

Overview:

We provide a high-quality music curriculum that engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a variety of musical styles.

Aims for the National Curriculum music curriculum:

KS1:

Pupils will learn to

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music*.

KS2:

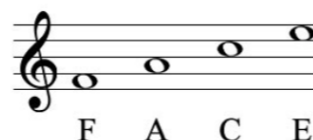
Pupils will learn to:

- sing and play musically with increasing confidence and control.
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff* and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

*** Inter-related dimensions of music:** pitch, duration, dynamics, temp. timbre, texture, structure, notation

- Pitch: How high or low a note is
- Duration: How long a note is played for
- Dynamics: How loud or soft a note is
- Tempo: The speed of the music
- Timbre: The quality of a note that makes it sound different when played on different instruments
- Texture: The layers of sound in a piece of music and the relationship between them
- Structure: The way a piece is built and the order it is played in
- Notation: The way music is written down

Staff notation: a set of five horizontal lines and four spaces that each represent a different musical pitch



Pupils will be taught the following knowledge and skills:

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
LISTEN AND APPRAISE	<p>To know familiar nursery rhymes off by heart</p> <p>To say if I like a song/nursery rhyme or not</p> <p>To learn that music can touch our feelings</p>	<p>To know and recognise the sound and names of some of the instruments used within songs</p> <p>To know five songs from memory</p> <p>To enjoy moving to music by dancing, marching and being animals</p> <p>To say if I like a song/piece of music or not and attempt to explain why.</p>	<p>To know some songs have a chorus or a response/answer part</p> <p>To know that songs have a musical style</p> <p>To learn how songs can tell a story or describe an idea</p> <p>To know five songs from memory and what they are about</p>	<p>To name some of the instruments heard in a song.</p> <p>To know five songs from memory and who sang them or wrote them</p> <p>To be able to explain what a song is about, based on its lyrics</p> <p>To identify some musical dimensions within a song and where they are used: e.g. dynamics, tempo, rhythm and pitch</p> <p>To identify and move to the pulse</p> <p>To explain how a song makes them feel</p>	<p>To identify the main sections of a song: introduction, verse, chorus etc.</p> <p>To use musical words when talking about songs such as pulse, rhythm, tempo, pitch, dynamics</p> <p>To know five songs from memory and what style they are</p> <p>To identify some of the style indicators of a song, e.g. <i>the musical characteristics that give the song its style</i></p> <p>To explain how the musical dimensions work together in a song, e.g. <i>if the song gets louder in the chorus (dynamics).</i></p> <p>To listen to other people's thoughts about music</p>	<p>To identify the similarities and differences between two or three songs, e.g. lyrics, musical dimensions, sections, instruments used</p> <p>To begin to have an awareness of and to be able to discuss the historical context of some songs, e.g. What else was going on at this time and how did that impact the song writing?</p> <p>To think about the message of songs</p> <p>To talk about the musical dimensions working together in songs</p> <p>To know five songs from memory and name other songs with the same style</p>	<p>To identify the structure of different songs</p> <p>To talk about the music and how it makes you feel, using musical language to describe it</p> <p>To discuss what was going on musically and historically during the time that songs were written</p> <p>To know five songs from memory, who sang or wrote them, when they were written and why</p> <p>To identify any musical dimensions featured in a range of songs and where they are used: texture, dynamics, tempo, rhythm, pitch and timbre</p> <p>To know that fact that we each have a musical identity</p>

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
COMPOSITION & NOTATION	<p>To begin to know that music contains notes sung or played in a certain order.</p> <p>To sing back simple melodies using one, two or three notes.</p> <p>To draw along to music, creating marks to represent what they can hear.</p>	<p>To know that composing is like writing a story with music</p> <p>To know that everyone can compose</p> <p>To help create a simple melody using one, two or three notes</p> <p>To draw along to music, making intentional choices about the marks they choose to represent the sounds they can hear.</p>	<p>To know that the notes of the composition can be written down and changed if necessary</p> <p>To help create three simple melodies using one, three or five different notes</p> <p>To represent simple melodies using shapes.</p>	<p>To know that a composition is music that is created and kept in some way</p> <p>To plan and create a section of music that can be performed within the context of the unit song</p> <p>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p>	<p>To know that there are different ways of recording compositions: letter names, symbols, audio etc.</p> <p>To know that composition can be played or performed again to your friends</p> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p>	<p>To know that notation is the connection between sound and symbol</p> <p>To know the different ways of writing music down, e.g. symbols</p> <p>To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>To identify the keynote or home note and the structure of the melody</p>	<p>To record a composition in any way appropriate that recognises the connection between sound and symbol, e.g. graphic/pictorial notation</p> <p>To identify the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of a given song</p>
SINGING	<p>To begin to know that songs have structure such as a beginning and an end.</p> <p>To spot repeated words/phrases in a song</p> <p>To sing or rap nursery rhymes and simple songs from memory</p> <p>To sing along with a pre-recorded song and add actions</p> <p>To sing along with the backing track</p>	<p>To know that unison is everyone singing at the same time</p> <p>To know that songs often have a repeated section known as a chorus.</p> <p>To confidently sing or rap five songs from memory and sing them in unison</p> <p>To identify different voices and singing notes of different pitches (high and low), in songs</p> <p>To know that voices can make different types of sounds: rapping, humming, saying words in rhythm</p> <p>To learn to start and stop singing when following a leader</p>	<p>To know why we need to warm up our voices</p> <p>To be able to confidently identify a chorus in a song.</p> <p>To confidently know and sing five songs from memory</p> <p>To know that songs include other ways of using the voice e.g. <i>rapping (spoken word)</i></p> <p>To know how to find a comfortable singing position</p>	<p>To know that singing in a group can be called a choir</p> <p>To know that a conductor is a person who the choir or group follow</p> <p>To know that songs can make you feel different things e.g. <i>happy, energetic or sad</i></p> <p>To sing in unison and in simple two-parts</p> <p>To understand that singing solo requires confidence</p> <p>To sing with awareness of being 'in tune'</p>	<p>To know that you must listen to each other when singing as part of an ensemble or large group</p> <p>To know how a solo singer makes a thinner texture than a large group</p> <p>To re-join the song if lost</p> <p>To listen to the group when singing</p> <p>To have an internal of awareness of pulse when singing.</p>	<p>To choose a song and be able to talk about its main features: singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know and sing five songs and their parts, from memory, and to sing them with a strong internal pulse</p> <p>To understand that including rapping will change the style of a song</p> <p>To listen to each other singing and be aware of how you fit into the group</p>	<p>To identify what a song is about and the meaning of the lyrics</p> <p>To know about the style of a song and use this to represent the feeling and context to an audience</p> <p>To sing in unison and to sing backing vocals</p>

<p>EXPLORE AND CREATE: PLAYING</p>	<p>To know that the words of songs can tell stories and paint pictures</p> <p>To find the pulse by copying a character in a nursery rhyme</p> <p>To copy basic rhythm patterns</p> <p>To explore high and low using voices and sounds of characters in the songs</p> <p>To know that we can move with the pulse of the music</p> <p>To answer questions about songs/nursery rhymes.</p> <p>To offer ideas about what the song is about or how it makes us feel.</p>	<p>To know that music has a steady pulse, like a heartbeat</p> <p>To know that instruments must be treated carefully and with respect</p> <p>To know the names of the instruments they are playing</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals</p> <p>To create rhythms for others to copy</p> <p>To play a tuned instrumental part</p>	<p>To know that rhythms are different from the steady pulse</p> <p>To know the names of the notes in their instrumental part from memory or when written down</p> <p>To know the names of untuned percussion instruments played in class</p> <p>To know that we add high and low sounds (pitch) when we sing and play instruments</p> <p>To play a part in time with the steady pulse</p>	<p>To know the difference between pulse and rhythm:</p> <p>- Pulse: finding the heartbeat of the music</p> <p>- Rhythm: the long and short patterns over the pulse</p> <p>To know how to find and demonstrate the pulse</p> <p>To know that every piece of music has a pulse/steady beat</p> <p>To know the difference between a musical question and an answer</p> <p>To rehearse and perform a part within the context of the unit song</p>	<p>To know that pitch is high and low sounds that create melodies</p> <p>To know that pulse, rhythm and pitch work together to create a song</p> <p>To know how to keep the internal pulse</p> <p>To play any one, or all four, differentiated parts on a tuned instrument, from memory or using notation.</p> <p>To experience leading the playing by making sure everyone plays at the right time</p>	<p>To play a musical instrument* with the correct technique within the context of the unit song</p> <p>To know the names of a variety of instruments they might play</p> <p>To lead a rehearsal session</p> <p><i>*Keyboard, glockenspiel, recorder, ukulele, own instrument that they are learning, Yu Studio or other composing tool</i></p>	<p>To select and learn an instrumental* part that matches their musical challenge, from memory or using notation</p> <p><i>*Keyboard, glockenspiel, recorder, ukulele, own instrument that they are learning, Yu Studio or other composing tool</i></p>
<p>SHARE AND PERFORM</p>	<p>To know that a performance involves sharing music</p> <p>To perform any of the nursery rhymes by singing and adding actions or dance</p> <p>To perform any nursery rhymes or songs adding a simple instrumental part</p>	<p>To know that a performance is sharing music with other people</p> <p>To contribute ideas when planning a performance</p>	<p>To record a performance and say how they were feeling about it</p> <p>To know that a performance can be a special occasion and involve a class, a year group or a whole school</p> <p>To know that an audience can include your parents and friends</p>	<p>To know that you must sing or rap the words clearly and play with confidence when performing</p> <p>To know that performing is sharing music with other people: this is called an audience</p> <p>To communicate the meaning of the words and clearly articulate them</p> <p>To know the best place to be when performing and know how to stand or sit</p>	<p>To know that a performance involves communicating feelings, thoughts and ideas about the song/music</p> <p>To know that a performance doesn't have to be a drama; it can be to one person or to each other</p> <p>To present a musical performance designed to capture the audience</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why</p>	<p>To know that everything that will be performed must be planned and learned</p> <p>To talk about the performance venue and how to use it to best effect</p> <p>To record the performance and compare it to a previous performance</p>	<p>To choose what to perform and create a programme</p> <p>To discuss and talk musically about performances, evaluate what went well and what could be improved using appropriate musical language</p> <p>Perform as part of a smaller group and within the whole class.</p> <p>Perform as part of a mixed ensemble of acoustic instruments.</p> <p>Perform from memory or visually, using notation.</p> <p>Be aware of movement and performing space.</p>

Commented [RB1]: Which instruments are covered where?
List these at the bottom of the section

IMPROVISATION	To know that we can make up our own sounds and rhythms 'on the spot'	To know that improvisation is not written down and it belongs to the person who makes it	To know that when someone improvises they make up their own tune that has never been heard before	To know that if you improvise using the notes you are given, you cannot make a mistake	To improvise using instruments in the context of the song that is being learnt	To improvise with increasing confidence.	To use up to three notes in improvisation
COMPOSERS and MUSICIANS	<p>Celebration – Kool and the Gang (20th Century) Happy – Pharrell Williams (Popular music) Sing – The Carpenters (20th Century) Sing a Rainbow – Peggy Lee Our House – Madness (Popular music: 80s Pop) William Tell Overture – Rossini (Classical) Dance of the Sugar Plum Fairy – Tchaikovsky (Classical) Flight of the Bumble Bee – Rimsky Korsakov (Classical) Jupiter Bringer of Jollity – Holst(Classical) Fantasia on a Theme by Thomas Talis by Ralph Vaughn Williams (Classical) Flying Theme – John Williams (Western and Classical Tradition and Film) <i>Opportunities given for children to talk about the music/songs/nursery rhymes they know (check for appropriateness before listening as a class)</i></p>	<p>Rondo Alla Turca – Mozart (Western and Classical Tradition and Film) Runaway Blues – Ma Rainey (Popular music - Blues) Fanfarra (Cabua-Le-Le) – Sergi Mendes/Carlinhos Brown (Musical Traditions – Samba:Brazil) <i>Opportunities given for children to talk about the music they listen to/the artists they know (check for appropriateness before listening as a class)</i></p>	<p>Night Ferry – Anna Clyne Bolero – Ravel (Western and Classical Tradition and Film) With a little help from my friends – Beatles (Popular music) Hound Dog - Elvis Presley (Popular Music:RocknRoll) Baris – Gong Kebyar of Peliatan (Musical Traditions – Gamelan:Indonesia) <i>Opportunities given for children to talk about the music they listen to/the artists they know (check for appropriateness before listening as a class)</i></p>	<p>Night on a Bare Mountain – Mussorgsky (Western Classical Tradition and Film: Romantic) Jai Ho – A.R.R Rahman (Western Classical Tradition and Film: 21st Century) I Got You (I feel Good) – James Brown (Popular music: Funk) Le Freak – Chic (Popular music – Disco) Sahela Re – Kishori Amonker (Musical Traditions: Indian Classical) <i>Opportunities given for children to talk about the music they listen to/the artists they know ((check for appropriateness before listening as a class)</i></p>	<p>Symphony No. 5 – Beethoven (Classical) O Euchari – Hildegard (Early/Medieval) For the Beauty of the Earth – Rutter (20th Century) Take the 'A' train – Billy Strayhorn/Duke Ellington Orchestra (Popular music: Jazz) Wonderwall – Oasis (Popular Music: 90s Indie) Nhaniye Akh Larr Gayee – Nhumjhangy Group (Musical Traditions: Bhangra Punjab/UK) Tropical Bird - Trinidad Steel Band (Musical Traditions: Calypso Trinidad) <i>Opportunities given for children to talk about the music they listen to/the artists they know (check for appropriateness before listening as a class)</i></p>	<p>English Folk Song – Vaughn Williams Symphonic Variations on an African Air – Coleridge Taylor This Little Babe from Ceremony of Carols – Britten (Western Classical Tradition and Film) Play Dead – Bjork (Popular music: 90s singer/songwriter) Smalltown Boy – Bronski Beat (Popular Music: 80s Synth/Pop) Ji-Go-La-Ba (Drums of Passion) – Babatunde Olatunji (Musical Traditions: Drumming Nigeria) Inkanyezi Nezazi – Ladysmith Black Mambazo (Musical Traditions: Choral South African) <i>Opportunities given for children to talk about the music they listen to/the artists they know (check for appropriateness before listening as a class)</i></p>	<p>1812 Overture – Tchaikovsky (Romantic) Connect it – Anna Meredith (21st Century) (Western Classical Tradition and Film) Say my Name – Destiny's Chil (Popular: 90s RnB) Sprinting Gazelle – Reem Kelani (Musical Traditions - Folk: Middle East) Sea Shanites – Various (Musical Traditions – Folk:England) Mazurkas Op.24 – Chopin (Musical Traditions- Folk:Poland) Libertango – Piazzola (Musical Traditions: Tango Argentina) <i>Opportunities given for children to talk about the music they listen to/the artists they know (check for appropriateness before listening as a class)</i></p>



Stoborough Primary School

Music Progression



Vocabulary	nursery rhymes, songs, music, sections, move, perform, actions, dance	improvisation, instruments, composing, compose, melody, notes, unison, sing, rap, hum, high, low, tuned, untuned, performance,	chorus, response part, answer part, musical style, composition, melodies, memory, voice, audience, pitch, rhythm, beat, pulse	pulse, rhythm, lyrics, texture, dynamics, tempo, pitch, choir, conductor, solo, tune, time signature, major, minor, melody	memory, musical characteristics (language), style indicators, introduction, verse, bridge, musical dimensions, record, recording, texture, ensemble, parts,	context, message, structure, notation, symbol, keynote, home note, backing vocals, lead vocal, style, rehearse, rehearsal, venue,	musical identity, connection, represent, meaning, notes, programme, Bossa Nova, Swing, Blues, Jazz, Improvise
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Unit overview & main songs:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>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 Celebration – Kool and the Gang Happy – Pharrell Williams Sing – The Carpenters Sing a Rainbow – Peggy Lee Our House – Madness</p>		<p>Everyone Wind the Bobbin Up Rock-a-bye-Baby Five Little Monkeys Jumping on the Bed Twinkle Twinkle Little Star If You're Happy and you Know It Head, Shoulders, Knees and Toes</p>		<p>Reflect, Rewind and Replay Revisiting previous nursery rhymes and traditional songs William Tell Overture – Rossini Dance of the Sugar Plum Fairy – Tchaikovsky Flight of the Bumble Bee – Rimsky Korsakov Jupiter Bringer of Jollivity – Holst Fantasia on a Theme by Thomas Talis by Ralph Vaughn Williams Flying Theme – John</p>	
Year 1	<p>Find the Beat Find The Beat by Joanna Mangona and Pete Readman 1-2-3-4-5 by Joanna Mangona and Pete Readman Head, Shoulders, Knees And Toes arranged by Rick Coates Shapes by Joanna Mangona and Pete Readman We Talk To Animals by Joanna Mangona and Rick Coates We Are Together by Joanna Mangona and Pete Readman Piano Sonata No.11 - III. Rondo Alla Turca by Wolfgang Amadeus Mozart</p>		<p>Dance Play and Sing Twinkle, Twinkle, Little Star by Jane Taylor, arranged by Rick Coates In the Orchestra by Joanna Mangona and Pete Readman Daisy Bell (Bicycle Built For Two) by Harry Dacre, arranged by Chris Taylor Dancing Dinosaurs by Joanna Mangona and Pete Readman Rock-a-bye Baby arranged by Rick Coates I'm A Little Teapot by George Harold Sanders and Clarence Z. Kelley, arranged by Rick Coates</p>		<p>Your Imagination Your Imagination by Joanna Mangona and Pete Readman Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin</p>	
Year 2	<p>Pulse, Rhythm and Pitch Music is in my Soul – Joanna Mangona and Pete Readman Bolero by Maurice Ravel Eye of the Tiger by Frankie Sullivan and Jim Peternik from the band Survivor Hello by Joanna Mangona and Pete Readman</p>		<p>Inventing a Musical Story Rainbows by Joanna Mangona and Pete Readman Maple Leaf Rag by Scott Joplin Hands, Feet, Heart by Joanna Mangona and Pete Readman All Around the World by Joanna Mangona and Pete Readman</p>		<p>Exploring Improvisation I Wanna play in a band – Joanna Mangona and Pete Readman Flying Theme from E.T. – The Extra-Terrestrial by John Williams Music is all Around by Joanna Mangona and Pete Readman Moon River by Henri Mancini Saying Sorry by Joanna Mangona and Rick Coates</p>	

<p>Year 3</p>	<p>Writing Music Down Home is where the heart is by Joanna Mangona Hallelujah Chorus from Messiah by George Frideric Handel The Loco-Motion by Gerry Goffin, Carole King and Little Eva Please be Kind by Rick Coates and Joanna Mangona</p>		<p>Playing in a Band Love What We Do by Joanna Mangona and Pete Readman Let's Groove by Maurice White, Wayne Lee Vaughn and Wanda Vaughn of Earth Wind and Fire When the Saints Go Marchin' In arranged by Chris Taylor Jaws: Main Theme by John Williams My Bonnie Lies Over The Ocean arranged by Rick Coates</p>		<p>More Musical Styles Friendship Song by Joanna Mangona and Pete Readman A Night On The Bare Mountain by Modest Mussorgsky Family by Joanna Mangona and Pete Readman Double Beat Song by Jen and Jermaine White Bull Friendship Song by Joanna Mangona and Pete Readman Come On Over by Joanna Mangona and Rick Coates</p>	
<p>Year 4</p>	<p>Glockenspiel Stage 2 Easy-E DEFinitely Roundabout March of the Golden Guards Portsmouth Mardi Gras Groovin Two Way Radio Flea Fly Rigadoon</p>		<p>Lean on Me Lean On Me by Bill Withers He Still Loves Me by Walter Williams and Beyoncé Shackles by Mary Mary Amazing Grace by Elvis Presley Ode To Joy Symphony No 9 by Beethoven Lean On Me by The ACM Gospel Choir</p>		<p>Rewind, Reflect and Replay La Quinta Estampie Real anon 13th century Dancing Queen by ABBA The Arrival Of The Queen Of Sheba – Handel Can't Stop The Feeling! by Justin Timberlake Moonlight Sonata by Beethoven Libertango by Piazzolla Bridal March/Chorus by Wagner Lean On Me sung by The ACM Gospel Choir Rhapsody In Blue by Gershwin Amazing Amazing Grace sung by Elvis Presley Einstein On The Beach by Philip Glass Let It Be by The Beatles</p>	
<p>Year 5</p>	<p>Samba workshop (see separate planning)</p>		<p>Blackbird Blackbird by The Beatles Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles</p>		<p>Rewind, Reflect and Replay Music For Compline (traditional) (Early Music) Johnny B. Goode by Chuck Berry Dido And Aeneas by Purcell Things Ain't What They Used To Be by Ellington and Persons Symphony No 5 in C minor Opus 67 by Beethoven Hello by Lionel Richie Minute Waltz by Chopin U Can't Touch This by MC Hammer Central Park In The Dark by Charles Ives I Heard It Through The Grapevine by Marvin Gaye Clapping Music by Steve Reich Sugar Pie, Honey Bunch (I Can't Help Myself) sung by The Four Tops</p>	



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Year 6	Happy Happy by Pharrell Williams Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly		Classroom Jazz 1/2 Desafinado by Stan Getz (swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman Take The 'A' Train by Duke Ellington Speaking My Peace by H. Parlan Back 'O'Town Blues by Earl Hines One 'O' Clock Jump by Count Basie Zodiac Suite (<i>Choose a star sign</i>) – Mary Lou Williams		Music and Me Something Helpful by Anna Meredith O and V-A-C Moscow by Shiva Feshareki Heroes and Villains and Shades of Blue by Eska And! and The Middle Middle by Afrodeutsche <i>Option to listen to artists from the Inspirational Women timeline</i>	
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