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| **Music****Curriculum Coverage** **EYFS – Year A** |
| **Unit of work**  | **Spring 1****Numbers** **Some sounds are short**(Sang to Pease Pudding)**Graphic score**  | **Spring 2****Whispers****Beat and rhythm games****Copycat** **Giraffe and worm** |
| **Prior Learning**  | Singing in correct pitchUsing their voices to sing loudly and quietly Exploring the sounds of different materials, objects and instruments. | Using musical instrumentsPlaying short and long sounds Using their voices to sing loudly and quietly |
| **Core Learning** | **Numbers:**Lesson ActivitiesHave the children sitting in a circle and give each child a number 1 – 6. Allocate each number a different instrument or vocal / body sound e.g.Number 1 – drum / stampingNumber 2 – tambourine / woosh sound etcHold up a flashcard with the number 1 on and all children who are number one play their instrument or make their sound until the card comes down. Repeat with different numbers and combination of numbers.**Some sounds are short:**Lesson ActivitiesSome sounds are short,Some sounds are long,Which sounds will you make,After this song?Have the children sitting in a circle with a selection of percussion instruments in the centre. Pass a beanbag around the circle whilst the song above is being sung. At the end of the song the child holding the beanbag chooses an instrument from the centre and plays either a short or long sound.**Graphic score:**Lesson ActivitiesUse shapes and symbols in your graphic score to represent the sounds. Assign each instrument / sound a symbol. Keep it simple e.g. clap your hands X, hum OMake each symbol different so score is easy to use. Put symbols in an order and perform the piece.X O X (Clap, hum, clap) | **Whispers:**Lesson ActivitiesChant well known nursery rhymes. Use hand signals to control volume:Hands close together – whisperHands apart – normal talking voiceHands wide apart – louder voiceHands together – say in your head not out loud, ‘thinking voice’**Beat and rhythm games:**Lesson ActivitiesDeveloping a sense of pulse and the ability to keep a steady beat is a key skill in music making. The following activities all help develop this in young childrenWhilst singing or listening to favourite songs clap, tap or move to the beat. Make up different actions to perform to the beat of the song e.g. tap knees, stamp feet, hop, nod head, wave hands etcLeader claps a simple rhythm or taps of different body parts and the children must listen, watch and then copy the rhythmTap out the rhythm of different children’s names. Can they guess which child’s name is being clapped?Pass the drum – with children sitting in a circle the first child plays a simple rhythm on a small drum. The drum then passes to the next child who copies the rhythm. Continue passing the drum around the circle, can the children keep the rhythm the same?**Copycat:**Lesson ActivitiesHave two sets of instruments, one hidden from the children. Play one of the instruments and ask a child to come and play the same instrument. This can be made trickier by playing a short rhythm / pattern on the instrument for the children to copy**Giraffe and worm:**Learning ObjectivesShow the children the pictures of a giraffe or a worm. Children should stretch tall like a giraffe or lie down like a worm. Play a high or low sound on an instrument, children must be a giraffe or worm accordingly.This can then be played by showing the children the picture of a giraffe or worm and them choosing an instrument which plays a high or low sound, according to the picture they have been shown. |
| **Vocabulary** | * Names of musical instruments
* Short and long sounds
* Shapes symbols
* Graphic score
* Clap hum
 | * whisper
* normal talking voice
* louder voice
* ‘thinking voice’
* Beat pulse rhythm
* Copy – rhythm pattern
* High and low sounds
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| **Personal Development** | Discussion of the different sounds we can create, exploring sound  | Discussion of the different sounds we can create, exploring sound |
| **Quick Quiz** | What musical instruments can you name?Can you make a short sound? Long sound?How can we use our instruments to read the graphic score? | Can you make a high or low sound?Copy a short rhythm or pattern with your friendWhat is a beat? |

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| **Music****Curriculum Coverage** **Year 1/2 – Year A**  |
| **Unit of work**  | **Spring 1**Get on board**To develop listening skills and explore sounds.** | **Spring 2**Down in the woods**To accompany a song using tuned percussion and compose a piece of music using a story as a stimulus which includes a steady pulse and ostinato.** |
| **Prior Learning** **EYFS** | **Performing:**Sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in Participate in singing games Start and finish together with others Sing simple songs with a range of 3 notes (C-E) e.g. doorbell sound Learn to handle and produce different sounds on untuned percussion instruments**Composing:**Explore how sounds can be used to respond to a stimulus including story, photo, picture, prop Collect and create sounds for a known story or poem**Listening:**Identify high and low (pitch) and fast and slow (tempo) when listening to music To respond to questions about a piece of music they have listened to i.e. how does it make you feel? Giving a reason linked to music**Understanding and reviewing:**Respond to music in an intuitive way through movement, matching emotions, tempo and dynamics |
| **5 Key Essential Knowledge** **Skills** | * I can sing a song in unison
* I can play percussion instruments to create a particular mood
* I can suggest new words to fit a well-known tune
* I can describe a sound I have heard
* I am beginning to use music vocabulary correctly to describe the pitch, dynamics and tempo
 | * I can sing a song in unison following the shape of the melody
* I can identify high and low pitch on a score
* I can copy a 4 beat rhythm
* I can create a simple 4 beat rhythm
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| **Learning Objectives** | Learning ObjectivesTo practise and control sounds as part of a class performance (P2)To play untuned and tuned percussion with an awareness of tempo (P2)To create new lyrics for a well-known song (C3)To correctly identify pitch, timbre and dynamics (L2)To understand that pictures can be used to represent sound (U2) | Learning ObjectivesSing songs regularly with a pitch range of do-so ( a 5th / C-G) with increasing vocal control (P3)Create music in response to a non-musical stimulus (C3)Create rhythms using word phrases as a starting point and use these as an ostinato (C3)Create and perform their own chanted rhythms with the corresponding stick notation (C3)Use graphic scores to reflect pitch and dynamics (C3)Recognise dot notation and match it to 3 note tunes played on tuned percussion (U3)Understand that music can be structured in different ways (U3)Respond independently to pitch changes heard in short melodic phrases indicating with actions (e.g., stand up / sit down, hands high /hands low) (L3) |
| **Learning Outcomes** | Learning OutcomeBy the end of the unit:* All pupils will be able to sing a song in unison and play percussion instruments to create a particular mood;
* Most pupils will be able to sing a song in unison; suggest new words to fit a well-known tune; describe a sound they have heard;
* Some pupils will have progressed further and will be able to lead a well-known song; use music vocabulary correctly to describe the pitch, dynamics and tempo.
 | Learning OutcomeBy the end of the unit:* All pupils will be able to sing a song in unison; identify high and low pitch; copy a 4 beat rhythm;
* Most pupils will be able to sing a song in unison following the shape of the melody; show high and low pitch on a score; create a simple 4 beat rhythm;
* Some pupils will have progressed further and will be able to sing a song in unison singing entirely in tune; will be able to create a score for 3 pitches; create a more complicated 4 beat rhythm.
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| **Core Learning** | Teaching ActivitiesSound walk around the school;Composition based on environmental sounds;Changing the lyrics to a well-known song. | Teaching ActivitiesGoldilocks: Sing and accompany with tuned percussion;Composing a piece based on The Gruffalo. |
| **Vocabulary** | * Tune
* Sound
* Pitch
* Dynamics
* Tempo
 | * High and low pitch
* 4 beat rhythm
* Score
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| **Personal Development** | Children to be aware of so many different sounds around them and how they make them feel. | Select and organise sounds that they want for their composition.  |
| **Quick Quiz** | Can you describe the sounds you can hear using the musical terms pitch dynamics and tempo? | What is pulse?What is a rhythm pattern?Can you copy a heard four beat rhythm and clap a written rhythm? |
| **Music****Curriculum Coverage** **Year 3/4– Year A** |
| **Unit of work**  | **Spring 1**Planet Exploration **Using Holst’s Planet suite as a stimulus children will create and perform a short****composition about a planet using percussion instruments.** | **Spring 2**Paint a picture**To discuss artists’ work, classical composers and film clips and respond to them by composing music to represent ideas, action and mood.** |
| **Prior Learning** **Year 1/2** | **Performing:**Sing songs regularly with a pitch range of do-so (a 5th / C-G) with increasing vocal control Sing short phrases independently/ small groups within a singing game Select, organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achievedChange the way music is performed to reflect occasion e.g. lullaby Perform actions confidently and in time to a range of action songs To perform rhythmic accompaniments using a range of untuned percussion**Composing:**Create music in response to a non-musical stimulus Work with a partner to improvise simple rhythmic and melodic question and answer phrases  Use music technology to capture, change and combine sounds e.g. Chrome Music Lab, Scratch Junior  Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets, quavers and crotchet rest Create rhythms using word phrases as a starting point and use these as an ostinato Create and perform their own chanted rhythms with the corresponding stick notation Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece Use graphic scores to reflect pitch and dynamics  Change words to songs and rhymes whilst maintaining rhythmic patterns Create a simple grid to record a 4 beat rhythmic pattern They can improvise a simple rhythmic call and response phrases of their own on an instrument they are learning**Listening:**Tap or clap the beat of a listening piece and recognise the tempo and any changes Move to music, responding to the mood and emotion Begin to group beats in four and threes by demonstrating the strongest beat when clapping Respond independently to pitch changes heard in short melodic phrases indicating with actions (e.g., stand up / sit down, hands high /hands low) Begin to recognise changes in tempo, dynamics, timbre (scratchy, smooth, string, brass etc) and texture (solo, multiple instruments) Identify the different parts of a piece of music e.g., the verse and chorus in a song, introduction**Understanding and reviewing:**Respond to the leader’s directions and visual symbols of dynamics and tempo Understand the speed of the music can change Read and respond to chanted rhythm patterns, and represent them with stick notation (crotchet, quaver, crotchet rest) Recognise dot notation and match it to 3 note tunes played on tuned percussion Understand that music can be structured in different ways Understand different sounds suit different moods Comment constructively on the music produced by others and begin to use the inter-related dimensions of music in their answer |
| **5 Key Essential Knowledge** **Skills** | * I can perform an ostinato as part of a group composition
* I can describe the mood created by their music
* I can to use standard notation to record my ostinato
* I can select sounds to create a desired effect
 | * I can recognise how patterns fit together including rests
* When listening to music I can identify how different effects are created by the combination of sounds used
* I can describe these effects using musical vocabulary
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| **Learning Objectives** | Learning ObjectivesTo compose a short piece of music within a given structure - (C4) When listening use the correct vocabulary for each musical dimension - (L4) Recognise a repeated musical theme and how it can be varied - (L4) Explain how different musical dimensions such as pitch, duration, texture and dynamics can be combined and used with expression - (P4) | Learning ObjectivesRecognise how patterns fit together including rests (P5);When listening to music identify how different effects are created by the combination of sounds used (L5);Evaluate different styles of music and describe using musical vocabulary (L5). |
| **Learning Outcomes**  | Learning Outcome* All pupils will: have performed an ostinato as part of a group composition; they will describe the mood created by their music
* Most pupils will: be able to use standard notation to record their ostinato; will be able to select sounds to create a desired effect
* Some pupils will have progressed further and will: be able to suggest how the interrelated dimensions of music contribute to the overall effect.
 | Learning OutcomeBy the end of the unit:* All pupils will identify how music creates effect for the listener;
* Most pupils will identify how musical effects are created and describe them;
* Some pupils will have progressed further and will identify how musical effects are created and describe them using musical vocabulary.
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| **Core Learning** | Teaching ActivitiesListening to Holst Planet Suites and recreate the ostinato. Group compositions about a planet.  | Teaching ActivitiesPupils will listen to musical excerpts, look at art works and look at film clips and explore how musical sounds can create different effects. They will play games to reinforce steady rhythm, tempo and dynamics. |
| **Vocabulary** | * Pitch
* Duration
* Texture
* Dynamics
* Expression
* Ostinato
 | * Patterns
* Rests
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| **Personal Development** | How music and instruments can be used to create a particular effect or mood. | Linking music and art together – how does the painting make you feel? Can you express that musically? |
| **Quick Quiz** | Explain how different musical dimensions such as pitch, duration, texture and dynamics can be combined and used with expression | How are different effects created – what are the combination of sounds you can hear? |
| **Music****Curriculum Coverage** **Year 5/6 – Year A** |
| **Unit of work**  | **Spring 1**Vikings**To learn about Grieg’s Hall of the Mountain King and to compose their own piece of music to accompany a clip from How to Train your Dragon using Grieg as a stimulus.** | **Spring 2**Performance Poetry**For pupils to explore performance poetry and sound poetry as two distinct forms of contemporary performance and utilise techniques from each in the production of an original performance poem of their own.** |
| **Prior Learning** **Year 3/4** | **Performing:**Continue to sing a broad range of unison songs with the range of an octave Sing rounds and partner songs in different time signatures Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony Perform in a variety of settings with an awareness of occasion and audience Play and perform melodies following stave notation using a small range of notes Perform in 2 or more parts from simple notationPupils take part in a whole class performance and show pride in what they have achieved. They begin to show a sense of ensemble Pupils can demonstrate playing to the class any items the teacher asks for or things they have learnt themselves at home**Composing:**Improvise on a limited range of pitches on any melodic instrument, making use of staccato (detached) and legato (smooth)Begin to make decisions about the overall structure of compositions Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches Arrange individual notation cards of known note values (minim, crotchet, quavers and crotchet rests) to create 4 bar phrases consisting of different note values with 2, 3 or 4 beats per bar (2/4, 3/4, 4/4) Use the inter-related dimensions of music when composing music to create a specific mood Include a range of different instruments to create small ensembles when composing Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology Read and perform pitch notation within a defined range (octave) Follow and perform simple rhythmic notation to a steady beatUse rhythmic notation to transcribe words and phrases Love Music Trust July 21Use music tech e.g. keyboards, Garageband and electronic sounds when composingPupils are prepared to have a go at improvising phrases of more than 2 bars on their instruments. This should be of a melodic and rhythmic nature. Pupils should be able to slot this into a larger piece of music at the correct time Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox) Work in pairs to compose a short, structured piece e.g. ternary (A, B, A) Use chords to compose music to evoke a specific atmosphere, mood or environment Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band Compose over a pentatonic scale with a drone, ostinato or melody Pupils contribute ideas to group /class compositions using the knowledge that they have gained of their instrument. They are sensitive to the ideas of others and are willing to refine their work**Listening:**Copy short melodic phrases including those using the pentatonic Identify and discuss the inter-related dimensions of music when listening to a piece of music Begin to identify key stylistic features within a genre of music Begin to develop a chronological understanding of different styles of music Listen to a broad range of music from different times and places Identify and name crotchets and quavers in rhythmic patterns Begin to identify key stylistic features within a genre of music**Understanding and reviewing:**Introduce major and minor chords and use technology to demonstrate e.g. interactive keyboardIdentify chordal accompaniment and melody understanding static and moving parts when listening Introduce and understand the relationship between minims, crotchets, paired quavers and rests Understand how sounds combine and create different effects, mood and feelings Begin to develop an understanding of the term chromatic Pupils show awareness of and can respond to different rhythm values – quavers, crotchets and minims |
| **5 Key Essential Knowledge** **Skills** | * I can identify how music creates effect for the listener
* I can describe these musical effects
* I can compose a short piece of music in a given style
 | * I can perform vocally with control and sensitivity
* I can compose a piece of music suitable for a particular occasion
* I can discuss the features of a piece of music which work together to reflect a particular mood or sense of occasion
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| **Learning Objectives** | Learning ObjectivesUnderstand how sounds combine and create different effects, moods and feelings (URE 5)When listening to music identify how different effects are created by the combination of sounds used (L5)Compose a short piece of music within a given structure (C4) | Learning ObjectivesTo perform vocally with control and sensitivity (P7);To compose a piece of music suitable for a particular occasion (C7);To discuss the features of a piece of music which work together to reflect a particular mood or sense of occasion (URE7). |
| **Learning Outcomes** | Learning OutcomeBy the end of the unit:* All pupils will: identify how music creates effect for the listener
* Most pupils will: identify how musical effects are created and describe them, compose a short piece of music in a given style
* Some pupils will have progressed further and will: identify how musical effects are created and describe them using musical vocabulary; will suggest how to use instruments in their own composition to create a desired effect.
 | Learning OutcomeBy the end of the unit:* All pupils will understand how the voice is a powerful tool for musical and poetic expression;
* Most pupils will be imaginative in the creation and combination of a range of vocal sounds using techniques drawn from various vocal production methods;
* Some pupils will have progressed further and, in addition to the above, will be able to use a range of musical techniques to heighten the impact of their composition and performance work as well as lead others in it.
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| **Core Learning** | Teaching ActivitiesListen to Grieg’s Hall of the Mountain King and describe the music and how effects are created; compose a piece of music to accompany How to Train your Dragon clip. | Teaching ActivitiesPupils will watch various examples of performance poetry and other forms of vocal production, analysing the techniques used by contemporary performers. They will work individually, in pairs and other groups to apply these ideas in original poetry as well as topic-linked poems chosen by the teacher. |
| **Vocabulary** | * Texture
* Timbre
* Crescendo
* Accelerando
 | * Vocal sound / control
* Body language
* Rap
* Beat boxing
* Vowel sounds
 |
| **Personal Development** | Listen to music from different times in history and how it evokes feeling. | Understanding of contemporary forms of vocal production such as beat-boxing and vocal animation.Understand how sounds combine and create different effects, moods and feelings |
| **Quick Quiz** | What do these terms mean:texture (layers of sound),timbre (quality / type of sound)crescendo (getting louder)accelerando (getting faster) | How do you change your vocal to rap or beat box?What are the important elements in each? |