

## Talbot 20-20 Curriculum MUSIC

In our Music curriculum, there are **key threads** that run through and across year groups. These threads will be explored across the academic journey of a Talbot Child. Each thread is underpinned by **key concepts and vocabulary** that will be explicitly taught in Music.

The key threads are detailed below, in addition to the concepts and vocabulary that will be explicitly taught within each year group. There follows an overview organised by academic year group, which lists the area of study, key musicians, composers & music, the key questions, a precis of the unit and the skills and knowledge from the National Curriculum. The greater detail of the taught curriculum can be found in the individual knowledge organisers for each unit of study.

Key Threads							
Listen, Recall sounds and Appraise	Use voices to sing	Play instruments	Compose and Improvise	Use musical notation	Appreciate and understand live and recorded music	Develop an understanding of the history of music	Perform and share
Year Group	Key Concepts & Vocabulary						
1	<b>Listening and appraising</b> music from genres such as hip hop, Latin, classical and African. Finding out the structure of songs, to include chorus, verse and coda. <b>Call and response singing</b> . Using voices and clapping to find a <b>pulse</b> . Discussing <b>tempo</b> and <b>pitch</b> . Identify and play tuned and untuned percussion instruments.						
2	<b>Listening and appraising</b> music from genres such as rock, reggae, musical theatre and South African. Using voices, clapping and percussion to find a <b>pulse</b> . Discussing <b>tempo</b> and <b>pitch</b> . Identify and play tuned and untuned instruments. Increase rhythm difficulty to include pulse and <b>rhythm</b> at the same time. Use voice and/or ICT program to <b>improvise</b> over the main track. <b>Singing in parts</b> .						
3	<b>Listening and appraising</b> music – body percussion Anna Meredith, Brass musicians and ensembles, Holst's planet suite. Using voices, clapping and percussion to perform a <b>pulse</b> . Discussing <b>tempo</b> , <b>texture</b> , <b>dynamics</b> and <b>pitch</b> . <b>Identify and play</b> tuned and untuned instruments. Increase rhythm difficulty to include pulse, <b>meter</b> and <b>rhythm</b> at the same time. <b>Singing in tune and in parts</b> showing accurate pitch. <b>Accurately control and play instruments</b> . <b>Simple notation</b> learning through the Kodaly method. <b>First access</b> , learning to play a cornet.						
4	<b>Listening and appraising</b> music – minor key pieces with an Egyptian style, Tudor instrumental and vocal pieces to identify period instruments. Using voices, clapping and percussion to perform a steady <b>pulse</b> . Describing <b>tempo</b> , <b>texture</b> , <b>dynamics</b> and <b>pitch</b> . <b>Identify and play</b> tuned and untuned instruments. Increase rhythm difficulty to include pulse, <b>meter</b> and <b>rhythm</b> at the same time. <b>Singing in tune and in parts</b> (harmony and melody and in canon (3/4 part) <b>showing accurate pitch</b> . <b>Accurately control and play instruments</b> - glockenspiels, djembes, recorders and samba percussion. <b>Simple notation</b> learning through the Kodaly method and now basic standard notation. <b>First access</b> , learning to play in a samba band.						
5	<b>Listening and appraising</b> music – Blues, soul and jazz music by iconic American Blues musicians from early 20 <sup>th</sup> century and analysis of classical and contemporary pieces linked to annual BSO children's concert. Using voices, clapping/ body percussion to perform a steady <b>pulse</b> , <b>meter</b> and <b>rhythm</b> . Describing <b>tempo</b> , <b>texture</b> , <b>dynamics</b> , <b>duration</b> , <b>legato</b> , <b>staccato</b> , <b>ostinato</b> and <b>pitch</b> . <b>Identify and accurately control and play</b> tuned and untuned percussion instruments. <b>Singing in tune and in parts</b> - harmony and melody <b>showing accurate pitch</b> . <b>Notation</b> learning through the Kodaly method and standard notation.						
6	<b>Listening and appraising</b> music –Analysis of classical pieces, Steel pan music and Indian composition and experiencing tabla drums (live). Using voices, clapping/ body percussion to perform a steady <b>pulse</b> , <b>meter</b> and <b>rhythm</b> . Describing <b>tempo</b> , <b>texture</b> , <b>dynamics</b> , <b>duration</b> , <b>legato</b> , <b>staccato</b> , <b>ostinato</b> and <b>pitch</b> . <b>Identify and accurately control and play</b> percussion instruments. <b>Singing in tune and in parts</b> - harmony and melody <b>showing accurate pitch</b> . <b>Notation</b> learning through the Kodaly method and standard notation-advanced. <b>First access</b> , learning to play in a Jumbie pan band.						

\* **Bold type indicates revisited in year / bold & underlined indicates revisited within year.**

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Hey You! – Charanga	Christmas performance	African drumming unit – with specialist teacher/ drumming day	Round and Round - - Charanga	Imagination – Charanga	Reflect, Rewind and Replay – Charanga
Overarching Question	Can you recognise pulse within the basic style of Hip Hop music?	Can you tell the story of Christmas through music?	What are the roots, context and cultural importance of music played on the Djembe in African society?	What is tempo? Is this important in Latin based music?	What is the structure of a song?	What is classical music? Does it tell a story and have emotion?
Key Concepts & Vocab	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> Style, rap, chants, pulse, rhythm, rhymes, verse.	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> Christmas, Nativity, carols, chorus, verse, loud, quiet.	<u>Key concepts:</u> Play and perform with instruments Compose and Improvise Listen, recall and respond <u>Vocabulary:</u> Djembe, drum, pulse, rhythm, beat, call and response,	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> Latin, Jazz, tempo, speed, tuned percussion, pulse, rhythm, glockenspiel, xylophone	<u>Key concepts:</u> Sing, play, perform Improvise and compose Listen, recall and respond <u>Vocabulary:</u> Musical theatre, verse, chorus, coda, song structure, texture, actions, pulse, rhythm, call and response	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> Classical music, flute, clarinet, trumpet, orchestra, feelings, emotions, composers, texture, tempo.
Precis	Focussing on being able to hear and move to a pulse within different Hip Hop songs and raps. Exploring the use of the voice in different ways; such as speaking, singing and chanting. Discovering how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.	Work towards a performance for parents to include both traditional carols and modern Christmas songs to celebrate the Nativity.	Lessons to include investigating how the instrument is played, the sounds it can make and learning basic rhythms through call and response. Taking part in an African cultural day to include drumming and dancing with 2 professionals. To identify patterns and improvise drum rhythms.	Listen and appraise music from the Latin/jazz style. Be able to find the pulse within the music. Listen and clap back rhythms. Discuss music with focus on tempo (fast and slow) Use voices to sing and perform a Latin styled song. Use tuned percussion to accompany a song.	Using songs from musical theatre, to learn about the structure of songs. These songs will include verse and chorus for the first time and a coda (special ending) that adds texture to the songs. Use actions to indicate pulse and rhythms. Use call and response singing activities and perform and share together.	A consolidation of the year's work and look at the history of music. Study various classical pieces, try to identify orchestral instruments and find out the stories behind the pieces and their composers. How does each piece make you feel? Do they produce an emotional response? (could miss out lesson 3-overlaps with yr6 curriculum)
FUNDAMENTAL SKILLS and KNOWLEDGE	Listen with concentration and understanding.  Can listen to different types of music and describe them in basic terms.  Use voice expressively by singing simple songs, chants and rhymes.	Find out how to sing with expression, confidence and creativity to an audience.	Listen with concentration and understanding.  Play instruments showing an awareness of others. Has worked out how to make different sounds and rhythms from a range of different instruments.  Repeat and investigate simple beats and rhythms.  Understand how to play an instrument with care & attention.	Listen with concentration and understanding.  Can listen to different types of music and describe them in basic terms.  Can work with others to combine sounds to accompany a song and play tuned instruments.  Use the voice expressively and creatively.	Listen with concentration and understanding.  Can listen to different types of music and describe them in basic terms.  Investigate making sounds that are very different (loud and quiet, high and low etc  Create a sequence of long and short sounds with help, including clapping longer rhythms.	Explore own ideas and change as desired.  Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).  Reflect on music and say how it makes people feel, act and move.  Respond to different composers and discuss different genres of music.
Music Assessment	Keep a pupil evidence log/ bubble ups in a scrapbook per year group to evidence work and performances. Where possible photograph and video key pieces from the end of a unit.					
NC Primary Curriculum	<b>Key stage 1</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Hands, Feet Heart– Charanga	Christmas performance	I wanna play in a band – Charanga With Pirates experience day and African drumming experience.	Zoo Time – Charanga	Friendship song – Charanga	Reflect, Rewind and Replay – Charanga
Overarching Question	Can you recognise pulse within different styles of South African music?	Can you tell the story of Christmas through music?	Can you use the rhythm grid to plan your own backing rhythms? And use your voice to improvise?	Can you send more than one rhythm around a circle or do different rhythms with hands while keeping a pulse with feet?	Can the group sing two different melodies at the same time? (parts singing)	What is classical music? Does it tell a story and have emotion?
Key Concepts & Vocab	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> pulse, rhythm, verse and chorus. Improvise, copy and compose. Pitch, glockenspiels, chime bars.	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> Christmas, Nativity, carols, chorus, verse, loud, quiet.	<u>Key concepts:</u> Compose and Improvise Listen, recall and respond <u>Vocabulary:</u> Rock music, guitars, composing rhythms, improvisation with vocals. Djembes.	<u>Key concepts:</u> Listen, recall and respond Sing, play, perform Compose and Improvise <u>Vocabulary:</u> Reggae, Pulse, rhythm, repeated riffs, bass guitar, Jamaica, bongo drums.	<u>Key concepts:</u> Sing, play, perform Listen, recall and respond <u>Vocabulary:</u> Parts singing, coda, tempo, musicals, harmonica,	<u>Key concepts:</u> Listen, recall and respond <u>Vocabulary:</u> Classical music, stringed instruments, violins, pizzicato, flute, clarinet, trumpet, orchestra, feelings, emotions, composers, texture, tempo
Precis	To be able to hear and move to a pulse within different South African songs. Play pulse games that require body movement. Explore the use of simple pitched percussion such as chime bars or one octave glockenspiels. Discover how adding an instrument over singing can produce texture and add a high or low pitch to create different effects. Improvise and copy sounds with the chime bars. Show the most basic form of composition using the Charanga program – lesson 5/6.	Work towards a performance for parents to include both traditional carols and modern Christmas songs to celebrate the Nativity.	Listen and appraise the rock music genre. What instruments are involved? This is a free genre and can have improvisation on both instruments and with vocals. Learn and perform the song I wanna play in a band. Compare with 5 other rock songs from this genre and discover any differences or similarities. Use the rhythm grid program from the flexible games section to try and identify the key rhythms from each song. Play them back to see if you are correct. Enjoy improvising with vocals!	Using the Charanga Reggae songs to progress rhythm work. Trying to make pulse as steady as possible while increasing rhythm difficulty level. Use ‘other games’ section in ‘flexible games track mode’ to really work on their listening and recall of accurate sounds. There are twelve different games to try. Listen and compare the styles of the six reggae songs in this unit – they all have a strong pulse. Learn the key song to perform at the end of the unit called Zootime. If possible add some easy pitched percussion to this.	Listening and appraising songs related to friendships. Songs are from a broad range of genres, so compare these and especially look at the musical theatre number from Bugsy where there is a gradual tempo change. Track 5 introduces them to a new instrument – harmonica! The performance song introduces singing in parts and requires the children to hold their melody against another group of singers.	A consolidation of the year’s work and look at the history of music. Study various classical pieces, try to identify orchestral instruments and find out the stories behind the pieces and their composers. How does each piece make you feel? Do they produce an emotional response? Play the ‘Listen out’ games each week to identify different instruments and how they sound. Review duration of notes and tempo so that the children can see how notation is written down in music.
FUNDAMENTAL SKILLS and KNOWLEDGE	Sings expressively to reflect meaning.  Can use an instrument to join in or generate a musical pattern, adjusting volume, tone and tempo to suit.  Explore changes in pitch to communicate an idea.  Perform simple patterns and accompaniments keeping to a steady pulse.  Understand how to control playing a musical instrument so that they sound, as they should.	Find out how to sing with expression, confidence and creativity to an audience to create dramatic effect.	Can listen to pieces of music and describe the kinds of instruments and sounds that they include.  Improvise in making sounds with the voice.  Recognise and explore how sounds can be organised.  Use sounds to achieve an effect. (including use of ICT)  Represent sounds with symbols.  Choose carefully and order sounds in a beginning middle and end.	Can respond to starting points that have been given.  Create short musical patterns.  Perform simple patterns and accompaniments keeping to a steady pulse.  Recognise and explore how sounds can be organised.	Notice how music can be used to create different moods and effects and to communicate ideas.  Sort composers in to different genres and instruments in to different types.  Sings with a sense of the shape of a melody.	Can listen to pieces of music and describe the kinds of instruments and sounds that they include.  Notice how music can be used to create different moods and effects and to communicate ideas.  Sort composers in to different genres and instruments in to different types.  Can demonstrate the way that different instruments make their sounds.  Know that sounds can be represented as symbols.
Music Assessment	Keep a pupil evidence log/ bubble ups in a scrapbook per year group to evidence work and performances. Where possible photograph and video key pieces from the end of a unit.					
NC Primary Curriculum	<b>Key stage 1 - Pupils should be taught to:</b> - 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.					

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Body percussion and awareness of pulse.	Introduction to notation	Singing and playing instruments with a Roman theme.	Singing and playing instruments and continued notation.	First access teaching – cornet with specialist teacher (Rob Taylor)	First access teaching – cornet with specialist teacher (Rob Taylor)
Overarching Question	Can you work as part of a group to compose a performance with a focus on rhythm, pulse and texture?	Can you feel the strong pulse beat in each song and read basic rhythm using the Kodaly method?	Can you sing and play musically with increasing confidence and control, reproducing sounds from aural memory?	Can you read basic rhythm notation using the Kodaly method? Can you sing and play musically with increasing confidence and control, reproducing sounds from aural memory?	Can you learn to play a brass instrument (cornet) as a whole class? (first access)  Can you identify all the instruments in the brass family?	Can you learn to play a brass instrument (cornet) as a whole class? (first access)  Can you play well enough to put on a concert, using the cornet, to another year group?
Key Concepts & Vocab	<i>Listen, recall sounds and appraise. Compose and improvise. Perform and share.</i>  <u>Vocabulary:</u> percussion, pulse, rhythm, texture, beat, perform, dynamics	<i>Listen, recall sounds and appraise. Use voices to sing. Playing instruments. Perform and share. Use musical notation.</i>  <u>Vocabulary:</u> Pulse, meter, shekere, Djembe drums, crotchet, quaver, minim, notation, canon	<i>Listen, recall sounds and appraise. Use voices to sing. Playing instruments. Perform and share.</i>  <u>Vocabulary:</u> Musical genres – Blues/swing, classical, brass, cymbal, trumpet, horn, tuba, xylophone, glockenspiel. Wood block, maraca, guiro, tambourine, triangle.	Use musical notation. <i>Use voices to sing. Playing instruments. Perform and share.</i>  <u>Vocabulary:</u> Kodaly, crotchet, quaver, minim, rest, notation, xylophone, glockenspiel. Wood block, maraca, chords, harmony, melody.	Playing instruments. Listen and appraise. Use musical notation.  <u>Vocabulary:</u> Brass, Cornet, trumpet, French horn, Euphonium, tenor horn, trombone, tuba, crotchet, quaver, minim, rest, semibreve, buzz, valves, lead pipe, Embouchure, pitch	Playing instruments. Listen and appraise. Perform and share. Use musical notation.  <u>Vocabulary:</u> buzz, Embouchure, breathing, diaphragm, pitch, tuning,
Precis	What is percussion? Lots of vocal and body percussion games to establish a strong sense of pulse. Using the body as a percussion instrument, learn call and response rhythms and study the pieces 'Hands free' and 'connect it' by Anna Meredith (BBC choice of ten pieces) Compose own body percussion rhythms. Perform their composition and record. Create texture and dynamics within the piece. Analyse product.	Use basic instruments – djembes and shekere to continue rhythm work. Concentrate on pulse and meter – Sing African songs to hear strong pulse points and learn about Canons. Study basic graphic score and then Kodaly notation and compare to standard notation – read and perform only (no writing yet) Use crotchet, quaver and minim beats with an awareness of rests. Use visual aids (sticks) to represent the notation.	Linking musical songs to the work just completed on the Romans, including introducing the brass section of the orchestra as these were used extensively by Romans for sending signals. Listen and appraise Holst's Mercury from the planet suite. Sing different styles with percussion added for texture to create weekly performances. Each song has its own style and rhythm structure and has a story basis from the Roman era. Pitched percussion is also used – xylophones, Glockenspiels. Learn how to use and hold all small piece percussion.	Continue linking musical songs to the work on the Romans. Sing different styles with percussion added for texture to create weekly performances. Each song has its own style and rhythm structure and has a story basis from the Roman era. Learn the difference between melody and harmony and how chords can be played using more than one note at a time – use Xylos and glocks. Revisit Kodaly notation and this time write some simple four beat rhythms to perform. Only include Ta, Te Te, Sh and Ta-ah.	Learn all about the brass family (one instrument a week) Learn the physical techniques needed to play a cornet and how to produce a sound (buzz) in the mouth piece and then individual notes. Understand the parts of a cornet and what they are called. Read music with standard notation and learn the rhythms that go with this. Discuss pitch and how this is related to the size of instruments. Learn tonguing technique. Watch demo of using recorded riffs to overlay on repeat. Pedal recorder and amp to play back overlayed tracks while the melody is played. This is how modern pop is laid down.	Really focus on breathing techniques as this will help with note control and purity of sound. Keep working on pitch which will come from diaphragm control and good mouth shapes (embouchures). Practise different short pieces of music to build repertoire for a concert (Final piece) Listen to some recorded brass music and live examples from specialist teacher and describe the instruments and sounds being played. Perform a concert as a final piece to another year group to include explanations of techniques as well as multiple melodies. Analyse product.

YEAR 3 FUNDAMENTAL SKILLS and KNOWLEDGE	<p>Carefully choose sounds to achieve an effect.</p> <p>Order my sounds to help create an effect.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases. Recognise how musical elements can be used together to compose music.</p> <p>Comment on likes and dislikes.</p>	<p>Sings and chants expressively to reflect meaning.</p> <p>Sing in tune. Start to show control in voice.</p> <p>Perform with confidence.</p> <p>Be able to notate in a variety of ways, initially with graphic scores and then using Kodaly method.</p> <p>Know how many beats in a minim, crotchet and quaver and recognise their symbols.</p> <p>Know the symbol for a rest in music, and use silence for effect.</p>	<p>Describe the different purposes of music throughout history and in other cultures.</p> <p>Can demonstrate the way that different kinds of instruments make their sounds.</p> <p>Begin to recognise and identify instruments being played.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Can listen to pieces of music and describe the kinds of instruments and sounds that they include.</p> <p>Listen to different types of composers and musicians.</p>	<p>Be able to notate in a variety of ways, initially with graphic scores and then using Kodaly method.</p> <p>Know how many beats in a minim, crotchet and quaver and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music.</p> <p>To compose music that combines basic musical elements.</p> <p>To notice and explore the way sounds can be combined and used expressively.</p>	<p>Begin to recognise and identify instruments being played.</p> <p>Comment on likes and dislikes.</p> <p>Know how many beats in a minim, crotchet and quaver and recognise their symbols.</p> <p>Know the symbol for a rest in music, and use silence for effect in my music.</p>	<p>Understand that the sense of occasion affects the performance.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Can listen to pieces of music and describe the kinds of instruments and sounds that they include.</p>
Music Assessment	<p>Keep a pupil evidence log/ bubble ups in a scrapbook per year group to evidence work and performances. Where possible photograph and video key pieces from the end of a unit – Anna Meredith work Autumn 1</p> <p>Record of WT/ARE/GD per term against level descriptors.</p>					
NC Primary Curriculum	<p>Key stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>					



YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Notation - further skills	Composition and performance through the Egyptian topic	Tudor music – history and music appreciation	Tudor banquet – year group performance to parents.	Samba skills	More Samba and performance
Overarching Question	Can you read and write basic notation, in Kodaly, standard and graphic score styles?	Can you perform an Egyptian composition using pitched percussion in a minor scale?	Can you analyse music from Tudor times and compare modern and period instruments for similarities and differences?	Can you perform at a Tudor banquet with songs and instrumental accompaniment?	Can you layer sounds expressively, with an awareness of their combined effect?	Can you play Samba instruments as an ensemble, so they sound clear, accurate and have control and expression through practice and rehearsal?
Key Concepts & Vocab	<p><i>Listen, recall sounds and appraise. Playing instruments. Compose and improvise. Use musical notation.</i></p> <p><u>Vocabulary:</u> notation, Kodaly method, crotchet, quaver, semi quaver, minim., graphic score</p>	<p><i>Listen, recall sounds and appraise. Playing instruments. Perform and share. Use musical notation.</i></p> <p><u>Vocabulary:</u> pitched, unpitched, major, minor, texture.</p>	<p><i>Listen, recall sounds and appraise. Use voices to sing. Playing instruments. Use musical notation.</i></p> <p><u>Vocabulary:</u> Recorder, Harpsichord, Lute, flute, Sackbutt, Hurdy-Gurdy, Canon, harmony, melody, accompaniment,</p>	<p>Playing instruments. Use voices to sing. Perform and share.</p> <p><u>Vocabulary:</u> Canon, harmony, melody, accompaniment, performance.</p>	<p><i>Listen, recall sounds and appraise. Compose and improvise. Playing instruments.</i></p> <p><u>Vocabulary:</u> Tamborims, Caixa, Agogô bells, Surdos, shakers (Ganza), scrapers (Reco-Reco) and the Repenique (Hepique)</p>	<p><i>Listen, recall sounds and appraise. Playing instruments. Perform and share.</i></p> <p><u>Vocabulary:</u></p>
Precis	Initial call and response rhythms leading to notating these in a variety of ways. First reading notation and then writing their own 4 beat rhythms and performing them on non-pitched percussion instruments. Look at graphic scores to describe an Egyptian piece. How does this score describe how the piece is played?	Use the graphic score they have composed and play with pitched glockenspiels, xylophones and African drums. Learn to play an ensemble piece in a minor key. (Egyptian music style) Practise the different elements of the piece in the three part structure and then perform and record.	Study both instruments and styles of music from the Tudor period. Look at Henry VIII as a musician. Compare to modern instruments and styles. Listen to songs from the time period and discuss language differences and purpose. Try singing authentic songs from the time and analyse them.	Learn some basic recorder skills – technique for playing and standard notation for basic tunes that we can play as a group. Practise using large bass drums with large soft beaters and learn dampening skills.  Put together a performance of songs, dance and accompaniment to the parents in the style of a Tudor banquet.	Look at the origins of Samba and introduce the instruments involved in a band. How are they played? Show techniques.  Vary call and response rhythms with question and answer rhythms.  Learn different rhythms for different instruments and start to layer the sounds while keeping in time with the pulse beat.	Continue with Samba playing. Learn breaks and hand signals so that pieces are continuous.  Whistle signals will start and stop grooves and breaks. Use dynamics to vary the sound of the piece. Choose the order of grooves to combine sounds and be aware of the effects this creates.  Put together a performance piece for the Art's night for parents.

<p>YEAR 4</p> <p>FUNDAMENTAL SKILLS and KNOWLEDGE</p>	<p>Can compose a short, simple and coherent musical piece.</p> <p>Compose and perform melodies and songs. (Including using ICT).</p> <p>Describe the different purposes of music throughout history and in other cultures.</p> <p>Use Staff and musical notation when composing work.</p> <p>Know how many beats in a minim, crotchet and semibreve and recognise their symbols.</p> <p>Know the symbol for a rest in music, and use silence for effect in my music.</p>	<p>Is able to increase accuracy, control and expression through practice and rehearsal.</p> <p>Explain how musical elements can be used together to compose music.</p>	<p>Describe the different purposes of music throughout history and in other cultures.</p> <p>Can identify the kind of music they have listened to, giving a reasoned and personal reaction to it. To comment on a musician's use of technique to create effect. .</p> <p>Sing in tune with awareness of others.</p> <p>Perform simple melodic and rhythmic parts with awareness of others.</p> <p>Sing songs from memory with accurate pitch. Show control in voice.</p>	<p>Maintain a simple part within a group.</p> <p>Create accompaniments for tunes. Learn to read music during recorder lessons.</p> <p>Understand the importance of pronouncing the words in a song well.</p> <p>Is able to increase accuracy, control and expression through practice and rehearsal.</p> <p>Understand that the sense of occasion affects the performance.</p>	<p>Describe the different purposes of music throughout history and in other cultures.</p> <p>Play notes on instruments with care so they sound clear.</p> <p>Recognise and create repeated patterns with a range of instruments.</p> <p>Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Compare music and express growing tastes in music.</p>	<p>Is able to increase accuracy, control and expression through practice and rehearsal.</p> <p>Use sound to create abstract effects.</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p> <p>Have awareness of the effect of several layers of sound.</p> <p>To notice, analyse and explore the way sounds can be combined and used expressively</p>
Music Assessment	Recording of their Egyptian styled pitched percussion piece using an Ipad. Photos for assessment book from class. Photographic and video evidence from Tudor performance and Samba band in the Art's evening event. Record of WT/ARE/GD per term against level descriptors.					
NC Primary Curriculum	<p>Key stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>					

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Understanding the voice and musical terminology.	Notation – advanced skills	Blues music from USA – study of genre and musicians from the era.	Soul food cafe – year group performance	<b>BSO live children's concert – appreciation and performance</b>	Analysis of classical/contemporary pieces and music appreciation.
Overarching Question	Can you use your voice correctly to illustrate pitch, dynamics, tempo and texture?	Can you read and write standard notation, to include syncopation?	Can you analyse Blues music and Iconic American Blues musicians from early 20 <sup>th</sup> century?	Can you perform at a Soul food Cafe event with songs and instrumental accompaniment in a Blues style?	Can you learn part of a song/ musical piece and hold your line while performing with multiple schools and an orchestra?	Can you identify instruments from an orchestra and analyse music to understand the composers intent?
Key Concepts & Vocab	<p>Using Voices to sing. <i>Listen, recall sounds and appraise.</i> Playing instruments. <i>Compose and improvise.</i></p> <p><u>Vocabulary:</u></p> <p>Tempo, Texture, Dynamics, Pitch, Duration, pulse, posture, Legato, staccato, ostinato</p>	<p><i>Listen, recall sounds and appraise.</i> Using Voices to sing. Use musical notation. Playing instruments.</p> <p><u>Vocabulary:</u></p> <p>Melody, harmony. Syncopation. crotchet, quaver, semi quaver, minim, Semi-breve.</p>	<p>Develop an understanding of the history of music. <i>Listen, recall sounds and appraise.</i> Using Voices to sing.</p> <p><u>Vocabulary:</u></p> <p>Blues, soul, Jazz, Call and response, Scat, Vocalise, Improvisation.</p>	<p>Playing instruments. <i>Use voices to sing.</i> Perform and share.</p> <p><u>Vocabulary:</u></p> <p>Hi-hat, harmonica, steel guitar, clarinet (stick), double bass, lyrics.</p>	<p>Using Voices to sing. Develop an understanding of the history of music.</p> <p><u>Vocabulary:</u></p> <p>Maketon, Lip-sync, Melody, harmony, orchestra, BSO,</p>	<p>Develop an understanding of the history of music. <i>Listen, recall sounds and appraise.</i></p> <p><u>Vocabulary:</u></p> <p>Themes, leitmotif, Piano, treble clef, stave, composition.</p>
Precis	Look at how the voice works. Work on musical skills each week through singing, to extend musical terminology. Secure the concept of pulse versus meter with percussion work (and using their bodies). Learn about ostinato and be able to hold a basic rhythm under other layers of singing or playing instruments. Use multiple songs from different cultures to achieve this (E.g. African, south American)	Review the Kodaly method and also standard notation and look at ostinato and examples of textured/layered music again, shown in written form. Increase the level of difficulty by adding syncopated rhythms not just standard 4 straight beats in a bar. Look at lots of songs that show each skill. Compose different rhythms to add accompaniments.	<p>Study the culture and origins of American Blues music (linked to humanities topic).</p> <p>Discuss 12 bar blues progression. Learn about iconic musicians and link their style to songs and instruments that the children can also perform. Eg Ella Fitzgerald – scat/vocalese singing. Louis Armstrong- jazz trumpet – Basin Street Blues.</p> <p>Discuss how their lives influenced their musical styles.</p>	<p>Learn accompaniments for the songs being used for the Soul food cafe. (performance opportunity) – piano, glockenspiels, hi hats, maracas. Teach rhythms, techniques and harmonies.</p> <p>Look at Nina Simone's life as a musician and activist – Learn 'I wish I knew how it would feel to be free' to perform.</p> <p>Practise, rehearse and perform as a year group to the parents.</p>	BSO concert preparation and performance. (different musical theme each year). Introduce James Redwood (modern day composer) and the BSO. What is a symphony orchestra? Learn about the sections and related instruments and sounds of these instruments. Learn specific pieces written for the concert – body percussion, singing and using Maketon (signing). Use Lip-syncing techniques to practise trickier elements. Take part in multi schooled event in a concert hall (Lighthouse)	<p>Feedback and compare the pieces heard in the concert. How did they vary? When were they composed? What emotions did they elicit? Did they meet the theme of the concert?</p> <p>Learn the treble clef notes on the stave and then create words to write notes on the stave. Make a sentence of the words, looking at syllables for the number of each note.</p> <p>After teaching basic piano techniques, use keyboards to practise and expand their compositions. Make a word tune.</p>



<p>YEAR 5</p> <p>FUNDAMENTAL SKILLS and KNOWLEDGE</p>	<p>Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words. Hold a part in a round.</p> <p>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.</p> <p>Sustain a drone or melodic ostinato to accompany singing. Notice and explore the relationship between sounds.</p> <p>Improvise melodic and rhythmic phases as part of a group performance.</p> <p>Appreciates that there may be different ways to perform or express the same piece of music.</p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>Is able to use staff notation to play simple compositions.</p> <p>Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read the musical stave and can work out the notes, EGBDF and FACE.</p> <p>Compose by developing ideas within musical structures.</p>	<p>Understand the different cultural meanings and purposes of music, including contemporary culture.</p> <p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Can describe the salient features of a piece of music they have heard and know what tradition it belongs to.</p> <p>Notice and explore how music reflects different intentions.</p> <p>Create songs with an understanding of the relationship between lyrics and melody.</p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>Can practice, rehearse and perform with others and contribute to gradual improvement in the performance.</p> <p>Use the venue and sense of occasion to create performances that are appreciated by the audience.</p> <p>Perform songs in a way that reflects their meaning and the occasion.</p> <p>Use different venues and occasions to vary my performances.</p> <p>Whilst performing by ear and from notations, maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p>	<p>Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Attend a BSO school's concert to appreciate a live symphony performance.</p> <p>Use different venues and occasions to vary my performances.</p> <p>Use the venue and sense of occasion to create performances that are appreciated by the audience.</p> <p>Can practice, rehearse and perform with others and contribute to gradual improvement in the performance.</p>	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>Can describe the salient features of a piece of music they have heard and know what tradition it belongs to.</p> <p>Is able to use staff notation to play simple compositions.</p> <p>Read the musical stave and can work out the notes, EGBDF and FACE.</p> <p>Draw a treble clef at the correct position on the stave.</p> <p>Compose by developing ideas within musical structures.</p>
<p>Music Assessment</p>	<p>Photos for assessment book from class. Photographic and video evidence from Soul food cafe performance. Record of WT/ARE/GD per term against level descriptors.</p>					
<p>NC Primary Curriculum</p>	<p>Key stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>					

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Analysis of classical/contemporary pieces and music appreciation.	Notation and composition – advanced skills	Jumbie Pans Skills	Jumbie pans and performance	Indian music  Experience day and then composition and playing	End of year performance  Musical
Overarching Question	What is a Leit motif? Can you identify instruments by their sound?	Can you read and write standard notation, to include syncopation?	Can you learn to play a Jumbie pan using accurate techniques?	Can you play layered music by heart or with music and keep in time?	What are the components of Indian music?	Can you perform expressively as a year group to produce a musical?
Key Concepts & Vocab	<i>Listen, recall sounds and appraise.</i> Develop an understanding of the history of music. <u>Vocabulary:</u> Brass, strings, percussion, woodwind, leitmotif, pitch, bassoon, clarinet, flute, timpani, oboe, French horn	Using Voices to sing. Playing instruments. <i>Compose and improvise.</i> Use musical notation <u>Vocabulary:</u> Syncopation, semi-quaver, dotted crotchet, National anthem, lyrics, close harmony.	Playing instruments. <i>Listen, recall sounds and appraise.</i> Use musical notation  <u>Vocabulary:</u> Jumbie Pans, steel drums, octave, sharp, rolling, ascending and descending scale, harmony, melody	<i>Listen, recall sounds and appraise.</i> Playing instruments. Perform and share. Use musical notation <u>Vocabulary:</u> Tempo, dynamics, chords, patterns, bass line, texture. Caixa, shakers (Ganza), scrapers (Reco-Reco) and Repenique (Hepique)	Develop an understanding of the history of music. Playing instruments. <i>Listen, recall sounds and appraise.</i> <i>Compose and improvise.</i> <u>Vocabulary:</u> Rag, Tal, Drone, Tabla, Sitar, Tanpura. Classical, Bhangra, Bollywood Sargam (naming notes) Sam (beat 1 Tintal (4x 4beta rhythms.	Use voices to sing. <i>Listen, recall sounds and appraise.</i> Perform and share.  <u>Vocabulary:</u> Musical, melody, harmony, solo, duet, lyrics, performance, staging.
Precis	Listening challenges (work linked to year 5 summer 1)  Recognition of instruments played by sound only. Recap orchestral instruments and sections. Discussion of contrasting styles for different composers. Compare instrument pitch with size. Then focus in on 'Peter and the wolf' by Prokofiev – to study Leitmotifs.  Continue with rhythm and singing games throughout to keep up skill levels.	Use rhythm-trainer to secure dotted crotchet and single quaver rhythms. Discuss syncopation and play examples. Notate these in four beat rhythm cards (game).  Singing related to WWII- singing funny songs to raise moral. E.g. Quarter masters store and cheap veg soup allows for creative lyric writing! What is a national anthem? Use pianos/keyboards to play. Listen to other music from the era – Vera Lynn/ big band- Glenn Miller.	Learn the origins of Jumbie Pans and steel pan playing – construction of and sounds produced. Initial lessons on technique (new instrument). What is an Octave? Learn G major scale. What is an F#? Why is this needed? Play the scale at varied tempos, in crotchets, minims or semi-breves. Can different groups canon the scale? Learn rolling technique. Ascend and descend the scale. How are pieces formatted? Do they have musical patterns? Look at varied notation for this instrument. Use groups for harmonies and melodies.	Learn a variety of pieces with increasing difficulty. Use tracks to keep playing steady and continuous. Differentiate groups by assigning parts (bass lines are simpler). Learn how to play chords – bass line (Tempo even more important.) Work on changing the dynamics of the pieces. When all skills are embedded, put together at least 2 performance pieces (for Art's night) – 'Feeling Hot' and 'Hill and Gully Rider'.  Introduce Non-pitched percussion – Possible Samba cross-over/blend.	Learning about Indian music and its culture. Listen to examples of Indian Music – what instruments (or types) can you hear? What is the texture like? Musical experience with Harkaret and Chris Woods to learn about Tal (repeated rhythms) played on the Tabla (drums). Lear about Rag (patterns of notes on the Sargam scale) and the drone which underlies the music.  Structured group composition work to come up with a Rag, Tal and drone of their own that fit together. (record).	Learn and take part in a full musical (new each year). Music will include melody and harmony parts so the children will have to sing in parts and hold their lines. Some solo work. Additionally some songs will also have dance rhythms and acting integrated into the songs. Music and lyrics to be learnt by heart with an awareness of audience and understanding their contribution to a larger project. Performances to the school and parents at the end of term.

<p>YEAR 6 FUNDAMENTAL SKILLS and KNOWLEDGE</p>	<p>Is familiar with some great composers and their place in the history of music.</p> <p>Is able to describe a composer's musical style and achievements.</p> <p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Describe music using musical words and use this to identify strengths and weaknesses in music.</p>	<p>Use of a variety of notation when performing and composing.</p> <p>Quickly read notes and know how many beats they represent.</p> <p>Create my own musical patterns.</p> <p>Is able to use staff notation to record simple compositions.</p> <p>Can notice and explore how music reflects time, place and culture.</p> <p>Compose music for different occasions using appropriate musical devices.</p>	<p>Is able to develop and perform a solo or small group presentation for an audience.</p> <p>Perform significant parts from memory and from notations with awareness of my own contribution.</p> <p>Refine and improve my own work.</p> <p>Sing or play from memory with confidence, expressively and in tune.</p> <p>Perform alone and in a group, displaying a variety of techniques.</p> <p>Take turns to lead a group.</p>	<p>Use of a variety of notation when performing and composing.</p> <p>Quickly read notes and know how many beats they represent.</p> <p>Use different venues and occasions to vary my performances.</p>	<p>Can describe the salient features of a piece of music they have heard and know what tradition it belongs to.</p> <p>Notice, comment on, compare and explore how music reflects different intentions and the relationship between sounds.</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea.</p> <p>Improvise melodic and rhythmic material within given structures.</p> <p>Use a variety of different musical devices including melody, rhythms, and chords.</p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural.</p>	<p>Sing a harmony part confidently and accurately.</p> <p>Use different venues and occasions to vary my performances.</p> <p>Is able to develop and perform a solo or small group presentation for an audience.</p> <p>Sing or play from memory with confidence, expressively and in tune.</p> <p>Perform significant parts from memory with awareness of my own contribution.</p>
<p>Music Assessment</p>	<p>Photos for assessment book from class. Photographic and video evidence from Jumbie Pan playing (Art's night) and end of year musical, also possibly their Indian music compositions.. Record of WT/ARE/GD per term against level descriptors.</p>					
<p>NC Primary Curriculum</p>	<p>Key stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>					

### Music Overview 2020-21

R.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Me! – Charanga <i>(Sing, play, perform)</i> <i>(Listen, recall and respond)</i>	My Stories – Charanga <i>(Sing, play, perform)</i> <i>(Listen, recall and respond)</i> <i>(Create and Compose)</i>	Everyone! – Charanga <i>(Sing, play, perform)</i> <i>(Listen and understand)</i> Focus on music from around the world elements	Our World -Charanga <i>(Create and Compose)</i> <i>(Listen, recall and respond)</i> Focus on improvisation and instrumental elements.	Big Bear Funk - Charanga  <i>(Listen and Appraise. Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments. Perform and Share)</i>	Reflect, Rewind and Replay – Charanga  A consolidation of the year's work, prepare for a performance and look at the history of music.
<b>Year1</b>	Hey You! – Charanga	Christmas performance	African drumming unit – with specialist teacher/ drumming day	Round and Round - - Charanga	Imagination – Charanga	Reflect, Rewind and Replay – Charanga
<b>Year 2</b>	Hands, Feet Heart– Charanga	Christmas performance	I wanna play in a band – Charanga  With Pirates experience day and African drumming experience.	Zoo Time – Charanga	Friendship song – Charanga	Reflect, Rewind and Replay – Charanga
<b>Year 3</b>	Body percussion and awareness of pulse.	Introduction to notation	Singing and playing instruments with a Roman theme.	Singing and playing instruments and continued notation.	First access teaching – cornet with specialist teacher (Rob Taylor)	First access teaching – cornet with specialist teacher (Rob Taylor)
<b>Year 4</b>	Notation - further skills	Composition and performance through the Egyptian topic	Tudor music – history and music appreciation	Tudor banquet – year group performance to parents.	Samba skills	More Samba and performance
<b>Year 5</b>	Understanding the voice and musical terminology.	Notation – advanced skills	Blues music from USA – study of genre and musicians from the era.	Soul food cafe – year group performance	BSO live children's concert – appreciation and performance	Analysis of classical/contemporary pieces and music appreciation.
<b>Year 6</b>	Analysis of classical/contemporary pieces and music appreciation.	Notation and composition – advanced skills	Jumbie Pans Skills	Jumbie pans and performance	Indian music  Experience day and then composition and playing	End of year performance  Musical

#### Key

Charanga unit

Performance opportunity – Separate musical score/script (decided by year group)

Alternative scheme / Visiting teacher

Year group planning following objectives, knowledge and skills plan for the areas stated.