG 16 Exploring and using media and materials             ELG 17 Being imaginative | | |



**Year 2:  Music Programme of Study**

**Project:  Popular Music**

**Question:  Can the style of the music change the mood of it?**

**Music:  Various – 2 versions of the same song.**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know that songs can be written and produced in different styles. (Communication)**   * *listen to two versions of the same song (ballad/up beat)* * *describe the differences in terms of tempo, dynamics and timbre* * *identify which instruments are used in each version* * *begin to identify melodic themes eg verse/chorus/intro and recognise when these are repeated*   **To know the names of a range of classroom percussion instruments**   * *remember names of untuned instruments and learn the names of tuned percussion instruments and the technique for playing them.* * *identify which instruments have a high pitch and which have a low pitch*   **To know that sounds can be represented using symbols (Communication)**   * *explore symbols that can be drawn for sounds* * *learn how symbols can be drawn to show the intended duration of a sound (ie length/width of symbol so a long symbol for a long soundl)* * *learn how symbols can be drawn to show the pitch of the sounds (ie where symbol is placed on the grid line – higher up higher pitch etc)* * *use a 2 line grid to show symbols for two different rhythm patterns using rhythms from some current popular music that the children may know.*   **To know that classroom percussion instruments can make different sounds.**   * *explore what happens when we play the instruments differently ie scraping, rattling.* * *children can explore these different ways by playing along with popular music.*   **To know that short phrases and rhythm patterns can be placed together to create a song (Communication)**   * *use a familiar hymn tune and add rhythms to create a pop version* * *vary the structure to replicate the pop style eg two verses then chorus, intro between chorus and verse to link* * *use tempo to give the right effect, considering if the tempo needs to change*   **To know how to work together when performing a group composition. To know that confidence grows the more we perform (Communication Aspiration**)   * *perform from a graphic score, following instructions on tempo* * *play with others in the group being aware of how each instrument fits within the composition*   **Refer back to the project question at the end of the unit:** | **Key concepts (musical skills) from the progression document**  Listening and Appraising   * Listen with increased concentration * Recognise the sounds of the percussion instruments used , their names, how they are played and which ones can make high and low sounds * Recognise how sounds are made – tapping, rattling, scraping, blowing etc * Recognise and respond to different changes of speed (tempo), volume (dynamics) and pitch   Explore and Compose  Explore   * Ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed * Long and short sounds (rhythm – duration) * The rhythm patterns of words and sentences * Sequences of sounds (structure)   Compose   * Short melodic phrases * Short repeated rhythmic patterns (ostinati) * A piece of music that has a beginning, middle and end (structure)   Performing   * Convey the mood or meaning of the song * Play with control a) maintaining steady beat                               b) getting faster or slower                              c) getting louder or quieter   * Perform a rhythm accompaniment to a song * Perform a sequence of sounds using a graphic score * Demonstrate some confidence in performing as a group and as an individual | **Core vocabulary:**  **Tier 3**  Duration  Dynamics  Pitch  Tempo  Timbre  Structure  Score  Melody  **Tier 2**  Percussion  Untuned  Tuned  Compare  Theme |
| **Curriculum threads to be covered:-**  **Reading** –   * Discuss and clarify the meanings of words, linking new meanings to known vocabulary, * Draw on what they already know or on background information and vocabulary provided by the teacher.   **Computing** – to be completed by Emma  **British Values:**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop confidence and awareness of self when performing with others in a group)* * To encourage respect for other people *(to develop respect for others when they perform in a group composition; to develop awareness of others in a group and respect each person’s role in the group)*   **PSHE** – Relationships˃ Feelings and Emotions- CORAM Life Education- ***Let’s All be Happy!*** (Year 1) | | |
| **Previous learning which will support the learning and skill development in this topic:**  EYFS-ELG 06 Self-confidence and self-awareness             ELG 16 Exploring and using media and materials             ELG 17 Being imaginative  In Year 1 children have:  Learnt about pitch (high and low sounds)  Learnt about dynamics (loud and quiet sounds)  Clapped a steady beat in time to a piece of music  Clapped the beat up to a count of 4  Used a symbol to represent an instrument  Learnt the names of the untuned percussion instruments and how to play them correctly  Used two instruments together to accompany  Explored rhythms using syllables in words  Made a sequence of rhythm patterns | | |



**Year 2:  Music Programme of Study**

**Project: Musical Theatre (Y2)**

**Question: Can music tell a story?**

**Music:  Cats – Andrew Lloyd Webber**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know about Andrew Lloyd Webber and Tim Rice (Aspiration)**  *\* their talents and how they trained, their skills*  *\* Awards, honours, why they should be recognised.*  **To know that music can represent characters and moods.**  *\* listen to 3 different songs from the musical ‘Cats’*  *\* identify quality of the sounds used in the songs eg smooth, sharp, jerky*  *\*explore how tempo and dynamics represent the character*  *\*identify the mood of the song – eg Memory –soft/slow – sad song of an old cat,*  *Macavity – lively, jerky – mischievous cat*  **To know that sounds can be represented using symbols (Communication)**  *\* explore symbols that can be drawn for sounds*  *\* learn how symbols can be drawn to show the intended dynamics of a sound (ie larger symbol for loud sound, smaller for a quiet sound)*  *\*learn how symbols can be drawn to show the pitch of the sounds (ie where symbol is placed on the grid line – higher up higher pitch etc)*  **To know that music is made up of a sequence of phrases**  *\* explore rhythms using words or phrases from the lyrics and play on a range of instruments*  *\* learn what an ostinato is -  a repeated melody or rhythm*  **To know that short phrases can be placed together to create a song (Communication)**  *\* use a poem style picture story book eg The Gruffalo, Rumble in the Jungle*  *\* create a series of melodic phrases using tuned percussion instruments to match a verse from the book*  *\*create a rhythmic ostinato pattern to accompany the melody*  *\* add up to 2 more instruments to add effects*  *\*use symbols to record composition*  *\*include dynamic change*  **To know that we work together when performing a group composition. To know that confidence grows the more we perform (Communication Aspiration)**  *\* perform from a graphic score, following instructions on dynamics*  *\* play with others in the group being aware of how each instrument fits within the composition*  **Refer back to the project question at the end of the unit:** | **Key concepts (musical skills) from the progression document**  Listening and Appraising   * Listen with increased concentration * Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre) * Recognise and respond to different changes of speed (tempo), volume (dynamics) and pitch * Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc) PE link * Recognise and respond to the mood of a piece of music.  Begin to use music terminology when describing how the mood is created (eg mood is sad because the music is slow and quiet)   Explore and Compose  Explore   * Ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed * The rhythm patterns of words and sentences * Sequences of sounds (structure) * How sounds can be manipulated to convey different effects and moods   Compose   * Short melodic phrases * Rhythm patterns from words * Music that has long and short sounds, and/or changes in tempo, timbre and dynamics * Music that conveys different moods   Performing   * Sing with a sense of control of dynamics(volume) and tempo (speed) * Play with control a) maintaining steady beat                               b) getting faster or slower                              c) getting louder or quieter   * Perform a two note melodic ostinato to accompany a song * Perform a sequence of sounds using a graphic score * Demonstrate some confidence in performing as a group and as an individual | **Core vocabulary:**  **Tier 3**  Timbre  Dynamics  Tempo  Pitch  Structure  Graphic Score  Ostinato/ostinato  **Tier 2**  Percussion  Untuned  Musicals  Mood  Style |
| **Curriculum threads to be covered:-**  **Reading** –   * Discuss and clarify the meanings of words, linking new meanings to known vocabulary,   Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.  **Computing** –  **British Values:**   * **To enable students to develop their self-knowledge, self-esteem and self-confidence**. (To enable pupils to grow in confidence when performing a graphic score; to enable pupils to grow in awareness of themselves and others when performing in a group). * **To encourage respect for other people**. (To encourage pupils to grow in self-respect and respect for others as performers; to encourage positive feedback when being an audience to a performance).   **PSHE** – Relationships ˃ Feelings and Emotions- CORAM Life Education- ***How are you feeling today?*** (Year 2)  – | | |
| **Previous learning which will support the learning and skill development in this topic:**  EYFS-ELG 06 Self-confidence and self-awareness             ELG 16 Exploring and using media and materials             ELG 17 Being imaginative  In Year 1 children have:  Learnt about pitch (high and low sounds)  Learnt about dynamics (loud and quiet sounds)  Clapped a steady beat in time to a piece of music  Clapped the beat up to a count of 4  Used a symbol to represent an instrument  Learnt the names of the untuned percussion instruments and how to play them correctly  Used two instruments together to accompany  Explored rhythms using syllables in words  Made a sequence of rhythm patterns | | |



**Year 3:  Music Programme of Study**

**Project: Music from the Films (Y3)**

**Question: Can Music portray a character’s personality?**

**Music: Star Wars – John Williams**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know about John Williams and Rachel Portman (Aspiration)**   * *To know what a film composer does and the parts of their job.* * *Recognise why John Williams and Rachel Portman are successful.* * *Ways they have been recognised and successful – hear examples of their work.*   **To know that film music is made up of different themes  (Communication)**   * *identify the different character themes in the music for Star Wars – Luke Skywalker, Darth Vader, Princess Leia/Han Solo* * *listen for dynamics and speed to identify mood and link to the characteristics of the characters* * *listen for themes being repeated, use a timeline to show where the repetitions/themes come*   **To know the names of a wider range of orchestral instruments**   * *identify and recognise the instruments of the orchestra*   **To know how to represent sounds using symbols and graphic scores (Communication)**   * *symbols to show step movements of pitch and leaps of pitch eg straight lines placed higher or lower in the box, the gap between each line will tell us if it is steps or leaps* * *use a grid split into boxes for each beat of the bar, using 2 or more lines, one for each instrument*   **To know how to use percussion instruments to perform more complex rhythmic ostinati**   * *use a range of classroom untuned percussion instruments to copy rhythmic ostinato heard in the Star Wars track.* * *explore own complex rhythmic ostinati*   **To know that structure, dynamics and tempo create a piece of music. (Communication)**   * *use tuned percussion instruments to create 2 or 3 different character themes to tell a story ( perhaps from a well known disney film with a good / evil character - higher melodies with quicker notes tend to be used for good characters and low, slow notes for evil)* * *use a planned structure of the themes* * *use a rhythmic ostinato and other untuned percussion instruments to accompany the melodies*   **To know how we work together when performing a group composition. To know that confidence grows the more we perform (Communication Aspiration)**   * *perform from a graphic score, following instructions on dynamics* * *play with others in the group being aware of how each instrument fits within the composition* * *listen to compositions of others and describe them using musical terms*   **Refer back to the project question at the end of the unit:** | **Key concepts (musical skills) from the progression document**  Listening and Appraising   * Listen with concentration to longer pieces of music * Listen to live/recorded extracts of different kinds of music and identiy * the speed (tempo) of the music * the volume (dynamics) * the melody * Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc) * Identify repetition in music eg a song with a chorus * Listen to their own compositions and use musical language to describe what happens to them   Explore and Compose  Explore   * Symbols to represent sound (graphic scores/traditional notation) * The sounds of the different instruments – timbre – and how they can represent pictures/ stories/ moods * How the musical elements can be combined to compose descriptive music   Compose   * A simple rhythmic accompaniment to go with a melody, using ostinato patterns * Music that tells a story, paints a picture or creates a mood   Performing   * Keep a steady beat on an instrument in a group or individually * Use tuned percussion with increasing confidence * Copy a short melodic phrase by ear on a pitched instrument * Play using symbols, including graphic and/or traditional notation * Perform with awareness of others * Combine musical sounds with narrative and movement (PE link) | **Core vocabulary:**  **Tier 3**  Timbre  Dynamics  Tempo  Structure  Texture  Score  Ostinato/ostinato  Notation  **Tier 2**  Strings  Woodwind  Brass  Percussion  Untuned/tunes  Melody  Theme | |
| **Curriculum threads to be covered:-**  **Reading** –   * Use dictionaries to check the meaning of words that they have read, * Draw inferences.   **Computing** –  **British Values:**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop confidence when performing a composition)* * To encourage respect for other people *(to develop respect when listening to and describing compositions of others)*   **PSHE** – Health and Wellbeing ˃ Growing and changing - CORAM Life Education- ***Top Talents*** (Year 3) | | |
| **Previous learning which will support the learning and skill development in this topic:**  EYFS-ELG 06 Self-confidence and self-awareness             ELG 09 Reading             ELG 16 Exploring and using media and materials             ELG 17 Being imaginative  In Year 2 children have:  Learnt about tempo (fast and slow rhythms and melodies)  Learnt about timbre (qualities of sounds – how sounds are made – scraping, banging, blown, shaken)  Explored pitch and dynamics (Year 1)  Learnt about structure – chorus and verse  Compared recorded musicIdentified the mood of a piece of music – sad/happy – and the type of sounds used to create this  Learnt the names of all classroom percussion instruments both tuned and untuned, and how to play them correctly  Learnt about and used and ostinato (repeated rhythmic pattern)  Explored rhythm patterns from words and phrases  Used symbols to represent intended dynamics and pitch of sounds  Used a two line grid to insert symbols to create a score | | |



**Year 3:  Music Programme of Study**

**Project:  Classical**

**Question:  Is Classical music boring?**

**Music: Sleeping Beauty Waltz - Tchaikovsky**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers: Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know some key information about Tchaikovsky**   * *Why is he regarded as one of ‘ the best. ‘* * *How was his talent nurtured and developed through opportunities?* * *Key knowledge about his life and career.*   **To know that music is built up of different sections (structure) .**   * *listen for the different melodic themes in the Sleeping Beauty Waltz (recognisable from Disney’s film)* * *place the different themes on a timeline to see how the structure is created* * *listen and identify the beat/pulse in the music and learn what ¾ time is* * *listen for changes in rhythm which affect our concept of speed*   **To know the names of a wider range of orchestral instruments**   * *identify and recognise the instruments of the orchestra*   **To know what traditional notation looks like.**   * *introduce the musical notation explaining that each note represents a length of time it is played*   **To know how to represent sounds using symbols and graphic scores (Communication)**   * *use a grid with sections of 3 for ¾ time* * *use an ostinato to create the oom pah pah effect of the waltz – symbol in each box* * *use symbols and the boxes to show duration of notes in the melody*   **To know that structure, pitch, duration and tempo create a piece of music. (Communication)**   * *create a waltz in ¾ time using a simple ABA structure* * *add a rhythmic ostinato to give the typical waltz feel (oom pah pah) using one or two untuned percussion instruments* * *use tuned percussion instruments to compose two themes A and B*   **To know how to work together when performing a group composition. To know that confidence grows the more we perform (Communication Aspiration)**   * *perform from a graphic score, following instructions on dynamics* * *play with others in the group being aware of how each instrument fits within the composition* * *listen to compositions of others and describe them using musical terms*   **Refer back to the project question at the end of the unit:** | **Key concepts (musical skills) from the progression document**  Listening and Appraising   * Listen with concentration to longer pieces of music * Listen to live/recorded extracts of different kinds of music and identify * a steady beat/no steady beat * a specific rhythm pattern or event * the speed (tempo) of the music   using appropriate musical terms/language   * Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc) * Identify repetition in music eg a song with a chorus * Listen to their own compositions and use musical language to describe what happens to them   Explore and Compose  Explore   * Longer-shorter / faster-slower / higher-lower / louder-quieter sounds on tuned and untuned percussion and voices * Symbols to represent sound (graphic scores/traditional notation) * The different sounds (timbres) that one instrument can make * How the musical elements can be combined to compose descriptive music   Compose   * Music that has a recognisable structure; beginning, middle, end or verse/chorus * Music that uses repetition/echo   Performing   * Keep a steady beat on an instrument in a group or individually * Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat * Use tuned percussion with increasing confidence * Copy a short melodic phrase by ear on a pitched instrument * Play using symbols, including graphic and/or traditional notation * Perform with awareness of others | **Core vocabulary:**  **Tier 3**  Timbre  Tempo  Duration  Structure  Texture  Score  Ostinato/ostinati  Notation  Semibreve  Minim  Crotchet  Quaver  Phrase  **Tier 2**  Strings  Woodwind  Brass  Percussion  Conductor  Orchestra  Untuned  Tuned | |
| **Curriculum threads to be covered:-**  **Reading** –   * Draw inferences.   **Computing**  **British Values:**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to encourage pupils to be aware of themselves and others when performing a composition).* * To encourage respect for other people *(to maintain respect when listening to and describing composition of others).*   **PSHE** –  Living in the Wider World ˃ Rules, Rights and Responsibilities- CORAM Life Education- ***For or Against?*** (Year 3) | | |
| **Previous learning which will support the learning and skill development in this topic:**  EYFS-ELG 06 Self-confidence and self-awareness             ELG 16 Exploring and using media and materials             ELG 17 Being imaginative  In Year 2 children have:  Learnt about tempo (fast and slow rhythms and melodies)  Learnt about timbre (qualities of sounds – how sounds are made – scraping, banging, blown, shaken)  Explored pitch and dynamics (Year 1)  Learnt about structure – chorus and verse  Compared recorded musicIdentified the mood of a piece of music – sad/happy – and the type of sounds used to create this  Learnt the names of all classroom percussion instruments both tuned and untuned, and how to play them correctly  Learnt about and used and ostinato (repeated rhythmic pattern)  Explored rhythm patterns from words and phrases  Used symbols to represent intended dynamics and pitch of sounds  Used a two line grid to insert symbols to create a score | | |



**Year 4:  Music Programme of Study**

**Project: World Wars**

**Question: Was music from the war period uplifting?**

**Music: Dambuster’s March – Coates, War songs**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: Communication, Health, World Citizen, Beliefs, Aspiration | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know that music is made up of different themes and grouped into a set number of beats (Communication)**   * *identify the metre in the music – 2 in a bar is typical of music composed as a march* * *identify main themes/phrases within the piece.* * *identify the structure – whole piece is verse/chorus, call and response structure within the sections (listen to the echo of  the phrase pattern)* * *identify changes in tempo, mood, dynamics between the two distinct sections*   **To know the names of a wider range of orchestral instruments**   * *identify and name instruments which can be heard in each section, how does the music change when different instruments are used?*   **To know how to represent sounds using symbols and graphic scores (Communication)**   * *symbols to show step movements of pitch and leaps of pitch eg straight lines placed higher or lower in the box, the gap between each line will tell us if it is steps or leaps* * *use a grid split into boxes for each beat of the bar, using 3or more lines, one for each instrument*   **To know what the Pentatonic scale is**   * *use the notes CDEGA to create short melodic phrases*   **To know how to ‘play by ear’**   * *pick out the notes of the main Dam Busters theme on a tuned percussion instrument*   **To know that instruments don’t have to be playing all of the time**   * *introduce the concept of a rest exploring symbols which could be used to show this and introducing the musical notation for rests*   **To know that structure, dynamics and tempo create a piece of music . (Communication)**   * *use an ostinato beat in 2 time* * *add and ostinato rhythmic pattern which may include periods of rest* * *create a melody using the notes in the pentatonic scale which may have a repeated rhythm*   **To know that we work together when performing a group composition. To know that confidence grows the more we perform (Communication Aspiration)**   * *perform from a graphic score, following instructions on dynamics* * *play with others in the group being aware of how each instrument fits within the composition* * *-listen to compositions of others and describe them using musical terms*   **Refer back to the project question at the end of the unit:** | **Key concepts (musical skills) from the progression document**  Listening and Appraising   * Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments * Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (dynamics, texture, timbre) * Identify whether a song has a verse/chorus or a call and respond structure * Identify the use of metre in 2 in a piece of recorded music * Recognise the combined effect of layers of sound by listening to their own and others compositions.   Explore and Compose  Explore   * The pentatonic scale * Pitched notes that move by steps and/ or leaps to make short phrases/melodies * Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres * Music that incorporates effective silences (rests) * Different groupings of beats (metre of 2)   Compose   * A simple rhythmic accompaniment to go with a melody, using ostinato patterns and drones * A simple melody from a selected group of notes (ie pentatonic scale) * Music that has a recognisable structure   Performing   * Maintain two or more ostinato patterns in a small instrumental group against a steady beat * Play music that includes rests * Play music in a metre of two time * Play by ear – find known phrases or short melodies using tuned instruments * Perform to an audience of adults, an assembly or other classes with increasing confidence | **Core vocabulary:**  **Tier 3**  Duration  Dynamics  Texture  Pitch  Metre  Ostinato/ostinato  Notation  Pentatonic  Rest  **Tier 2**  Orchestra  Strings  Woodwind  Brass  Percussion  Untuned  Tuned  March |
| **Curriculum threads to be covered:-**  **Reading**   * Drawing inferences - interpreting music.   **Computing** – to be completed by Emma  **British Values:**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop confidence and awareness of self when performing a group composition)* * To encourage respect for other people *(to develop respect when listening to and describing compositions of others; to develop respect for the theme each piece of music is linked to- remembrance and respect for those who served in the World Wars).*   **PSHE** –  Relationships ˃ Healthy Relationships- CORAM Life Education- ***Together*** (Year 4) | | |
| **Previous learning which will support the learning and skill development in this topic:**  EYFS-ELG 06 Self-confidence and self-awareness             ELG 16 Exploring and using media and materials             ELG 17 Being imaginative  In Year 3 children have:  Learnt about duration (how long or short sounds are)  Identified pitch, dynamics, tempo and timbre (KS1)  Learnt names of orchestral instruments(Y3)  and classroom percussion instruments (Y2)  Identified musical themes within a piece of music which may be repeated  Explored ¾ time (3 beats in a bar)  Shown pitch on a score representing step movements or leaps  Learnt the names of traditional music notation and their duration  Used symbols to show the duration (length) of sounds  Used grids split into boxes for each beat and included more than 2 lines  Used a rhythmic ostinato Structured compositions to include repeated themes | | |



**Year 4:  Music Programme of Study**

**Project: Rock and Roll**

**Question: Can Rock and Roll be sad?**

**Music: Elvis Presley (Blue Suede Shoes, Hound Dog, Jailhouse Rock)**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know that Rock and Roll music has a distinct sound (Communication)**   * *identify key instruments used to produce the Rock and Roll sound (timbre)* * *identify tempo and structure* * *describe the rhythms used*   **To know how to use basic chords to create a rolling bass accompaniment**   * *learn that a chord is 3 notes* * *learn that chords starting on C, F and G are used as the base to most songs* * *explore playing the chords on a tuned instrument (fit this to Hound Dog)*   **To know how to represent sounds using symbols and graphic scores (Communication)**   * *symbols to show step movements of pitch and leaps of pitch eg straight lines placed higher or lower in the box, the gap between each line will tell us if it is steps or leaps* * *use a grid split into boxes for each beat of the bar, using 4 lines, one for each instrument*   **To know that structure, timbre and duration accompany a song . (Communication)**   * *use tuned instruments to work out the bass chords by ear* * *use percussion instruments to create a rhythmic ostinato to accompany a song* * *add percussion instruments to give musical interest – will these be used all the time or just at particular moments*   **To know that we work together when performing a group composition. To know that confidence grows the more we perform (Communication Aspiration)**   * *perform from a graphic score, following instructions on dynamics* * *play with others in the group being aware of how each instrument fits within the composition* * *listen to compositions of others and describe them using musical terms*   **Refer back to the project question at the end of the unit:** | **Key concepts (musical skills) from the progression document**  Listening and Appraising   * Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments * Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (tempo, timbre) * Recognise music from different times and countries identifying key elements that give it its unique sound. * Identify repeated rhythmic or melodic phrases in live or recorded music * Recognise the combined effect of layers of sound by listening to their own and others compositions.   Explore and Compose  Explore   * Sounds to create particular effects (timbre) * Rhythm patterns in music from different times and places (duration) * Combining and controlling sounds to achieve a desired effect * How the musical elements can be combined to compose descriptive music   Compose   * A simple rhythmic accompaniment to a song using ostinato patterns and drones * Music that has a recognisable structure * Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience   Performing   * Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody * Use tuned and untuned percussion instruments with increasing confidence to accompany songs and improvise. * Play by ear – find known phrases or short melodies using tuned instruments * Perform to an audience of adults, an assembly or other classes with increasing confidence | **Core vocabulary:**  **Tier 3**  Timbre  Tempo  Structure  Duration  Ostinato/ostinato  Notation  Chords  **Tier 2**  Percussion  Untuned  Tuned  Melody  Bass  Verse  Chorus |
| **Curriculum threads to be covered:-**  **Reading**   * To draw inferences (when interpreting music)   **Computing** –  **British Values:**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop confidence and awareness of self when performing a group composition)* * To encourage respect for other people *(to develop respect when listening to and describing composition of others)*   **PSHE** –  Relationships ˃ Healthy Relationships- CORAM Life Education- ***Together*** (Year 4) | | |
| **Previous learning which will support the learning and skill development in this topic:**  EYFS-ELG 06 Self-confidence and self-awareness             ELG 16 Exploring and using media and materials             ELG 17 Being imaginative  In Year 3 children have:  Learnt about duration (how long or short sounds are)  Identified pitch, dynamics, tempo and timbre (KS1)  Learnt names of orchestral instruments(Y3)  and classroom percussion instruments (Y2)  Identified musical themes within a piece of music which may be repeated  Explored ¾ time (3 beats in a bar)  Shown pitch on a score representing step movements or leaps  Learnt the names of traditional music notation and their duration  Used symbols to show the duration (length) of sounds  Used grids split into boxes for each beat and included more than 2 lines  Used a rhythmic ostinato Structured compositions to include repeated themes | | |



**Year 5:  Music Programme of Study**

**Project: Reggae**

**Question: Can Reggae music be performed without a percussion beat?**

**Music: Bob Marley – Three Little Birds, Buffalo Soldier, One love and Etana**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know about Bob Marley and Etana as key figures within ‘Reggae’ (Aspiration)**   * *Talents and achievements* * *Beliefs and upbringing which impacted on their Music.*   **To know that Reggae has a unique sound    (Communication)**   * *listen to and identify similar features of a number of Bob Marley songs* * *discuss rhythm patterns* * *choice of unpitched percussion*   **To know that music follows a structure**   * *identify the structure of the song as a whole then the structure of the verse and chorus – repetition, Q and A?*   **To know what rhythms are typical of Reggae music and what it means to improvise**   * *use unpitched percussion to explore a variety of different rhythmic patterns in style with the Reggae genre* * *improvise rhythms with a group/partner – call and response/Q and A*   **To know how to represent sounds using symbols and graphic scores or traditional notation (Communication)**   * *split a score into bars (metre) – 4 counts per box* * *traditional notation on a stave*   **To know that music is created from a planned structure, using a combination of different sounds and rhythms . Communication**   * *distinct rhythm at start* * *create a melody to words of a simple poem* * *use pitched instrument to compose a harmony melody to be played in between sung lines (modelling Bob Marley’s style)* * *use a chorus-verse-chorus structure*   **To know that we work together when performing a group composition. To know that confidence grows the more we perform (Communication Aspiration)**   * *perform from a score, following instructions on dynamics, pitch* * *play with others in the group being aware of how each instrument fits within the composition* * *listen to compositions of others and describe them using musical terms*   **To know what makes a good performance**   * *edit and develop own compositions from own and others appraisal* * *use ICT to record song onto the Ipad to listen back to identify where improvements can be made*   **Refer back to the project question at the end of the unit:** | **Key concepts (musical skills) from the progression document**  Listening and Appraising   * Distinguish differences in timbre and texture between  a wide variety of instruments and instrumentation * Identify and discuss ‘what happens when’ within simple musical structures * Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions * Use musical vocabulary and knowledge to help identify areas for development or refinement when composing   Explore and Compose  Explore   * Chords/harmony * Texture created by layering rhythmic and/or melodic ostinato * Developing ideas, using musical devices such as repetition, question and answer, ostinato * Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc * Improvising in a variety of styles   Compose   * Compose music that reflects given intentions * Arrange a song for a class performance with an appropriate pitched and unpitched accompaniment * Refine own compositions after discussion * Use a range of symbols (conventional or graphic) to record compositions * Use ICT to record, sample, sequence sounds to  create compositions   Performing   * Sing confidently in a wide variety of styles with expression * Communicate the meaning and mood of the song * Perform a song from memory with attention to phrasing, and accuracy of pitch. * Read and play with confidence from conventional or graphic notation * Perform with sensitivity to different dynamics and tempi * Lead/conduct a group of instrumental performers * Maintain a rhythmic or melodic accompaniment to a song * Perform own compositions to an audience * Use recording devices  to keep a record of work in progress and record performances | **Core vocabulary:**  **Tier 3**  Timbre  Dynamics  Tempo  Structure  Texture  Score  Ostinato/ostinato  Notation  **Tier 2**  Percussion  Pitched  Unpitched  Melody |
| **Curriculum threads to be covered:-**  **Reading**   * Drawing inferences.   **Computing** – to be completed by Emma  **British Values:**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop confidence and awareness of self when editing, developing and performing own compositions)* * To encourage respect for other people *(to develop respect for others when listening and describing composition of others)* * To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures *(to develop respect and appreciation for the unique sound of Reggae music and its rich cultural roots in traditional Caribbean mento and calypso music)*   **PSHE** – Relationships ˃ Healthy Relationships- CORAM Life Education- ***Collaboration Challenge*** (Year 5) | | |
| **Previous learning which will support the learning and skill development in this topic:**  EYFS-ELG 06 Self-confidence and self-awareness             ELG 13 People and Communities             ELG 16 Exploring and using media and materials             ELG 17 Being imaginative  In Year 4 children have:  Learnt to identify and use the metre of 2 in a bar - 2/4 time  Explored musical structure verse and chorus (Y3) and call and response  Identified musical themes within a piece of music  Identified instruments used in a rock and roll and orchestral music  Compared contrasting sections of music for tempo, dynamics, mood  Learnt chords I, IV, V and chord progression  Learnt about and used the Pentatonic scale  Picked out a tune/chord pattern ‘by ear’  Shown pitch on a score representing step movements or leaps  Learnt the names of traditional music notation and their duration  Used symbols to show the duration (length) of sounds  Used grids split into boxes for each beat and included more than 3 or more lines  Used an ostinato pattern or beat in compositions | | |



**Year 5:  Music Programme of Study**

**Project: Blues**

**Question:  Does music allow us to escape from difficulties?**

**Music: Work songs – Charley Patton and Bessie Smith**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know the origins of work songs including a timeline. (Communication)**   * *sea shanties, herding songs, prison songs, slave songs, mining songs, cowboy songs, industrial songs.*   **To know the meaning of lyrics from traditional work songs of the slaves. (Aspiration, World Citizen)**   * *raw and full of emotion, dwelling on love and loneliness. They tell of injustice and hopelessness, and the longing for a better life.* * *They were passed on from musician to musician through oral tradition*   **To know the structure of call and response songs. (Communication)**   * *three 4 bar phrases* * *lead singer followed by other singers.*   **To know the 4/4 time measure and perform to this beat.**   * *know a time signature and what this means 4/4 – 4 beats in a bar.* * *follow a conductor and practise playing untuned / clapping on different beats within the 4/4 bar.*   **To know the structure of the 12 bar blues, using notation and use instruments to keep in time.**   * *3 four bar phrases* * *use chords I, IV and V in the 12 bar blues structure* * *know the notes of the scale in C – including the flat notes of E flat, G flat and B flat.* * *play tuned instruments using these notes.* * *improvise a tune using the blues scale*   **To know composition skills, creating lyrics and performing confidently. (Communication)**   * *lyrics based on difficulties they face and overcoming these.* * *creating a melody for their given lyrics using the notes in the blues scale* * *add a rhythmic ostinati* * *choice of instruments to match their composition*   **To know that we work together when performing a group composition. To know that confidence grows the more we perform (Communication Aspiration**)   * *perform from a score, following instructions on dynamics, pitch* * *play with others in the group being aware of how each instrument fits within the composition* * *listen to compositions of others and describe them using musical terms*   **To know what makes a good performance**   * *edit and develop own compositions from own and others appraisal*   **To know some key information about Charley Patton and Bessie Smith (Aspiration)**   * *Accomplishments and why they are well regarded.* * *Key facts about their lives which make them inspirational..*   **Refer back to the project question at the end of the unit:** | **Key concepts (musical skills) from progression document**  Listening and Appraising   * Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music * Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, including performances of their own and others’ compositions * Use musical vocabulary and knowledge to help identify areas for development or refinement when composing   Explore and Compose  Explore   * Chords/harmony * Scales, such as Pentatonic, Rag, Blues * Developing ideas, using musical devices such as repetition, question and answer, ostinato * Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc * Improvising in a variety of styles   Compose   * Create own simple songs reflecting the meaning of the words * Compose music that reflects given intentions * Arrange a song for a class performance with an appropriate pitched and unpitched accompaniment * Refine own compositions after discussion * Use a range of symbols (conventional or graphic) to record compositions   Performing   * Sing confidently in a wide variety of styles with expression * Communicate the meaning and mood of the song * Perform a song from memory with attention to phrasing, and accuracy of pitch. * Perform on a range of instruments in mixed groups to an audience, with confidence * Read and play with confidence from conventional or graphic notation * Perform with sensitivity to different dynamics and tempi * Lead/conduct a group of instrumental performers * Maintain own part on an instrument in a small ensemble * Perform own compositions to an audience * Use recording devices  to keep a record of work in progress and record performances | **Core vocabulary:**  **Tier 3**  Lyrics  Time signature  Conductor  Scale  Notation  Composition  Pitch  Timbre  Dynamics  Metre  Ostinato  Melody  Chord  **Tier 2**  Performance  Origins  Progression  Tuned  Untuned  Accompaniment  Expression |
| **Curriculum threads to be covered:-**  **Reading**   * Drawing inferences   **Computing**  **British Values:**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop confidence and awareness of self when editing, developing and performing own compositions)* * To encourage respect for other people *(to develop respect when listening to and describing composition of others)* * To encourage respect for democracy and respect the basis on which the law is made *(to encourage respect for human rights and democracy when exploring the timeline of work songs and themes in focus)*   **PSHE** –  Health and Wellbeing ˃ Keeping Safe- CORAM Life Education- ***Our Emotional Needs*** (Year 5)                 Health and Wellbeing ˃ Growing and Changing- CORAM Life Education- ***Changing Bodies and Feelings*** (Year 5)                 Relationships  ˃ Healthy Relationships- CORAM Life Education- ***Taking Notice of Our Feelings*** (Year 5) | | |
| **Previous learning which will support the learning and skill development in this topic:**  EYFS-ELG 06 Self-confidence and self-awareness             ELG 13 People and Communities             ELG 16 Exploring and using media and materials             ELG 17 Being imaginative  In Year 4 children have:  Learnt to identify and use the metre of 2 in a bar - 2/4 time  Explored musical structure verse and chorus (Y3) and call and response  Identified musical themes within a piece of music  Identified instruments used in a rock and roll and orchestral music  Compared contrasting sections of music for tempo, dynamics, mood  Learnt chords I, IV, V and chord progression  Learnt about and used the Pentatonic scale  Picked out a tune/chord pattern ‘by ear’  Shown pitch on a score representing step movements or leaps  Learnt the names of traditional music notation and their duration  Used symbols to show the duration (length) of sounds  Used grids split into boxes for each beat and included more than 3 or more lines  Used an ostinato pattern or beat in compositions | | |



**Year 6:  Music Programme of Study**

**Project: Music Technology**

**Question: Is music better when layered with technology or played by a band?**

**Music: Ed Sheeran**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know that technology can be used to create the effect of many musicians (Communication)**   * *listen to the music of Ed Sheeran closely – how many different sounds can you hear? (texture)* * *discover how a loop system can be used in song writing* * *watch Ed Sheeran perform live to see how her creates the sound of many parts in his song when he is the only one playing*   **To know that rhythms and sounds can be added separately**   * *use the App Garageband to explore different rhythm patterns and what they sound like when combined*   **To know that tunes can be written out on a staff (5 lines and 4 spaces) (Communication)**   * *write notes on the staff which represent a tune*   **To know how to create a piece of music with many parts (Communication)**   * *use Garageband to layer 2 different rhythm patterns with a good contrast of sounds (timbre)* * *compose a tune which may include a repeated section to play alongside the rhythms on a pitched instrument. Use a form of notation to record the melody* * *add another unpitched instrument which fits in with the sounds already created*   **To know that we work together when performing a group composition. To know that confidence grows the more we perform (Communication Aspiration)**   * *perform from a score, following instructions on dynamics, pitch, tempo* * *play with others in the group being aware of how each instrument fits within the composition* * *listen to compositions of others and describe them using musical terms*   **To know what makes a good performance**   * *edit and develop own compositions from own and others appraisal*   **Refer back to the project question at the end of the unit:** | **Key concepts (musical skills) from the progression document**  Listening and Appraising   * Distinguish differences in timbre and texture between  a wide variety of instruments and instrumentation * Identify and discuss ‘what happens when’ within simple musical structures * Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions * Use musical vocabulary and knowledge to help identify areas for development or refinement when composing   Explore and Compose  Explore   * Texture created by layering rhythmic and/or melodic ostinato * Developing ideas, using musical devices such as repetition, question and answer, ostinato * Improvising in a variety of styles   Compose   * Compose music that reflects given intentions * Arrange a song for a class performance with an appropriate pitched and unpitched accompaniment * Refine own compositions after discussion * Use a range of symbols (conventional or graphic) to record compositions * Use ICT to record, sample, sequence sounds to  create compositions   Performing   * Read and play with confidence from conventional or graphic notation * Perform with sensitivity to different dynamics and tempi * Maintain own part on a pitched instrument in a small ensemble * Perform own compositions to an audience * Use recording devices  to keep a record of work in progress and record performances | **Core vocabulary:**  **Tier 3**  Timbre  Dynamics  Tempo  Structure  Texture  Score  Ostinato/ostinato  Notation  Loop  **Tier 2**  Pitched  Unpitched  Melody  Layering  Technology |
| **Curriculum threads to be covered:-**  **Reading**   * Drawing inferences   **Computing** – to be completed by Emma  **British Values:**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop confidence and awareness of self when editing, developing and performing own compositions)* * To encourage respect for other people *(to develop respect for others when listening to and describing compositions of others)*   **PSHE** –Health and Wellbeing ˃ Keeping Safe - CORAM Life Education- ***Think Before you Click !*** (Year 6) | | |
| **Previous learning which will support the learning and skill development in this topic:**  EYFS-ELG 06 Self-confidence and self-awareness             ELG 10 Writing             ELG 15 Technology             ELG 16 Exploring and using media and materials             ELG 17 Being imaginative  In Year 5 children have:  Explored the meaning and significance of lyrics in a song  Identified call and response, Q and A and repetition structure  Learnt to identify and use the metre of 4 in a bar – 4/4 time  Used chords I, IV, and V and chord progression  Learnt about the Blues scale  Improvise melodies and rhythmic patterns  Used scores split into bars – 4 counts per bar (box)  Learnt that traditional music is placed on a stave (5 lines, 4 spaces)  Used musical notation on a stave  Followed a score, noting changes of dynamics and pitch  Used Ipads to record own compositions to inform where improvements can be made | | |



**Year 6:  Music Programme of Study**

**Project: Hip Hop/Rap**

**Question: Can our faith be rapped about?**

**Music: Stormzy – Blinded by your grace Pt 2.**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know that Hip Hop has a specific style and sound (Communication)**   * *listen to hip hop artists and identify what sounds have been used – voice, percussion etc* * *identify rhythm pattern used* * *identify how the song is structured eg constant rapping, rhythms/melodies between verses etc*   **To know the melody and structure of “Blinded by your Grace Pt 2” (Communication)**   * *Sung chorus and rap verses – meaning of the rap lyrics linked to RE.*   **To know that sounds and effects can be created by the human voice (beatbox) (Communication)**   * *explore a range of percussion type sounds which can be made with our voices* * *This can be added as a background to the rap verses.*   **To know how to use metre to speak lyrics using the right time and rhythm**   * *explore how to take it in turns with a partner to answer each other back with a word or phrase in rap – use a backing rhythm track from garageband*   **To know which chords can be helpful as an accompaniment**   * *recap on chords I, IV and V and play around with the order of where to place them*   **To know how to put different musical elements together to create a rap (Communication)**   * *write a set of lyrics to express based on a Gospel or psalm which links to the original chorus of the music.* * *plan a sequence of chords which can be used between verses or to accompany the rapping* * *find a rhythm to rap to incorporating beatbox sounds*   **To know that we work together when performing a group composition. To know that confidence grows the more we perform (Communication Aspiration**)   * *perform from a score, following instructions on dynamics, pitch* * *play with others in the group being aware of how each instrument fits within the composition* * *listen to compositions of others and describe them using musical terms*   **To know what makes a good performance**   * *edit and develop own compositions from own and others appraisal* | **Key concepts (musical skills) from the progression document**  Listening and Appraising   * Distinguish differences in timbre and texture between  a wide variety of instruments and instrumentation * Recognise and identify features of expression (phrasing, metre, dynamics and tempi) in an extract of live or recorded music * Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions * Use musical vocabulary and knowledge to help identify areas for development or refinement when composing   Explore and Compose  Explore   * Chords/harmony * Texture created by layering rhythmic and/or melodic ostinato * Developing ideas, using musical devices such as repetition, question and answer, ostinato * Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc * Improvise in a variety of styles   Compose   * Create own simple songs reflecting the meaning of the words * Compose music that reflects given intentions * Refine own compositions after discussion * Use a range of symbols (conventional or graphic) to record compositions   Performing   * Read and play with confidence from conventional or graphic notation * Continue to play by ear on pitched instruments * Perform with sensitivity to different dynamics and tempi * Lead/conduct a group of instrumental performers * Maintain a rhythmic or melodic accompaniment to a song * Perform own compositions to an audience * Use recording devices  to keep a record of work in progress and record performances | **Core vocabulary:**  **Tier 3**  Dynamics  Tempo  Structure  Texture  Phrase  Ostinato/ostinato  Notation  Beatbox  **Tier 2**  Unpitched  Pitched  Lyrics  Accompaniment |
| **Curriculum threads to be covered:-**  **Reading**   * Drawing inferences   **Computing** – to be completed by Emma  **British Values:**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop confidence and awareness of self when editing, developing and performing own compositions)* * To encourage respect for other people *(to develop respect when listening and describing compositions of others)* * To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures *(to develop respect and raise awareness of the unique, cultural roots of Hip Hop music in young, urban, working-class African-Americans, with its roots in the African oral tradition)*   **PSHE** – Relationships ˃ Healthy Relationships- CORAM Life Education- ***Working Together*** (Year 6) | | |
| **Previous learning which will support the learning and skill development in this topic:**  EYFS-ELG 06 Self-confidence and self-awareness             ELG 09 Reading             ELG 16 Exploring and using media and materials             ELG 17 Being imaginative  In Year 5 children have:  Explored the meaning and significance of lyrics in a song  Identified call and response, Q and A and repetition structure  Learnt to identify and use the metre of 4 in a bar – 4/4 time  Used chords I, IV, and V and chord progression  Learnt about the Blues scale  Improvise melodies and rhythmic patterns  Used scores split into bars – 4 counts per bar (box)  Learnt that traditional music is placed on a stave (5 lines, 4 spaces)  Used musical notation on a stave  Followed a score, noting changes of dynamics and pitch  Used Ipads to record own compositions to inform where improvements can be made | | |

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