







## Challenge, Equality & Opportunity

### Music

#### Whole School Curriculum Intent:

<p style="text-align: center;"><i>We can build knowledge and skills</i></p>	<p style="text-align: center;"><i>We are creative</i></p>	<p style="text-align: center;"><i>We are resilient</i></p>	<p style="text-align: center;"><i>We understand ourselves and each Other</i></p>
<div style="text-align: center;">  </div> <p>We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.</p> <p>We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.</p>	<p>We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.</p> <div style="text-align: center;">  </div>	<div style="text-align: center;">  </div> <p>We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.</p>	<p>We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.</p> <p>We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.</p> <div style="text-align: center;">  </div>
<p><i>What does this look like?</i></p>			
<p>Achieve well in reading, writing and communication, including being at the age related expectation in early reading and phonics. Can build on previous learning. Can access new learning experiences. Value and enjoy success in the core subjects. Choose reading and use reading effectively. Apply maths, reading, writing and communication across the curriculum.</p>	<p>Reflect, adapt and develop ideas. Explore concepts. Make links across the curriculum. Ask questions and are curious. Use initiative. Hypothesise and generate ideas Communicate learning. Direct own learning through range of skills. Can argue and use evidence.</p>	<p>Bounce back and try again. Try new things and take risks. Manage their own things, time and learning as appropriate. Engage with extra-curricular activities. Solve problems through perseverance. Work towards a goal.</p>	<p>Listen to others. Can work in a group and cooperate with others. Assess own success and learning. Take turns and are patient. Use manners and are polite in interactions with everyone. Can manage emotions and support others. Show respect. Are kind and begin to show compassion. Can follow the Golden Rules. Can express themselves.</p>

## Music Intent

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. *Model Music Curriculum*

### *We can build knowledge and skills*

We provide a music curriculum that aims to ignite a passion for music, encouraging all children on their individual musical journeys.

Develop intrinsic musical skill, knowledge and understanding by exposing the children to diverse musical experiences.

The curriculum is planned to embed and develop new knowledge and skills, as well as deepening their understanding and application of previous learning. This spiral approach leads, to deeper, more secure learning and musical mastery.

### *We are Creative*

Listen and respond to different music styles, encouraging all children to find their voices as singers, performers and as composers.

Sing and use their voices to create different effects.

Play a wide variety of instruments, both un-tuned and tuned.

Sing, feel a pulse, add melodies and fundamentally use music as a form of expression, both independently and working as part of a team.

Create their own music compositions through the use of instruments and technology, both on their own and with others.

### *We are Resilient*

Become confident in expressing themselves through music and be able to talk about how music makes them feel.

Develop patience as they practice and perform.

Be able to refine their musical ideas and performances on the advice of others.

Become independent learners, reflecting upon the progress they have made and develop resilience within the musical world.

### *We Understand Ourselves and Each Other*

Perform in class, to parents and the wider community, developing an understanding of the value and significance of music in their own lives and the impact music has within the wider world.

Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, in as many ways as they choose- either as listener, creator or performer.

Listen to and evaluate their own musical performances and the work of great composers, expressing their likes and dislikes, making judgements, as well as self-reflection.

## Music Implementation

We follow the Original Charanga Musical scheme in Reception. This half-termly (6-step) focus-based approach, includes a variety of adult-led and child-initiated activities. It is delivered through play based activities, with all musical learning being focussed around nursery rhymes and action songs. Each Unit of Work has a musical focus that engages the children in activities related to the developmental events taking place in their changing lives.

In Key Stage 1 and 2, we follow Charanga's scheme for Model Music Curriculum. This scheme follows a differentiated, spiral approach to musical learning which responds to the national requirements for musical education. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing increasing musical confidence, while constantly being gently challenged to go further.

This six-week Unit of Work is aligned with the official National Curriculum for Music and the non-statutory Model Music Curriculum Guidance published by the DfE in 2021. It is clearly sequenced with high musical expectations that give all children the opportunity to learn about, enjoy and explore music.

Each unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship:

- Listening • Singing • Playing • Improvising and Composing • Performing


Alongside the Charanga scheme, all children in Key Stage 2 are also offered the opportunity to learn to play the ukulele with a peripatetic teacher, organised by Music Partnership North.

## Progression in Music

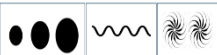
	R	Year 1	Year 2	Year 3	Year 4
<b>Knowledge and Skills</b>					
<b>Musicianship: Understanding Music</b>		<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>Find and keep a steady beat together.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option to use Solfa.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major and A minor.</p> <p>Find and keep a steady beat.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option to use Solfa.</p> <p>Sing short phrases independently.</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</p>	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A,</p>

					B, D, E F, G, A A, B, C, D, E, F, G
<b>Listening</b>	<p>To know and sing familiar nursery rhymes</p> <p>To know the stories of some of the nursery rhymes</p> <p>To learn that music can touch your feelings</p> <p>Enjoy listening to the music and respond through dancing or other movement.</p> <p>Find the pulse by copying an adult</p> <p>Find different ways to find the pulse</p>	<p>Move and dance with the music</p> <p>Join in sections of the song, e.g. chorus</p> <p>Find the steady beat</p> <p>Describe tempo as fast or slow</p> <p>Describe dynamics as loud and quiet</p> <p>Talk about the feelings created by the music</p> <p>Begin to understand where the music fits into the world</p> <p>Begin to understand about different styles of music</p> <p>Recognise some band and orchestral instruments</p>	<p>Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>Move and dance with the music confidently.</p> <p>Join in sections of the song, eg call and response.</p> <p>Find different steady beats.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or quiet.</p> <p>Talk about how the music makes you feel.</p> <p>Start to talk about the style of a piece of music.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p>	<p>Find the beat or the groove of the music</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p>Invent different actions to move in time with the music</p> <p>Share your thoughts and feelings about the music together</p> <p>Talk about what the song or piece of music means</p> <p>Talk about the style of the music</p> <p>Identify some instruments you can hear playing</p> <p>Identify if it's a male or female voice singing the song.</p>	<p>Find and demonstrate the steady beat</p> <p>Identify 2/4, 3/4 and 4/4 metre</p> <p>Identify the tempo as fast slow or steady</p> <p>Share your thoughts and feelings about the music</p> <p>Talk about the word of a song</p> <p>Think about why the song or piece of music was written</p> <p>Recognise the style of music you are listening to</p> <p>Discuss the structures of songs.</p> <p>Identify: call and response, a solo vocal or instrumental line and the rest of the ensemble, a change in texture, articulation on certain words and programme music</p> <p>Explain what a main theme is and identify when it is repeated</p> <p>Know and understand what a musical introduction is and its purpose</p> <p>Recall by ear memorable phrases heard in the music</p>

					<p>Identify major and minor tonality</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation</p> <p>Describe legato and staccato</p> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music</p>
<b>Singing</b>	<p>To sing or rap nursery rhymes and simple songs from memory</p> <p>Know that songs have sections e.g. sing the chorus of a song together</p> <p>To sing along with a pre-recorded song and add actions</p> <p>To sing along with the backing track</p> <p>Learn to sing the song in unison with support.</p>	<p>Sing, rap, rhyme, chant and use spoken word</p> <p>Sing in unison: Learn to listen to each other when singing together</p> <p>Sing songs from memory</p> <p>Copy back intervals of an octave and fifth (high, low)</p> <p>Begin to understand why we warm up our voices and bodies</p> <p>Demonstrate good singing posture</p>	<p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts, and with more pitching accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Move confidently to a steady beat.</p> <p>Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p>	<p>Sing as part of a choir.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing a widening range of unison songs, of varying styles and structures.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Sing with awareness of following the beat</p> <p>Sing with attention to clear diction</p> <p>Sing in unison</p> <p>Understand and follow the leader or conductor</p> <p>Copy back simple melodic phrases using the voice</p> <p>Sing expressively, with attention to the meaning of the words</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Demonstrate good singing posture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p>

			<p>Begin to talk about and understand the style of the music.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</p>	<p>Demonstrate good singing posture</p>	<p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and their styles connect to the world.</p>
<b>Notation</b>		<p>Follow pictures and symbols to guide singing and playing music. E.g. 4 dots = 4 taps on drum.</p> <p>• • • •</p> <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols.</p>	<p>Recognise dot notation and match it to 3 note tunes played on tuned percussion.</p>  <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of:  C, D, E, F, G, A, B  G, A, B, C, D, E, F#  F, G, A, Bb, C, D, E  A, B, C, D, E</p> <p>Make connections between notation and musical sounds.</p> <p>Identify hand signals as notation, and recognise music notation on a stave of five lines.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:  C, D, E, F, G, A, B  F, G, A, Bb, C  G, A, B, C, D,  E E, F#, G#, A, B</p> <p>Read and respond to semibreves, minims, crotchets and paired quavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> <li>• Lines and spaces on the stave</li> </ul> <p>Identify and understand the differences between crotchets and paired quavers.</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:  C, D, E, F, G, A, B  F, G, A, Bb, C  G, A, B, C, D, E, F#  D, E, F#, G, A, B, C</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Stave</li> <li>• Treble clef</li> <li>• Time signature</li> </ul> <p>Identify and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a range.</p> <p>Follow and perform simple rhythmic</p>

					scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
<b>Playing</b>	<p><b>Explore and Create</b></p> <p>Play a 1-note pattern in time with the pulse</p> <p>Play the pulse with an untuned percussion instrument.</p>	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as a glockenspiel or recorder.</p>	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.
<b>Creating: Improvising</b>	<p>Add one pitched sound to the rhythm of words and short phrases from the song.</p> <p>Invent ways to find the pulse.</p> <p>Invent a pattern to go with a song using one note.</p> <p>Begin to create simple 2-note</p>	<p>Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Improvise simple vocal patterns using 'Question and Answer' phrases</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/ group/ individual/ instrumental teaching), inventing short 'on-the-spot'</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</p> <p>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p>

	patterns to accompany the song.			<p>responses using a limited note-range.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone.</p> <p>Structure musical ideas (e.g. using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p>	<p>Improvise over a simple chord progression.</p> <p>Improvise over a groove.</p>
<b>Creating: Composing</b>		<p>Explore and create graphic scores</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus</p> <p>Create a story, choosing and playing classroom instruments and/or sound makers</p> <p>Recognise how graphic notation can represent created sounds</p> <p>Explore and invent your own symbols, for example</p>  <p>Use music technology, if available, to capture, change and combine sounds</p> <p>Use simple notation if appropriate. Help to create a simple melody using one, two or three notes. Create a simple melody using crotchets and minims:</p> <p>C, D</p>	<p>Explore and create graphic scores</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Use notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>F, G F, G, A</p>	<p>Create music and/or sound effects in response to music and video stimulus.</p> <p>Compose over a simple chord progression.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone.</p> <p>Start to use simple structures within compositions, e.g. introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A</p>	<p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, e.g. introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D C, D, E C, D, E, G</p>



		<p>C, D, E C, D, E, F C, D, E, F, G Start and end on the note C</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F</p> <p>D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D</p>	<p>F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)</p>	<p>Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G F, G, A F, G, A, B<math>\flat</math> F, G, A, B<math>\flat</math>, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	<p>C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>
<b>Performing</b>	<p>Begin to understand that a performance is sharing music.</p> <p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Talk about and celebrate learning of a recorded</p>	<p>Enjoy and have fun performing.</p> <p>Choose a song/songs to perform to a well-known audience.</p> <p>Prepare a song to perform.</p> <p>Communicate the meaning of the song.</p> <p>Add actions to the song.</p> <p>Play some simple instrumental parts.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Talk about the difference between rehearsing a song and performing it.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Reflect on feelings about sharing and performing, eg</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and</p>

	performance			excitement, nerves, enjoyment.	<p>cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p> <p>Use the structure of the song to communicate its mood and meaning in the performance.</p> <p>Talk about what the rehearsal and performance has taught the student.</p> <p>Understand how the individual fits within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p>
--	-------------	--	--	--------------------------------	---

### Activity-Based Knowledge, Skills and Learning Aims by Musical Element

	R	Year 1	Year 2	Year 3	Year 4
<b>Pulse</b>	Find the pulse in different ways and show this through actions e.g. marching, jumping, and moving like a character from the song.	<p>Watch, follow, feel and move to a steady beat with others.</p> <p>Find and enjoy moving to music in different ways.</p> <p>Respond to the pulse in recorded/live music through movement and dance (e.g. stepping and jumping).</p>	<p>Watch and follow a steady beat.</p> <p>Find a steady beat.</p> <p>Recognise the time signature 4/4 by ear and notation.</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>	<p>Recognise and move in time with the beat.</p> <p>Play the steady beat on percussion instruments.</p> <p>Recognise the 'strong' beat.</p> <p>Play in time with a steady beat in 2/4, 4/4 and 3/4.</p>	<p>Recognise and move in time with a steady beat.</p> <p>Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.</p> <p>Respond to the 'offbeat' or 'backbeat'.</p>
<b>Rhythm</b>	Copy back the rhythm of their name, led by the teacher.	<p>Recognise and clap long sounds and short sounds, and simple combinations.</p> <p>Perform short, copycat rhythm</p>	<p>Recognise long sounds and short sounds, and match them to syllables and movement.</p> <p>Play copy back rhythms, copying a leader, and</p>	<p>Recognise by ear and notation: minims, crotchets, quavers and their rests.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> <li>Semibreves, minims, crotchets, quavers and semiquavers</li> </ul>

	<p>Copy back a rhythm from the words of the song, led by the teacher.</p> <p>Copy back the rhythms of phrases in the song, led by the teacher.</p>	<p>patterns accurately, led by the teacher.</p> <p>Perform short, repeating rhythm patterns (ostinato) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns</p>	<p>invent rhythms for others to copy on untuned and tuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p>	<p>Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.</p> <p>Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.</p> <p>Alternate between a steady beat and rhythm.</p>	<ul style="list-style-type: none"> <li>• Dotted minims and dotted crotchets</li> </ul> <p>Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.</p> <p>Create rhythm patterns by ear and using simple notation that use semibreves, minims, crotchets and quavers.</p> <p>Understand and explain the difference between beat and rhythm.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>
<b>Pitch</b>	<p>Explore high sounds and low sounds using voices and glockenspiels.</p> <p>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p>Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds.</p>	<p>Recognise, sing and play high and low pitched notes.</p> <p>Explore singing and playing C D E from the C major scale.</p> <p>Explore singing and playing F G A from the F major scale.</p>	<p>Identify the high notes and low notes in a melody.</p> <p>Join in part of a melody.</p> <p>Rehearse and play a simple instrumental melody as a part to go with a song.</p> <p>Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.</p> <p>Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.</p> <p>Identify and play by ear or notation notes in the tonality of C major.</p>	<p>Show the shape of a melody as rising and falling in pitch.</p> <p>Learn to sing a melody by ear or from notation.</p> <p>Learn to rehearse and play a melodic instrumental part by ear or from notation.</p> <p>Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C.</p> <p>Identify the scales of: C major G major F major</p> <p>Identify if a scale is major or minor.</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p>	<p>Identify and explain what a melody is.</p> <p>Learn to sing and follow a melody by ear and from notation.</p> <p>Understand melodic movement up and down as pitch.</p> <p>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</p> <p>Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D</p> <p>Identify the following scales by ear or from notation: C major F major G major A minor</p>

				<p>Explore and play by ear or from notation:</p> <ul style="list-style-type: none"> <li>• 5-note scale</li> <li>• Pentatonic scale</li> </ul>	<p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p> <p>Identify and talk about the way vocals are used in a song.</p> <p>Identify and explain:</p> <ul style="list-style-type: none"> <li>• Harmony: two or more notes heard at the same time</li> <li>• Second part: a second musical part, usually a melodic line, that creates harmony</li> </ul> <p>Explore chords I, IV and V in instrumental accompaniments.</p> <p>Explore intervals of 3rd, 5th and octaves.</p> <p>Identify the following tonal centres by ear or from notation: C major F major G major A minor</p> <p>Identify and demonstrate a major and minor scale.</p>
<b>Tempo</b>	Respond to different speeds through dancing or other movement.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady</p>

					beat in a class performance.
<b>Dynamics</b>		<p>Talk about loud sounds and quiet sounds and give some examples.</p>	<p>Identify loud and quiet sections of music, and discuss what makes the music loud and quiet.</p> <p>Understand the meaning of loud and quiet (forte and piano).</p>	<p>Listen out and respond to forte (loud) sections of music.</p> <p>Identify instruments playing loud dynamics when listening to the music.</p> <p>Use dynamics to help communicate the meaning of a song.</p>	<p>Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.</p>
<b>Timbre</b>		<p>Identify different sounds in the environment, indoors and outside.</p> <p>Identify the sounds of the instruments played in school.</p> <p>Identify some of the sounds of the instruments heard when listening to music.</p>	<p>Know the difference between a speaking voice and a singing voice.</p> <p>Identify friends from the sound of their voice.</p>	<p>Choose particular instruments for rehearsal and performing.</p> <p>Identify the sound of different tuned and untuned percussion instruments.</p>	<p>Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.</p> <p>Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.</p> <p>Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.</p> <p>Recognise the difference between the sound of male and female voices.</p> <p>Understand the importance of the vocal warm-up and</p>

					its impact on the tone of the voice.
<b>Texture</b>		<p>Sing together.</p> <p>Listen out for combinations of instruments together.</p>	<p>Understand that singing and playing together creates a musical texture.</p> <p>Add body percussion accompaniments.</p>	<p>Understand that singing and playing together creates a musical texture.</p> <p>Add body percussion accompaniments.</p> <p>Listen to the accompaniment to a song.</p> <p>Identify large numbers of people playing and singing.</p> <p>Listen out for solo players.</p>	<p>Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.</p> <p>Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.</p> <p>Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.</p> <p>Explain the term 'unison' and the difference between unison and solo.</p>
<b>Structure (Form)</b>		<p>Add movement to key sections of a song.</p> <p>Understand when to sing in a verse and a chorus.</p>	<p>Join in with a repeated section of a song: the chorus, the response.</p> <p>Join in with the main tune when it is repeated.</p>	<p>Show the different sections of a song structure or piece of music through actions</p>	<p>Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections. Discuss the purpose of a bridge section.</p>

## Language

<b>Vocabulary</b>	Pulse, rhythm, pitch, high sounds, low	Pulse, rhythm, pitch, rap, improvise, compose, melody,	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch,	Structure, intro/introduction, verse, chorus, improvise,	Keyboard, electric guitar, bass, drums, improvise,
-------------------	--	--	---	--	--

	sounds, perform, tempo, perform, rap, unison.	bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination	improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.
--	---	---	---	---	---

### Delivery:

Music is taught as a part of continuous provision and as discrete lessons in Reception. Within the EYFS setting, music is an integral part of children’s learning journey. Music is interwoven into daily routines and children have the opportunity to explore music in continuous provision areas, both indoors and outdoors. Our children are given opportunities to explore elements of music with hands- on experience of musical instruments, encouraging children to develop ideas modelled by adults or to extend their own musical ideas. Children learn a wide range of songs and rhymes throughout their time in EYFS and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning across the curriculum and musical learning is enhanced whilst exploring different topics such as ‘Chinese New Year’. We understand too that music plays an integral role in developing children’s listening & attention skills which are crucial to their ability to access all areas of the curriculum.

In KS1 and 2, there are six units for each year group, each unit consists of 6 lessons which are usually taught discretely. It can be taught weekly across six half terms or some units can be delivered on a music focus day or across several afternoons. We have built in flexibility to ensure that music is not ‘squeezed’ out of the busy curriculum. In KS2, each class will also receive 2 terms of whole class tuition across the academic year, which is taught in 30 minutes sessions, once a week.

Please see Long Term Plan for Music for more information.

### Lessons and Learning in a Spiral Curriculum:

As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding. To support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.

2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

### Unit structure:

<b>Baseline Quiz</b>	(At the start of each unit only)
<b>Lesson 1 and 2:</b>	Playing
<b>Lesson 3, 4 and 5:</b>	Improvising and Composing
<b>Lesson 6:</b>	Performing

The structure of each unit can be adapted. Teachers meet with the music lead to discuss this and ensure that any adaptations still include coverage of the key musical skills.

### A Typical Music Lesson at Havannah First School

#### Each KS1 and 2 lesson typically follows the following format:

1. **Understanding Music** (learn, embed and revisit all the musical learning for the unit)
2. **Listen and Respond:** This activity has three on-screen tabs to work through:
  - Listen
  - Respond
  - Did you know?
3. **Singing:** The children will listen and learn to sing the song chosen for each unit.
4. **Playing, Improvising or Composing** (See unit structure): Introduction to musical aspect being taught during the lesson. Children practicing and exploring as they apply and further develop their musical knowledge and skills linked to the musical element being taught.
5. **Performing:** The children will have the opportunity to share the learning that has taken place during the lesson.

An emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.

At the centre of unit of work, is a song around which the musical learning is centred.

Within every lesson and unit, children have a performance goal and therefore prepare for a performance based around the song chosen for each unit. There may be an opportunity to perform a song for an audience e.g. another class or class assembly. Performing and sharing a song can become a key part of musicianship.

Videos are used to capture ideas and work or performances throughout the units.

Singing is part of our daily routines, including lining up and at the end of our day. Singing is also used to support learning across other areas of the curriculum.

### Sources of support, information and guidance

For Staff CPD <https://www.musicpartnershipnorth.co.uk/cpd/>

Staff can access webinars to refresh and update subject knowledge ahead of planning and delivering a topic area. Useful resources can be saved and used to support teaching.

**BBC Bitesize** – <https://www.bbc.co.uk/bitesize/subjects/z7tnvcw> Great for use across school, from Rec – KS2. Can search by topic. Videos, activities etc to support teaching and learning.

**BBC Ten Pieces**- <https://www.bbc.co.uk/teach/ten-pieces> BBC Tens Pieces opens up the world of classical musical to 7-14 year olds. Explore our exciting films, lesson plans, instrumental arrangements & live events

**Sing up Free Resources**- <https://www.singup.org/free-resources>

**Out of the Ark- Makaton Signing Videos** <https://www.outoftheark.co.uk/resources/makaton-signing-videos/>



