|  |  |  |
| --- | --- | --- |
| **Music**    **Curriculum Coverage**  **EYFS – Year A** | | |
| **Unit of work** | **Summer 1**  **Waves on the Sea**  (sung to tune of wheels on the bus)  **Round and round the garden**  Parachute Games  **Story time** | **Summer 2**  **Graphic Score**  **Voice game**  **How am I played?**  **Hop little bunny** |
| **Prior Learning** | Singing in correct pitch  Using their voices to sing loudly and quietly  Exploring the sounds of different materials, objects and instruments.  Using musical instruments  Playing short and long sounds | Singing in correct pitch  Using their voices to sing loudly and quietly  Exploring the sounds of different materials, objects and instruments.  Using musical instruments  Playing short and long sounds  Using graphic scores |
| **Core Learning** | **Waves on the Sea:**  Lesson Activities  The waves on the sea go up and down,  Up and down, up and down,  The waves on the sea go up and down  All day long.  The shark in the sea goes snap, snap, snap...  The fish in the sea go swish, swish, swish...  Jelly fish in the sea go wobble, wobble, wobble...  Instructions: Sit around the parachute holding the edge.  1) Waves: Make waves.  2) Shark: Put shark on and make sharp up/ down moves on snap.  3) Fish: Put fish on and swish parachute side to side.  4) Jelly fish: Put jelly fish on and wobble parachute quickly side to side  **Round and round the garden:**  Lesson Activities  Round and round the garden,  Like a teddy bear.  One step, two step,  Flying in the air!  Stand up around the parachute hold it quite taught, place teddy in the middle. Begin singing the song while walking around in a circle. At “One step...” stop and gently lower and raise parachute twice. Then bounce the teddy high into the air.  **Story time:**  Lesson Activities  Accompany a favourite story with sounds (instrumental, vocal or body). Use sound for key characters, events and moods.  Some favourites are:  Jill Murphy’s Peace at Last and Whatever Next  Michael Rosen’s We’re going on a Bear Hunt  Julia Donaldson’s Gruffalo  Giles Andrea’s Rumble in the Jungle  Children can perform the accompaniment whilst the story is being read or by sequencing pictures from the story and using the pictures as a score / prompt for their playing | **Graphic Score:**  Learning Objectives  Use 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 O  Make each symbol different so score is easy to use. Put symbols in an order and perform the piece.  X O X (Clap, hum, clap)  **Voice game:**  Lesson Activities  Ask a child in the class to close / cover their eyes. Pick one child to say Good morning / afternoon, can the first child identify the voice? Ask questions to help focus the child’s listening, was it a boy or a girl? Was the sound close by or far away? Where did the voice come from? Etc  **How am I played?:**  Learning Objectives  Have a selection of instruments hidden from the children, play an instrument and ask the children to identify if it is hit, shaken or scraped.  **Hop little bunny:**  Lesson Activities  See the little bunnies,  Sleeping till its nearly noon.  Come and wake them gently  With a merry tune.  Oh, so still are they ill?  SHHHH (finger to mouth)  WAKE UP! (Clap)  Hop little bunnies,  hop, hop, hop.  Hop, hop, hop,  hop, hop, hop.  Hop little bunnies  hop, hop, hop,  Hop and stop!  Sit the children round the edge of the parachute with the selection if soft toy rabbits on the parachute. Keep the parachute still to begin with until the rabbits are woken up then bounce the rabbits on the parachute in time to the beat of the song. |
| **Vocabulary** | * Up and down, Snap swish wobble * Describing different sounds | * Beat * Hit shaken scraped * Graphic score – clap hum |
| **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 do the waves do? Sharks? Fish? Jellyfish? | How can we play different musical instruments? |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Music**    **Curriculum Coverage**  **Year 1/2 – Year A** | | | | | |
| **Unit of work** | **Summer 1**  Blast off  **Pupils are to create lyrics for their own space song and accompany with percussion instruments. They will use a selection of tuned and untuned instruments to compose a piece of space music.** | | | **Summer 2**  Moon and stars  **Pupils listen to a various movements from Holst's The Planets Suite and identify the features which create the desired mood, and to then use these features to compose and notate their own piece of space music.** |
| **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 keeping to the pulse on untuned percussion * I can play an instrument as part of a group composition * I can select instruments appropriate for a space composition * I can use pictures to organise my music * I am beginning to suggest new words for a song | | | * I can select which sounds to perform as part of a group composition * I can play a simple rhythmic part to create the desired effect * I can identify a sound as high or low and loud or quiet * I can follow simple rhythmic and graphic notation * I can identify changes in pitch, tempo and dynamics |
| **Learning Objectives** | Learning Objectives  To perform simple accompaniments (P2)  To practise, control and refine performances as a class (P2)  To change words to songs and rhymes whilst maintaining rhythmic patterns (C3)  To understand that pictures can be used to represent and organise sound (U2) | | | Learning Objectives  To select, organise and order sounds to perform Suggest how they should be played and discuss the effects achieved (P3)  To compose and play simple rhythmic patterns in groups (C3)  To use graphic scores to reflect mood and themes (C3)  To recognise changes in pitch, tempo, dynamics, timbre and texture (L3)  To comment constructively on the music produced by others (U3) |
| **Learning Outcomes** | Learning Outcome  By the end of the unit:   * All pupils will be able to sing a song keeping to the pulse on untuned percussion and play an instrument as part of a group composition; * Most pupils will be able to sing a song with a simple accompaniment, select instruments appropriate for a space composition and use pictures to organise their music; * Some pupils will have progressed further and will be able to suggest new words for a song, keeping the original rhythm; they will be able to play their instrument with control of tempo and dynamics. | | | Learning Outcome  By the end of the unit:   * All pupils will be able to select which sounds to perform as part of a group composition and play a simple rhythmic part; they will identify a sound as high or low and loud or quiet; * Most pupils will be able to organise the sounds they have selected and play them in a particular way to create the desired effect; they will follow simple rhythmic and graphic notation; they will identify changes in pitch, tempo and dynamics; * Some pupils will have progressed further and will be able to create a graphic score to organise the sounds they have selected; they will suggest how texture and timbre can be used to create a particular mood; they will make suggestions as to how they could improve their performance. |
| **Core Learning** | Teaching Activities  Blast Off song, accompanied with percussion instruments;  Space themed compositions including a journey to the moon and the sounds of the moon. | | | Teaching Activities  Listening to movements from Holst's The Planets Suite, commenting on use his use of timbre, texture and dynamics to create a particular mood for each of the planets;  To create their own fantasy planet and compose a piece of music to represent it;  Record their composition using graphic score and rhythmic notation. |
| **Vocabulary** | * Pulse * Instrument * Composition * Rhythm * Tempo * Dynamics | | | * High Low -pitch * Loud quiet – tempo * Rhythm * Graphic notation * Dynamics |
| **Personal Development** | Singing together  Creating and performing a class composition  Being inspired by space | | | All children will experience being part of the composition  They will have the freedom to choose the sound the want to create  Inspiration listening to music by Holst |
| **Quick Quiz** | What is pulse? | | | What is pitch?  What is tempo? |
| **Music**    **Curriculum Coverage**  **Year 3/4– Year A** | | | | | |
| **Unit of work** | **Summer 1**  Food fabulous food  **To use known songs to create accompaniments to in preparation for performance** | | **Summer 2**  Tasty Tunes  **Pupils will create a range of food-themed music and learn about ternary (sandwich) form through an original composition.** | |
| **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 achieved  Change 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**  **Skill** | * I can play and sing simple parts with expression * I am aware of rhythm * I can show some awareness of how patterns fit together * I can compose a short piece of music with a given structure * I am beginning to make use of rests in simple rhythms recorded on a grid | | * I can explain contrasting sections of music * I can compose contrasting sections of music * I can use musical vocabulary * I am beginning to compose pieces of music in three-part ternary form using musical vocabulary | |
| **Learning Objectives** | Learning Objectives  All pupils will: compose a short piece of music  Most pupils will: compose a short piece of music with a given structure  Some pupils will have progressed further and will: compose a short piece of music making use of rests in simple rhythms recorded on a grid | | Learning Objectives  Compose pieces of music using a three-part ternary structure (C5);  Discuss and implement improvements to performance with reference to musical vocabulary (P5);  Understand how sounds combine and create different effects, moods and feelings (URE5) | |
| **Learning Outcomes** | Learning Outcome  By the end of the unit:   * All pupils will: play and sing simple parts with expression and awareness of rhythm * Most pupils will: play and sing simple parts with expression, awareness of rhythm and show some awareness of how patterns fit together * Some pupils will have progressed further and will: recognise how patterns fit together including rests | | Learning Outcome  By the end of the unit:   * All pupils will be able to explain and compose contrasting sections of music; * Most pupils will be able to explain and compose contrasting sections of music using musical vocabulary; * Some pupils will have progressed further and will be able to identify, describe and compose pieces of music in ternary form using musical vocabulary. | |
| **Core Learning** | Teaching Activities  Pupils will experiment with creating rhythms and simple melodies to accompany performances of food-related pieces. | | Teaching Activities  Sing songs based on a food theme  Create multi-layered compositions using related vocabulary.  Collect and listen to other related music and link to wider curriculum including food technology, science and history. | |
| **Vocabulary** | * Expression * Rhythm * Compose * Patterns | | * Ternary structure * Texture | |
| **Personal Development** | Playing and performing together and individually | | Understanding that music has a structure that has contrasting parts | |
| **Quick Quiz** | Do the lyrics fit the melody?  Can you describe the rhythm in terms of crotchets and quavers? Can you write the rhythm down? | | How is the structure of music similar to a story structure?  Can you identify the different sections?  Can you describe the contrasting sections of music?  Can you comment on the texture of the excerpts? | |
| **Music**    **Curriculum Coverage**  **Year 5/6 – Year A** | | | | | |
| **Unit of work** | **Summer 1**  Your song  **Pupils will write their own songs in groups and perform them together in a class concert.** | **Summer 2**  Newsbeat  **Pupils will construct their own radio broadcast based around a news story. There is an opportunity here to link this work to broader themes or topics being studied in the curriculum. They will consider how music can support and extending key messages in audio or video broadcast media.** | | |
| **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 notation  Pupils 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 beat  Use rhythmic notation to transcribe words and phrases Love Music Trust July 21  Use music tech e.g. keyboards, Garageband and electronic sounds when composing  Pupils 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 keyboard  Identify 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 write a song with my group * I can performed it confidently with others * I can evaluate musical choices in performance and composition * I can justify them in appropriate musical vocabulary | * I have developed an understanding of how music reinforces key messages within broadcast media * I can compose within given structures for a particular purpose * I can use specific types and forms of musical expression | | |
| **Learning Objectives** | Learning Objectives  To perform with control and sensitivity (P7);  To perform longer parts from memory that contribute to an intended outcome (P8);  To evaluate musical choices in performance and composition and justify them in appropriate musical vocabulary (URE8 | Learning Objectives  To perform with control and sensitivity (P7);  To compose within given structures for a particular purpose (C7);  To identify how specific sounds and music contribute to the impact of a piece and express personal opinions about these things (L6);  To discuss the features of a piece of music which work together to reflect a particular purpose and reinforce a particular message (URE7). | | |
| **Learning Outcomes** | Learning Outcome  By the end of the unit:   * All pupils will have written their own song as part of a group; * Most pupils will written their own song and performed it confidently with others; * Some pupils will have progressed further and will, as well as completing the above, have shown an ability to lead and support others in the various tasks, as well as evaluate their musical choices critically and justify them in appropriate musical vocabulary. | Learning Outcome  By the end of the unit:   * All pupils will have developed an understanding of how music reinforces key messages within broadcast media ; * Most pupils will have been able to identify and use specific types and forms of musical expression to help develop their own key messages surrounding a specific story; * Some pupils will have progressed further and will be able to analyse and use key musical techniques for a specific purpose, justifying their use in appropriate musical vocabulary. | | |
| **Core Learning** | Teaching Activities  In contrast to every other unit within this curriculum, this unit seeks to provide a general framework rather than specific activities within which pupils will write their own popular song.  Songwriting is a very personal activity and it is difficult to categorise it within stages. This unit takes an approach that builds on pupils' natural dispensation to want to write simple songs and express them. Many pupils will have done this in the early parts of their lives either individually or through playing with others.  This unit contains a range of activities that pupils will work through, but the precise musical activities through which pupils will write their songs are not specified in the same detail as in every other unit within this curriculum. The personal dimension of writing songs has to be cherished and built upon sensitively. | Teaching Activities  Pupils will work in groups for much of this unit. Key musical elements will be introduced each week and combined together in a final performance or recorded piece in the final two lessons of the unit. | | |
| **Vocabulary** | * Compose * Lyrics * Melodies * Accompaniment | * Sound * Media * Sound design | | |
| **Personal Development** | There are three main activities within the sessions: writing lyrics, writing melodies and forming an accompaniment. Although these are presented chronologically, there is no need for pupils to have to engage with these in that order. Many songwriters adopt a flexible process and pupils should be encouraged to explore different ways into song writing  Evaluating your song writing | Creativity – exploring and creating own sound designs.  Working in groups | | |
| **Quick Quiz** |  | Discuss the process you took to create your sound design.  Why did you go down this specific path of design – what story inspired you? | | |