

Talbot Primary Music Curriculum

Overview of units and focus areas

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS Active listening, Pulse and pitch <i>My Stories</i>	Perform for an audience, Sing and sign <i>The Nativity</i>	Active listening, movement to pulse and playing with vocals <i>Chant to the animals</i>	Sing and sign Create a dance to the song <i>Lilting Lullaby – baby elephant</i>	Active Listening, Loud and soft. Composing soundscapes <i>Wellbeing matters</i>	Singing/Rhythms/ Composing <i>Rhythm Adventure</i>	
Year 1 Singing /performing/ Listening <i>My Musical Heartbeat</i>	Singing / Listening / Performing/ improvising <i>Rhythm and song with movement</i>	Singing / Listening /performing <i>Exploring Sounds</i>	Singing/ Listening / Reading/Performing <i>Reading rhythm patterns</i>	Singing / Listening / performing <i>Singing Sea shanties</i>	Singing / Listening / composing / <i>Singing and composing, down by the sea</i>	
Year 2 Listening /playing/ improvising <i>Questions and Answers</i>	Singing / Listening / performing <i>Let's Keep Singing!</i>	Singing / Listening / Dancing <i>Around the World</i>	Singing/ signing/ performing <i>The Power of communication</i>	Listening / Reading music / performing <i>Sound and Symbol 1</i>	Listening/ performing/ composing <i>Sound and Symbol 2</i>	
Year 3 Listening/Composing/ Performing <i>Body percussion and awareness of pulse</i>	Singing/Listening/ Performing <i>African drums – rhythm and tex- ture</i>	Composing/listening <i>Go Compose – Woodland theme</i>	Singing/Listening <i>Using our voices</i>	Listening/ Performing <i>First access teaching – Toot Part 1</i>	Listening/ Performing <i>First access teaching – Toot part 2</i>	
Year 4 Improvise / Compose <i>Understanding the beat African drums and Kodaly rhythms</i>	Composition and performance / singing <i>Graphic scores / Composing to a theme</i>	Listening/performing <i>First access – cornet /trumpet skills</i>	Listening/performing <i>First access –cornet / trumpet with performance</i>	Listening/composing and perform- ing <i>Samba skills</i>	Listening/composing and performing <i>Samba – more skills and performance</i>	
Year 5 Listening / Singing <i>Understanding the voice and musical terminology.</i>	Singing /Listening / Performing <i>Blues music from USA – study of genre and musicians from the era.</i>	Singing/Listening/performing <i>Soul food cafe – year group performance</i>	Listening/ Performing <i>Whole class Ukulele first access</i>	Listening/Singing/Performing <i>BSO live children's concert</i>	Listening/ Performing <i>Whole class Ukulele first access continued</i>	
Year 6 Listening / Singing <i>Understanding the voice and musical terminology.</i>	Singing/Listening/ Performing <i>Blues music from USA – study of genre and musicians from the era.</i>	Singing/Listening/ Performing <i>Soul food cafe – year group performance</i>	Listening/ Performing <i>Whole class Ukulele first access</i>	Listening/Singing/ Performing <i>BSO live children's concert</i>	Listening/ Performing <i>Whole class Ukulele first access continued</i>	

More detail of what will be taught in each year group across the year can be found in the pages that follow.

**The Talbot Curriculum
EYFS and KS 1 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 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 lesson plans and the knowledge organisers for specific units of study.

Key Threads

Listening	Singing	Musicianship and playing instruments	Composing and Improvising	Use musical notation	Appreciating and understanding live and recorded music	Developing an understanding of the history of music	Performing and sharing
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Year Group	Key Concepts & Vocabulary
R	<p>Listening: Recorded performances and live music from multiple genres linked to their topics e.g. Our world, families. Discuss pattern / change as the music develops.</p> <p>Singing: In groups or on their own, increasingly matching the pitch/melody. Singing nursery rhymes.</p> <p>Composing: Making their own music with instruments or sound makers. Experimenting with Simple rhythmic patterns using long and short sounds and simple melodic patterns using high and low (Pitch). Exploring loud and soft sounds.</p> <p>Musicianship: Finding and keeping a steady beat - Using voices and clapping to find a pulse. Tapping hands or knees, dancing to music Nativity performance. Play movement and listening games making different sounds for different movements.</p>
1	<p>Listening: Recorded performances and live music from multiple genres – Annual Live and Inspired concert</p> <p>Singing: simple songs (initially small range of pitch so-me-do), chants and rhymes. Sing collectively at the same pitch and tempo. Use call and response songs to control pitch accuracy. Finding out the structure of songs, to include chorus, verse and coda. Learn how to sing well.</p> <p>Composing: Investigating instruments, leading to making simple musical sentences to reflect their learning of pitch and rhythm. Add lyrics and percussion to existing songs.</p> <p>Musicianship: Finding and keeping a steady beat using the whole body, Simple rhythmic patterns using long and short, Simple melodic patterns using high and low (Pitch) Identify and play tuned and untuned instruments.</p>
2	<p>Listening: Recorded performances and live music – Annual Live and Inspired concert / Music from around the world (Spring1)</p> <p>Singing: Accurate pitch placement while singing. Using voices and clapping to find a pulse. Stay together as an ensemble.</p> <p>Composing: Putting together lyrics for Spring 2 work, composing rhythms in summer 1 and 2 with graphic notation. Clap and play rhythms they have made up themselves.</p> <p>Musicianship: Finding and keeping a steady beat, Simple rhythmic patterns using long and short, Simple melodic patterns using high and low (Pitch). Understanding timbre to identify instruments.</p>

YEAR R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	My Stories Active listening, Pulse and pitch	The Nativity Perform for an audience, Sing and sign	Chant to the animals Active listening, movement to pulse and playing with vocals	Lilting Lullaby – baby elephant Sing and sign Create a dance to the song	Wellbeing matters Active Listening, Loud and soft. Composing soundscapes	Rhythm Adventure Singing/Rhythms/ Composing
Overarching Question	Can we learn nursery rhymes and keep a steady beat?	Can we perform in the Nativity?	Can we use our voice musically in spoken chants?	Can we investigate rhythm patterns in songs?	Can we explore loud and soft sounds?	Can we compose our own rhythm sentences?
Key Concepts & Vocab	<u>Key concepts:</u> Listen attentively to music. Sing a variety of nursery rhymes. Keep a steady beat, this may be while tapping their knees, dancing to music or making their own music with instruments. <u>Vocabulary:</u> Pitch – high, low Pulse – a steady beat Perform, dance	<u>Key concepts:</u> Take part in the Nativity. Sing in a large group, increasingly matching pitch with Maketon signs. Move in time to the music with a pulse and respond. Tap rhythms to accompany words. <u>Vocabulary:</u> Maketon, signs, Nativity, Pulse, syllables, Pitch – high, low	<u>Key concepts:</u> Explore and learn chants that tell a story. Know that a chant uses speaking voices musically. Develop listening, movement and creative skills. Use non pitched instruments in time with the chants. <u>Vocabulary:</u> Chanting, rap, beat, instruments, percussion	<u>Key concepts:</u> Pitch match with accuracy when singing. Feel the lilt of a 2–3 pattern of beats in music with five beats. Active listening of music with similar rhythm patterns. <u>Vocabulary:</u> Lullaby, pitch-matching, melody, Beat, rhythm, lyrics	<u>Key concepts:</u> Learn to explore and share emotions. Follow a leader to play loudly and quietly. Compose a calm oceans piece. Sign along to songs. <u>Vocabulary:</u> Loud, soft, calm, breathing, composing, signing	<u>Key concepts:</u> Sing songs rhythmically. Combine words to compose rhythms. Select their own words as building blocks and arrange them in different ways to compose repeated rhythms called ostinatos <u>Vocabulary:</u> Repeated rhythms – ostinatos, building blocks, phrases
Precis	Lead the children in finding the pulse in whatever way they choose with a variety of music. Dance, use their bodies, play simple instruments along with the music. Encourage a freedom to perform and sing. Try to hear high and low sounds on two notes only (So – Me) – repeat often. Perform lots of songs with actions.	Singing with the signing is the key skill for this term that leads to the nativity performance. Keep working with hand signals to show pitch range high to low as this helps to place the voice. Play games to keep feeling the pulse on track. Talk about syllables in their names.	In this unit the children will start to understand that there are different ways to use our voice in music and that chants use the spoken voice rhythmically and musically. Lead the children to move using movements that match the story. Use instruments to follow the pulse of the chants and play along.	The song’s melody requires careful listening and practice to accurately pitch-match voices. We are using a five-beat rhythm for ba-by el-e-phant. This needs practise with body percussion. Making up lyrics to match the same rhythm pattern as Baby elephant. Games to identify instruments.	Use the story: Big Emotions: to explore emotions in music. Learn up to three songs with actions that explore different emotions. Get creative with movement, music and songwriting. Explore a range of dynamics, following a leader. Discover how a relaxing breathing technique can help to prepare for a performance by calming the body and mind.	This unit has two traditional songs, ABC and The Bear Went Over The Mountain. Compare how some phrases have many words with busy rhythms and others have fewer words and simple rhythms. Select their own words as building blocks and arrange them in different ways to compose repeated rhythms called ostinatos.
Early Learning Goals	Sing a nursery rhyme Keep a steady beat, this may be while tapping their knees, dancing to music or making their own music with instruments or sound makers.	Perform a song/ poem to an audience. Take part in the Nativity. Sing in groups or on their own, increasingly matching the pitch/melody Tap rhymes to	Play movement and listening games making different sounds for different movements Discuss pattern / change as the music develops. Listen attentively to music	Discuss pattern / change as the music develops. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively to music Move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.	Tap rhymes to accompany words. Create their own music. Discuss pattern / change as the music develops.

	<p>Listen to musicians play music, talk about it.</p> <p>Move in time to music with a pulse and respond.</p>	<p>accompany words</p>	<p>Move in time to music with a pulse and respond</p>	<p>Choreograph their own dance using some of the steps that they have learnt.</p> <p>Perform a dance in front of an audience.</p>		
<p>All Early Years Goals for EYFS From the Expressive Arts and Design section</p>	<p>Pupils should be taught to:</p> <p>Listen attentively to music</p> <p>Move to and talk about music, expressing their feelings and responses.</p> <p>Discuss pattern / change as the music develops.</p> <p>Listen to musicians play music, talk about it.</p> <p>Learn an insight into new musical worlds, listen to different kinds of music from across the globe, including traditional and folk music from across Britain.</p> <p>Sing in groups or on their own, increasingly matching the pitch/melody.</p> <p>Sing a nursery rhyme</p> <p>Perform a song/ poem to an audience. Take part in the Nativity. Easter at church.</p> <p>Keep a steady beat, this may be while tapping their knees, dancing to music or making their own music with instruments or sound makers.</p> <p>Play movement and listening games making different sounds for different movements.</p> <p>Tap rhymes to accompany words.</p> <p>Move in time to music with a pulse and respond.</p> <p>Create their own music.</p> <p>Dance and music:</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Replicate choreographed dances, such as pop songs and traditional dances from around the globe.</p> <p>Choreograph their own dance using some of the steps that they have learnt.</p>					

Perform a dance in front of an audience.

MMC

Singing • Listening • Composing • Musicianship: Pulse/Beat, Rhythm, Pitch

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Singing / Listening / musicianship – Pulse/ beat, rhythm and pitch My Musical Heartbeat	Singing / Listening / composing / musicianship – Pulse/ beat, rhythm and pitch Rhythm and song with movement	Singing / Listening /Reading musicianship – Pulse/ beat, rhythm and pitch Exploring Sounds	Singing / Listening / Reading/playing musicianship – Pulse/ beat, rhythm and pitch Reading rhythm patterns	Singing / Listening / musicianship – Pulse/ beat, rhythm and pitch Singing Sea shanties	Singing / Listening / composing / Singing and composing, down by the sea
Overarching Question	Can we stay in time to the beat and hear high and low sounds?	Can we move to the pulse with different parts of our body and physically move to show pitch changes?	How is a song structured?	Can we follow rhythms written as notes or graphic symbols?	Can we improve our singing voices?	How can we add to a song's structure?
Key Concepts & Vocab	<p><u>Key concepts:</u></p> <p>Singing songs with a strong pulse and limited note range (So-Me-Doh) Active Listening – Find the beat, Mr Tickly monkey, High Low Jigga Low, 12345, Heads, shoulders knees and toes, Harvest song (Big Blue Tractor) Learning instrumental skills to accompany 12345 and for a graphic score (week 3)</p> <p><u>Vocabulary:</u></p> <p>Pitch: high/low sounds Tempo: steady beat pulse, Instruments: Glockenspiel, Boomwhackers, Piano</p>	<p><u>Key concepts:</u></p> <p>Singing songs with a strong pulse and limited note range (So-Me-Doh) Active Listening – High Low Jigga Low, Go round the mountain, Christmas songs Learning rhythm skills to accompany feet feet feet feet, chop chop 5hopped chop – reading graphic notation</p> <p><u>Vocabulary:</u></p> <p>Pitch: high and low sounds Tempo: steady beat pulse, rhythm Instruments : Glockenspiel,</p>	<p><u>Key concepts:</u></p> <p>Singing songs with a greater note range Active Listening – Sing me a song, Three little birds, Rhythm in the way we walk, Learning instrumental skills to accompany Mr Tickly Donkey (3 chime bars), Sing me a song (F, G, A) Watching music graphically on a screen, anticipating when to play and how it's structured.</p> <p><u>Vocabulary:</u></p> <p>Pitch: high and low Tempo: pulse, short, long, On and off the beat Instruments : Glockenspiels,</p>	<p><u>Key concepts:</u></p> <p>Singing songs in unison as a class – more accurate pitch placement Active Listening – The Beatles: Octopus's Garden, Here comes the sun, Help Learning instrumental skills to accompany written rhythms Seeing notes graphically on a screen and anticipating when to play in time with the notes – superheroes and Strictly D</p> <p><u>Vocabulary:</u></p> <p>Pitch: unison and placement Tempo: Ta – long Te Te – short short Shhh – rest</p>	<p><u>Key concepts:</u></p> <p>Singing sea shanties, learning about how to sing and use the voice. Active listening to sea-related music – Britten's Dawn, The Wellerman, Drunken Sailor, The rockpool rock. Recognition of instrument names and sounds. Try to hear the material they are made of, leading to vibrations. Instrumental skills to accompany sea songs.</p> <p><u>Vocabulary:</u></p> <p>Pitch: high and low sounds, musical theme. Tempo: beat, pulse,</p>	<p><u>Key concepts:</u></p> <p>Compose lyrics or rhythms with percussion to existing songs. Explore non pitched percussion to play in a group. Active listening to Pirates of the Caribbean, Down by the Bay and Under the Sea. Work with others to combine non pitched percussion sounds to play as an ostinato. Sing and use spoken chants expressively.</p> <p><u>Vocabulary:</u></p> <p>Repeated rhythms – ostinatos Reggae – off beat Pitch: high and low</p>

	Songs- actions, hand signals (for pitch), signs	Boomwhackers, bells, piano, rainmakers, djembe drums, ukulele, Songs with actions, hand signals (for pitch)	boomwhackers and bells, maraca eggs, tick tocks, castanets and guiros Songs with actions and structure: intro, verse, chorus, outro	Ta-ah long (for 2 beats) Kodaly Instruments: maraca eggs, tick tocks, jingle bells, drums, ukulele Songs with actions Structure: intro, verse, verse, bridge, verse, coda	Timbre Instruments: flute, harp, violin, clarinet, brass, orchestra. Song: vibrations, syllables, diction, vocal exercises, warmups, rap.	Tempo: slow, fast Dynamics – Loud (forte), soft (piano) Pitched and unpitched percussion
Precis	Focussing on being able to hear and move to a pulse with different songs/music. 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. Following a graphic score and playing in time with the symbols. Putting actions to songs and hand signals (Kodaly) to pitched notes. Understanding lengths of notes in terms of short and long.	Continuing with pulse and pitch work through songs and spoken rhythms. Working with different tempos and dynamics to encourage careful listening. Following graphic scores both by reading and using the body to physically move on three lines on the floor for understanding high and low pitch. Increasing instrument knowledge by freely investigating sounds and improvising their own music.	Lessons to include investigating how a song is put together. How are these parts important in making the song work? Learning when to play an accompaniment by watching the music graphically and then joining in on time. Increasing the number of instruments they are familiar with and can play comfortably. Learning to play on and off the beat and still stay in time. Listening carefully to pieces of music so they can identify structure, but also which instruments or which type of instruments are playing.	Focussing on symbols representing the rhythms that we play and how these can be used to tell us when to play and when there are rests. Only use 4 beats in a bar and Ta, Te Te and Ta-ah note lengths. Finishing by using this to read tunes on a single note on the staff with the glockenspiels. Active listening to some of The Beatles' songs. More information on structure and more difficult level of pitch matching. Use of actions to aid lyric learning. Learn two songs.	Listening and appraising sea related music from multiple genres – Britten's Dawn (sea interludes) to the Wellerman Active listening to include instrument recognition and composer's ideas of sound pictures. Learning sea shanties and other songs with accompanying rhythms and instrumental parts. Understand the importance of warming up the voice, having good diction and how you hold your body when you sing.	In the second part of this unit we will be listening to more songs related to the sea, but this time we are finding ways to add to the songs and compose their own sections either with lyrics or rhythmically with percussion. They will explore the sounds that non pitched percussion make and how they can be blended. This is group work and will need good oracy and collaboration skills. Active listening to Pirates of the Caribbean, Down by the Bay and Under the Sea to ensure pitch and rhythm work is accurate.
FUNDAMENTAL SKILLS and KNOWLEDGE	Use body movements and clapping to find a pulse Listening to different types of music and describe them in basic terms Investigate making and identifying sounds that have different pitches - high and low Creating an accompaniment to music, in time, with a slow steady tempo Reading a graphic score	Singing and spoken chants – use voices expressively Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to visual symbols and the teacher's/ leader's voice. Improvise with tuned percussion to show learning of pitch skills. Compose their own short tunes.	Listening to different types of music and describe them: What instruments can they identify? What is the structure of the song – intro, verse, chorus, outro? Is the rhythm on or off the beat? Creating an accompaniment to music, in time, with a slow steady tempo by reading a graphic score	Listening to a specific group's music and describing the sound: What instruments can they identify? What is the structure of the song? What are the lyrics about? Use the voice expressively and creatively. Can work with others to combine sounds to accompany a graphic score or very simple notation. Use	Be able to increase vocal accuracy, control and expression through practice and rehearsal. Call and response singing. Using voices and clapping to find a pulse. Listening to different types of music and describe them in basic terms, to include instrument types. Creating an accompaniment to a song, in time, and including a variety of	Understand the structure of songs and add or adapt the structure to include their own compositions. Sing and use spoken chants expressively Listening to different types of music and describe them in basic terms, to include mood Work with others to combine non pitched percussion sounds to play as an ostinato. Investigate making sounds that are very different (dynamics- loud and quiet, pitch - high and low, tempo - fast and slow etc) Creating an accompaniment to a song, in time, and including a

			Use body movements - feet, shoulders, arms, clapping to keep a pulse.	tuned and untuned percussion.	instruments, rhythms and tempos.	variety of instruments, rhythms and tempos.
NC Primary Curriculum	Key stage 1 Pupils should be taught to: <ul style="list-style-type: none"> • 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 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Listening /playing/ improvising	Singing / Listening / performing	Singing / Listening / Dancing	Singing/ signing/ performing	Listening / Reading music / performing	Listening/ performing/ composing
	Questions and Answers	Let's Keep Singing!	Around the World	The Power of communication	Sound and Symbol 1	Sound and Symbol 2
Overarching Question	Can we improvise question and answer phrases?	Can we learn songs and put them with a story to perform to an audience?	Can we explore musical styles from around the world?	Can we make up our own lyrics to discuss emotions and feelings within the structure of the existing song?	Can we learn to play an instrument as a class? (intro to first access)	Can we perform (a live or recorded) outcome to showcase our playing skills as an ensemble?
Key Concepts & Vocab	<p><u>Key concepts:</u> Understand what timbre means and identify percussion instruments by their sound.</p> <p>Improvise using Question and Answer phrases on untuned instruments.</p> <p><u>Vocabulary:</u> Timbre, improvisation, call and response, rhythms,</p>	<p><u>Key concepts:</u> Enjoy learning to sing songs and start to understand the phrase 'in tune with each other'. Demonstrate an understanding of dynamics and tempo following written or visual instructions</p> <p><u>Vocabulary:</u> Posture, diction, expression, pitch, tempo, dynamics</p>	<p><u>Key concepts:</u> Active listening to music from around the world – comparison of styles and instruments used.</p> <p>Explore tempo, understanding that music can be at different speeds.</p> <p><u>Vocabulary:</u> Tempo – allegro, Adagio, echo, pitch, beat, mood</p>	<p><u>Key concepts:</u> Communicate the meaning of the song with our voices and sign language.</p> <p>Sing short vocal phrases independently.</p> <p>Compose lyrics/ poems to add to an existing song.</p> <p><u>Vocabulary:</u> Signing, bridge, composing, lyrics, poem, verse, expression</p>	<p><u>Key concepts:</u> Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch.</p> <p>Recognise the sound of different families of instruments and how each makes its sounds.</p> <p><u>Vocabulary:</u> Pitch, Vibration, plucking, buzzing, bow (violin), melody, rhythm</p>	<p><u>Key concepts:</u> Recognise and write music using dots (blobs), sticks and stave notation.</p> <p>Understand and use levels of dynamics, such as crescendo (getting louder), to add interest to a performance.</p> <p><u>Vocabulary:</u> Dynamics – crescendo, diminuendo, ensemble playing, basic notation</p>
Precis	This unit focuses on rhythm, timbre and improvisation through the songs "Hello" and "Hey Friends." Children will explore different ways to greet one another, celebrate friendship and experiment with call-and-	Each lesson should begin with body and vocal warm-ups to develop posture, breathing, pitch, diction, and expression. There are 3 song options: "The Wee Kirkcudbright Centipede", "Babushka", and "Little Angel Gets Her	This half term we will explore the world of global music. The children will explore a variety of musical styles, instruments, and rhythms from around the world. Lessons to include singing a performance of "Hands, Feet, Heart" with instrumental accompaniment.	This unit uses the song "It's OK (Please Just Say)" to explore communication, self-expression, and positive emotional well-being. Children sing, sign, and perform using sock	This unit follows a journey through Glockenspiel Music World over two half terms. This unit focuses on developing instrumental skills on glockenspiels, exploring rhythm, pitch, and melody while introducing new notes B, A, and G. Children will	Part 2 focuses on developing instrumental, ensemble, and compositional skills through a series of glockenspiel pieces and orchestral excerpts from "Red and the Kingdom of Sound". Revisit familiar notes (B, A, G) with pieces, such as "Hello!",

<p>Y2 PRECIS (continued)</p>	<p>response improvisation. They engage with untuned and tuned percussion instruments to create simple question-and-answer phrases that build confidence in improvising rhythms.</p> <p>Additionally, children explore the concept of timbre (the unique sound of an instrument) and practise by listening and identifying different instruments. The final performance of "Hello" and/or "Hey Friends" can be enhanced by incorporating a creative dance element, making the learning process dynamic and fun.</p>	<p>Wings". This allows flexibility to meet the learning objectives. The last two are productions where we can choose to sing just a selection of the songs using the Selected Songs resources or choose the Full production with the story and ensemble opportunities. The unit encourages creative expression, confident singing, and ensemble skills, with opportunities to showcase achievements to an audience.</p>	<p>A world map activity highlights the countries of origin of each piece, helping children connect music to geography and culture. Encouraging children with personal experience of living in other countries to share their musical insights. This enriches learning and develops cultural awareness.</p> <p>Active listening to music from Mexico, South America, China, India and South Africa. Collaborative activities, from echo singing to group percussion, will foster teamwork, leadership, and active listening, enabling children to perform confidently both individually and as part of an ensemble.</p>	<p>puppets, connecting musical activities with personal feelings and social understanding. By combining singing, signing, and creative storytelling, children learn to communicate thoughts and emotions, collaborate with peers, and reflect on what makes themselves and others happy.</p> <p>Performing to each other and making up alternate lyrics to discuss emotions and feelings within the structure of the existing song. This unit fosters confidence, emotional awareness, and a sense of creative achievement, leaving children able to understand the power of communication through music and movement.</p>	<p>develop confidence through listening, singing, and performing progressively challenging pieces. They will experiment with rhythm grids, combining single- and double-count notes, and gradually layering melodies.</p> <p>Cross-curricular links include music literacy, ensemble performance, and listening skills. The unit culminates in a class performance, celebrating progress and mastery of the pieces studied. The active listening work is based on Benjamin Britten's Young Person's guide to the Orchestra.</p>	<p>"Bouncing With B", "Dancing With A", and "B and A Come Together", gradually integrating expressive dynamics, tempo control, and rhythm patterns. Brass, piccolo, and flute excerpts introduce the diversity of timbre and instrumentation.</p> <p>Music Notepad exercises support melodic composition and improvisation. Children work in groups and as a whole class, alternating performing and listening roles to strengthen listening, being an ensemble and performing confidently. Ending in a final performance (live or recorded), encouraging the children to demonstrate musical understanding, creativity, and expressive presentation.</p>
<p>FUNDAMENTAL SKILLS and KNOWLEDGE</p>	<p>Sing clearly, being able to hum the tune of the songs they have learnt.</p> <p>Active listening: When closing eyes and listening, they know which of the instruments are being played.</p> <p>They can clap and play rhythms that they have made up themselves.</p>	<p>Enjoy singing songs and join in with confidence and engagement. Sing in tune with others, listening carefully to match their pitch and stay together as a group. Maintain a steady tempo while singing, adjusting their pace as the song requires. Use gestures, facial expressions, and movements to bring the story or mood of the song to life. Sing loudly or quietly, fast or slow, and know the difference.</p>	<p>Listen to songs from all over the world. Know that tempo means speed – fast, slow or the speed changes. Sing songs they know, using high and low notes and the right beat. Add their own dance moves! Name the different instruments they can hear in a song. Play simple tunes on instruments by following a pattern. Make music with their friends by singing and playing together as a team. Talk about how performing music makes them feel and what they like about a song.</p>	<p>Show what a song is about using their singing voice and their hands.</p> <p>Sing parts of a song by themselves and show feelings with their voice.</p> <p>Use puppets to share happy thoughts and feelings.</p> <p>Practise with their friends to get ready for a show and perform songs or rhymes for others.</p> <p>Think about their feelings and their friends' feelings to help them sing with their whole heart.</p>	<p>Play short pieces using one, two and three notes. Be able to tell which note is the highest pitch, which is the lowest and which is in the middle. Explain how instruments make sound: a part of them must vibrate. Recognise the sound of a brass instrument, a percussion instrument, a string instrument and a woodwind instrument. Know that sounds can be made by using a bow or plucking a violin's strings, buzzing your lips for a trumpet, blowing air in a recorder, or hitting a drum to</p>	<p>Make up my own music using our classroom instruments.</p> <p>Write and play from dots, sticks and stave notation. Write and play patterns using the Rhythm Grid tool/printouts. Follow the music we have written using Music Notepad.</p> <p>Demonstrate changes in dynamics, singing quietly and loudly, and follow instructions for getting louder (crescendo) or softer (diminuendo).</p>

					make them all vibrate.	
National Primary Curriculum Key Stage 1	Pupils should be taught to: <ul style="list-style-type: none"> • 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 interrelated dimensions of music MMC Singing • Listening • Composing • Musicianship: Pulse/Beat, Rhythm, Pitch					

The Talbot Curriculum KS2 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 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 lesson plans and the knowledge organisers for specific units of study.

Key Threads							
Listening	Singing	Musicianship and playing instruments	Composing and Improvising	Use musical notation	Appreciating and understanding live and recorded music	Developing an understanding of the history of music	Performing and sharing

Year Group	Key Concepts & Vocabulary
3	Listening: Recorded performances and live music. Body percussion by Anna Meredith. Live and Inspired concert (Hub), Go compose music to compose to – woodland scene, Singing – Singing in tune and with expression showing more accurate pitch – rounds/canons and actions. Awareness of dynamics and tempo. Composing – Go compose unit (DAW) - improvising with instruments, Body percussion piece, call and response with African music Performing – Simple notation learning through the Kodaly method, African drums – rhythm and pulse, First access Toots – playing and using staff notation (C to F)
4	Listening - Recorded performances and live music. Minor key pieces with an Egyptian style, brass musicians and ensembles in a variety of styles of music. African songs. Samba Singing – Canons and simple African songs with strong rhythm accompaniments. Vocal chants. Singing in tune and in parts showing a strong sense of pitch with octave range. Composing – Simple notation learning through the Kodaly method and now basic standard notation as well as graphic scoring. Exploring major and minor keys, time signatures, pulse, meter and rhythms. Improvising with percussion to create a specific mood. Performing – First access, learning to play a trumpet/cornet and a variety of samba instruments in a samba band. Use of Djembes, glockenspiels, xylophones and unpitched percussion. Playing with awareness of tempo, texture, dynamics and pitch.
5	Listening - Recorded performances and live music. Blues, soul and jazz music by iconic American Blues musicians from early 20th century and analysis of classical and contemporary pieces linked to annual BSO children’s concert. Ukulele music. Singing – With an extended repertoire and a sense of ensemble and performance. Singing in tune and in 3-part rounds, showing accurate pitch, appropriate style and phrasing. Perform in their year group soul food café performance. Composing – End of year project – ternary piece using notation. Learning tab notation for Ukulele work.

	<p>Performing – Singing and instrumental accompaniment (piano, drums, glockenspiels) – Blues performance, BSO multi schooled concert, First access - learning to play a ukulele. Perform with percussion using a steady pulse, meter and rhythm. Describing tempo, texture, dynamics, duration, legato, staccato, ostinato and pitch.</p>
6	<p>Listening – Recorded performances and live music. Analyse a range of classical pieces, steel pan music and Indian compositions. Develop knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to.</p> <p>Singing – Sing a broad range of songs including syncopated rhythms, with a sense of ensemble and performance. Sing in 3 and 4 part rounds, harmony and melody, showing accurate pitch and vocal independence. Perform in a year group musical.</p> <p>Composing – Extend improvisation skills, plan and compose melodic phrases, compose a ternary piece with music software (DAW).</p> <p>Performing – Instrumental performance, first access - learning to play in a Jumbie pan band. Reading notation - learning through the Kodaly method and standard notation-advanced. Perform steady pulse, meter and rhythm. Accompany a melody with chords or a bass line. Be able to describe tempo, texture, dynamics, duration, legato, staccato, ostinato and pitch.</p>

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Listening/Composing/ Performing Body percussion and awareness of pulse.	Singing/Listening/ Performing African drums – rhythm and texture	Composing/listening Go Compose – Woodland theme	Singing/Listening Using our voices	Performing First access teaching –Toot Part 1	Performing First access teaching –Toot part 2
Overarching Question	Can you work as part of a group to compose a piece with a focus on body percussion, rhythm, pulse and texture?	Can you feel the strong pulse beat in each song and read basic rhythm using the Kodaly method?	Can you use the Go Compose program to create a class composition based on a woodland theme?	Can you sing and play musically with increasing confidence and control, reproducing sounds from aural memory?	Can you learn the techniques needed to play a wind instrument (whole class first access)	Can you play musically with increasing confidence and control, reproducing sounds from aural memory and written notation?
Key Concepts & Vocab	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Experiment with sound on percussion instruments, what sounds can they produce?</p> <p>Improvise and compose music using only body percussion. Play in parts and then combine to create texture</p> <p>Create/compose a group piece based on Anna Meredith’s Hands free. Perform and share.</p> <p><u>Vocabulary:</u> percussion, pulse, rhythm, texture, beat, perform, dynamics</p>	<p>Listen to songs from Africa with strong pulse rhythms.</p> <p>Describe the different purposes of music throughout history and in other cultures.</p> <p>Move to the rhythms to feel the pulse. Pass the sound around the room. Use voices to sing and play instruments to add texture.</p> <p>Learn the techniques for playing the African Djembe drums</p> <p>Perform and share. Use musical notation.</p> <p><u>Vocabulary:</u> Pulse, meter, shekere, Djembe drums, crotchet, quaver, minim, rest notation, canon</p>	<p>Listen to a soundscape from a woodland. Recall sounds and appraise.</p> <p>Explore rhythm and tempo by changing the pulse to a set groove. Use music tech to choose and loop recordings created for a theme.</p> <p>Compose rhythms (record with word patterns) and play instruments in time to a pulse, maintaining an ostinato. Shape the composition in Ternary form (ABA)</p> <p>Perform and share a class piece based on a musical journey through a landscape.</p> <p><u>Vocabulary:</u> Loop, groove, pattern, recording, percussion, pulse, ostinato</p>	<p>Learn how to use their voices with control and think carefully about pitch. Use a variety of warm up exercises so that they can feel how breathing helps their tone.</p> <p>Increase the difficulty of songs to add skill – actions, canons etc</p> <p>Perform and share confidently encouraging solo singing when appropriate.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p> <p><u>Vocabulary:</u> vocal cords, breath control, pitch, tone, harmony, melody, canon, blending, tempo, actions Forte, piano, allegro, adagio</p>	<p>Understand the differences between the instruments in the wind family?</p> <p>Learn some basic flute (toot) techniques for playing. How to hold and blow the instrument correctly Breathing and tonguing Finger control/placement</p> <p>Read simple rhythms using crotchets and quavers displayed both as letters and music notation.</p> <p>Compose short rhythmic and melodic phrases to play</p> <p><u>Vocabulary:</u> mouthpiece, embouchure, toot, dood, flute, recorder, clarinet, oboe, bassoon breath control, tonguing</p>	<p>Continue to develop their toot playing, increasing the number of notes that they know and continuing to work on correct playing technique.</p> <p>Reading from a stave – the position of the note on a treble clef stave</p> <p>Use their instruments to improvise.</p> <p>Final performance to include pieces using the notes C, B. A. G. F</p> <p><u>Vocabulary:</u> Stave, minim (ta-ah), crotchet (ta) quavers (te te) Standard notation,</p>

<p>Precis</p>	<p>What is percussion? Practise with lots of vocal and body percussion games to establish a strong sense of pulse. Experiment with instruments to see what sounds they can produce. 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</p>	<p>Use basic instruments – djembes and shekere to continue rhythm work, adding texture to African songs.</p> <p>Concentrate on pulse and meter while singing African songs to hear strong pulse points and learn about canons. Use the body to move in time and feel the beat.</p>	<p>Using the Go Compose Scheme based on a bluebell wood - combine listening, playing and music tech (Charanga's Yustudio)</p> <p>Start with groove one and set a pulse, before overlaying rhythm patterns in four beats. Children to compose and memorise their patterns but then form groups and set these patterns in words. Loop the patterns and choose instruments to play them,</p>	<p>Sing different styles with percussion and actions added for texture to create weekly performances. Each song has its own style and rhythm structure and has a story basis.</p> <p>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.</p>	<p>Learn the physical techniques needed to play a toot and how to produce a sound in the mouthpiece and then individual notes. Understand the parts of a toot and what they are called.</p> <p>Read music with standard notation and learn the rhythms that go with this. The focus will be on sound before symbol but early on, they will start to read simple rhythms using crotchets and quavers displayed both as letters and music notation.</p>	<p>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)</p>
<p>Y3 PRECIS (continued)</p>	<p>) Compose own body percussion rhythms – individually, paired, small groups of 5 and a class piece. Graphically score their ideas before performance. Perform their composition and record. Create texture and dynamics within the piece. Analyse their composition.</p>	<p>Study basic graphic score and then Kodaly notation and compare to standard notation – read and perform only (no writing yet)</p> <p>Use crotchet, quaver and minim beats with an awareness of rests.</p> <p>Use visual aids (sticks) to represent the notation.</p>	<p>Repeat for groove two and rehearse. Then decide on the structure of the piece by arranging the groups and set it in ternary form (ABA). Rehearse and record the final piece.</p>	<p>Revisit Kodaly notation and this time write some simple rhythms in 4 and 8. Use grids to play rhythms decided by the class where the pattern is more complex – different sounds needed on different beats of the bar. Use dynamics in their singing – loud and soft, forte, piano and also tempo changes – allegro and adagio</p>	<p>Learn that notes are put on a staff and will start to recognise different pitches in their positions, however letter names will still be used. Discuss pitch and how this is related to the size of instruments.</p>	<p>Perform a concert as a final piece to another year group to include explanations of techniques as well as multiple melodies. The children will contribute to creating a running order for the final concert and will understand the purpose of practice and rehearsal before the big event. Critique performance - Listen and respond to own and others' work, offering and accepting feedback and suggestions.</p>

FUNDAMENTAL SKILLS and KNOWLEDGE	<p>Improvise and compose music using dynamics and texture</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand graphic scores as a means of notation and memory</p> <p>Play and perform in solo and ensemble contexts, playing musical instruments or using body percussion with increasing accuracy, fluency, control and expression.</p>	<p>Sing and chant expressively to reflect meaning.</p> <p>Sing in tune. Start to show control in voice.</p> <p>Perform with confidence and enthusiasm.</p> <p>Be able to notate in a variety of ways 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>To compose music that has four beats in a bar. Demonstrate the way that different kinds of instruments make their sounds.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Carefully choose and order sounds to achieve an effect.</p> <p>Create short musical patterns with rhythmic phrases.</p> <p>Recognise how musical elements can be used together to compose music.</p> <p>Work as part of a group to compose a performance.</p>	<p>Can identify the kind of music they have listened to and give a reasoned and personal reaction to it.</p> <p>To comment on 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>Be able to notate in a variety of ways using Kodaly method.</p> <p>To notice and explore the way sounds can be combined and used expressively.</p>	<p>Understand how to make a sustained sound from the toot with controlled breathing and accurate pitch</p> <p>Stay in time by playing with accompaniments.</p> <p>Learn to read music.</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>Be able to increase accuracy, control and expression through practice and rehearsal.</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>Be able to increase accuracy, control and expression through practice and rehearsal.</p> <p>Understand that the sense of occasion affects the performance.</p>
NC Primary Curriculum	<p>Key stage 2 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. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music. 					
YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Improvise and Compose Understanding the beat	Composition and performance/singing	Listening/performing First access – cornet/trumpet	Listening/performing First access – cornet/trumpet With concert	Listening/composing and performing Samba skills	Listening/composing and performing Samba – more skills and performance
Overarching Question	Can you read, write and play using basic notation, in Kodaly, standard and graphic score styles in different time	Can you perform an Egyptian composition using pitched percussion in a minor scale?	Can you learn the techniques needed to play a brass instrument and understand the differences between the	Can you play your brass instrument as a whole class ensemble well enough to put on a concert to another year group?	Can you compose and 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

	signatures?		instruments in the family?			and expression through practice and rehearsal?
Key Concepts & Vocab	<p>Experiment with time signatures to understand number of beats in a bar or repeated rhythm.</p> <p>Improvise and compose music with a varied number of beats in a bar.</p> <p>Play in parts and then combine to create texture. Use Djembes, glockenspiels and xylophones to further their percussion skills Perform and share</p> <p><u>Vocabulary:</u> Percussion, pulse, rhythm, texture, beat, dynamics, tempo, time signature, bars, Kodaly method, crotchet, quaver, rest, minim</p>	<p>Follow and perform simple rhythmic scores to a steady beat.</p> <p>Use pitched instruments to play in a minor key.</p> <p>Stay in time as an ensemble. Perform and record a final piece.</p> <p>Sing in unison and canons with accurate pitch and dynamics</p> <p>Listen and appreciate music from different cultures.</p> <p><u>Vocabulary:</u> pitched, unpitched, major, minor, texture. Singing – rounds, canons, Dynamics – louder and softer. Crescendo, diminuendo accompaniments,</p>	<p>Understand what a brass instrument is and why it is in this group.</p> <p>Know that part of the instrument is the sound you put into the mouthpiece.</p> <p>Learn how to hold, support and select the valves for the different notes.</p> <p>Learn where the notes are on the stave lines - (C,D,E,F,G,B)</p> <p><u>Vocabulary:</u> Brass, Cornet, trumpet, mouthpiece, embouchure, lead pipe, bell, valves, buzz, crotchet, quaver, minim, rest, semi breve. French horn, Euphonium, tenor horn, trombone, tuba, pitch.</p>	<p>Mastering breathing techniques.</p> <p>Understand notation – lengths of notes and rests</p> <p>Knowing you must play accurately as an individual while being in time with an ensemble.</p> <p>Striving to practise and improve to perform at a concert.</p> <p><u>Vocabulary:</u> buzz, embouchure, breathing, diaphragm, pitch, tuning, tonguing,</p>	<p>What is a samba band?</p> <p>What instruments are involved and how are they played?</p> <p>It's important to stay in time with the bass line or perform the pulse steadily if that is your part.</p> <p>Samba music is performed from memory so there are signals and whistles, but no notation.</p> <p><u>Vocabulary:</u> Tamborims , Caixa, Agogô bells, Surdos, shakers (Ganza), scrapers (Reco-Reco) Repenique (Hepique) Timbals (Timbale) Call and response,</p>	<p>Learn what the signals for a break and change of tempo mean.</p> <p>Play in parts and then combine to create texture that stays in time, is important.</p> <p>Strive to practise and improve to be able to perform at a concert.</p> <p><u>Vocabulary:</u> Grooves, breaks, signals, tempo, pulse, whistle (Apito) Structure, timbre, texture. Improvise, dynamics, poly-rhythms, cross-rhythms, ostinato</p>
Precis	<p>Initial call and response rhythms leading to notating these in a variety of ways.</p> <p>First reading notation and then writing their own 4 beat rhythms and performing them on non-pitched percussion instruments.</p> <p>Experiment with time signatures</p> <p>Look at graphic scores to describe an Egyptian piece. How does this score describe how the piece is played?</p>	<p>Use graphic score they have composed & play with pitched glockenspiels, xylophones and African drums. Learn to play an ensemble piece in a minor key. (Egyptian music style) Practise different elements of piece in three-part structure and then perform and record. Add a non-pitched percussion section, composed in groups. Singing – final section of this term. Sing unison & songs in a round (canon) with rhythmic accompaniment – kookaburra, double double, London's burning, Kye kye Kule, Chiro Chacho (sing up)</p>	<p>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 mouthpiece 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. Listen to brass instruments played in many different styles of music – pop, classical, jazz, blues, reggae, brass band.</p>	<p>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)</p> <p>Listen to some recorded brass music and live examples from specialist teachers and describe the instruments and sounds being played.</p> <p>Perform a concert as a final piece to another year group to include explanations of techniques as well as multiple melodies. Analyse product.</p>	<p>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 as spoken rhythms first using words as an aid to memory. Learn different rhythms for different instruments. Start to layer the sounds while keeping in time with the pulse beat. Listen to examples of professional samba groups to see diversity of the music and how culturally linked to celebrations in South America (link to topic). Understand that the music is in sections to have a structure to the piece.</p>	<p>Learn about 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. Play instruments in solo and ensemble groups for effect. Experiment with improvised rhythms to check if the pulse of the piece is understood.</p> <p>Put together a performance piece for the Art's night for parents or to the school (outside).</p>
Y4 Precis (Continued)						

<p>FUNDAMENTAL SKILLS and KNOWLEDGE</p>	<p>Can improvise and compose a simple and coherent musical piece for a range of purposes using the inter-related dimensions of music.</p> <p>Can listen with attention to detail and recall sounds with increasing aural memory</p> <p>Can use graphic and Staff musical notation when composing work as a means of notation and memory.</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 can use silence for effect in their music.</p> <p>Understand time signatures and bars and how this effects the feel of the pulse.</p>	<p>Can increase accuracy, control, fluency and expression through practice and rehearsal.</p> <p>Can explain how musical elements can be used together to compose music.</p> <p>Can sing rounds and partner songs and begin to sing simple second parts to introduce vocal harmonies.</p> <p>Can add percussive sounds to vocal arrangements either with voices or non-pitched percussion.</p> <p>Through listening to music from different cultures, pupils will share knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>	<p>Listen to both live and recorded performances of brass music to inspire and aid technique.</p> <p>Develop basic skills on a brass instrument initially with the mouthpiece and then with the cornet/trumpet.</p> <p>Begin to recognise and identify other instruments being played from the same family of instruments.</p> <p>Be able to play a selection of notes to then play short melodies with accompaniment.</p> <p>Follow notation in time to perform as a whole class.</p> <p>Understand where notes are on the stave.</p>	<p>Use breathing exercises to aid playing techniques.</p> <p>Maintain a simple part within a group.</p> <p>Understand the difference between semibreves, minims, crotchets and paired quavers and what a rest means within bars of music.</p> <p>Maintain individual parts accurately within the rhythm texture, achieving a sense of ensemble.</p> <p>Be able to describe the parts of the instruments and how to play each note.</p> <p>Develop a polished set of pieces to perform at a concert.</p>	<p>Can describe the purposes of this type of music historically and culturally.</p> <p>Can identify and name the many instruments being played in a samba band.</p> <p>Can play each instrument with care, clarity and appropriate technique.</p> <p>Can recognise and remember repeated patterns with a range of instruments.</p> <p>Can maintain a rhythm on one instrument against other instruments playing a different rhythm. (cross-rhythms)</p>	<p>Can 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>Can use a syncopated rhythm in the final break and then return to the original pulse.</p> <p>Be able to perform a polished piece with all the skills they have practised in one performance.</p>
<p>NC Primary Curriculum</p>	<p>Key stage 2 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. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music. 					

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Area of Focus	Singing Understanding the voice and musical terminology.	Singing/Listening/performing Blues music from USA – study of genre and musicians from the era.	Singing/Listening/performing Soul food cafe – year group performance	Performing Whole class Ukulele first access	Listening/Performing BSO live children’s concert	Performing Whole class Ukulele first access continued
Overarching Question	Can you use your voice correctly to illustrate pitch, dynamics, tempo and texture?	Can you analyse Blues music and iconic American Blues musicians from early 20 th century?	Can you perform at a Soul food Cafe event with songs and instrumental accompaniment in a Blues style?	Can you learn to play a Ukulele using accurate techniques?	Can you learn parts for a song and body percussion piece and hold your line while performing live with multiple schools and an orchestra?	Can you perform music in parts, by heart or with notation and keep in time?
Key Concepts & Vocab	<p>Sing a broad range of songs in an appropriate style</p> <p>Use phrasing, good posture and breath control and accurate pitching</p> <p>Awareness of verse, chorus structure and parts or round singing.</p> <p><u>Vocabulary:</u> tempo, texture, dynamics, Pitch, phrasing, duration, pulse, posture, style, Legato, staccato, ostinato, verse, chorus, round/canon</p>	<p>Listening – A wide range of blues music - artists from America</p> <p>Understanding the rhythmic style of blues – 12 bar blues, riffs and shuffle rhythms</p> <p>Composing blues lyrics</p> <p>Singing songs by Blues artists or music in the Blues style</p> <p><u>Vocabulary:</u> Blues, soul, Jazz, Call and response, Scat, Vocalise, Riff, 12 bar blues, lyrics</p>	<p>Listening – A wide range of blues music - artists from America</p> <p>Learn and compose accompaniments to Blues songs</p> <p>Understand shuffle rhythms</p> <p>Perform - as a year group ensemble</p> <p><u>Vocabulary:</u> Hi-hat, harmonica, steel guitar, clarinet (stick), double bass, improvisation, shuffle rhythm</p>	<p>Listening – Ukulele music (origins and social context of the music)</p> <p>Performing – learning techniques to play the instrument.</p> <p>Learning the string names and how to pluck and strum and change chords by using the fret board.</p> <p>Vary the strum techniques</p> <p><u>Vocabulary:</u> Ukulele, Guitar, strings, neck, body, frets, nut, bridge, tuning pegs, headstock. picking, strumming – down and up, chords, harmony, melody, structure, texture</p>	<p>Using Voices to sing - with added body percussion, Maketon signing and ukulele playing to add texture to the pieces</p> <p>Understand the structure of an orchestra and develop an understanding of the history of music through a live performance.</p> <p>Perform and share confidently with a large choir of inter-school voices and the BSO</p> <p><u>Vocabulary:</u> Maketon, Lip-sync, Melody, harmony, body percussion orchestra, strings, woodwind, brass, percussion, ukulele</p>	<p>Listening – to each other, to maintain an ensemble feel and accurate tempo</p> <p>Performing - as an ensemble</p> <p>Dynamics and using musical notation (four string tab).</p> <p>Taking on melody or accompaniment roles Compose a short ternary piece with Ukes and Piano</p> <p><u>Vocabulary:</u> chucking, muting, notation – four string tab chords, structure. triads</p>
Precis	<p>Look at how the voice works. Work on musical skills each week through singing, to extend musical terminology.</p> <p>Secure the concept of pulse versus meter with percussion work (and using their bodies).</p> <p>Learn about ostinato and be able to hold a basic rhythm under other layers of singing or playing instruments.</p> <p>Singing in rounds ¾ parts and in harmonies.</p>	<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 Call and response, 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)</p> <p>Use instruments, both pitched (Ukuleles, piano, glockenspiels) and non-pitched (hi hats with brushes, maraccas) to practise rhythms.</p> <p>Teach rhythms (shuffles), techniques and harmonies.</p> <p>Look at Nina Simone’s life -a musician and activist. Learn ‘I wish I knew how it would feel to be free’ to perform.</p>	<p>Learn the origins of Ukulele playing. Initial lessons on technique (new instrument). What are the names of the four strings, learn a mnemonic to aid memory. What are the other parts of the ukulele called and what are their functions? Can we pick each of the four strings using the thumb? What is the strumming technique? How can they strum chords and then change the chord? What is a fret?</p>	<p>BSO concert preparation and performance. (different musical theme each year).</p> <p>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.</p> <p>Learn specific pieces written for the concert – body percussion, singing and using Maketon (signing). Use Lip-syncing techniques to practise trickier elements.</p>	<p>Learn a variety of pieces with increasing difficulty. Use tracks to keep playing steady and continuous. Differentiate groups by assigning parts (melody lines are simpler). Learn how to play a greater selection of chords – harmony line (tempo even more important.) Work on changing the dynamics of the pieces.</p> <p>Try out a variety of strum patterns on open strings and on more complex chords. When all skills are embedded, put together at least 2 performance pieces: Greedy cats and The C Jam Blues (Duke Ellington)</p>

<p>Precis Y5 (Continued)</p>	<p>Use multiple songs from different cultures to achieve this (E.g. African, south American)</p>	<p>Linked with Muddy Waters and BB King music, compose their own lyrics of a blues song, to a stylised backing of 12 bar blues track. Accompany with piano chords.</p>	<p>Practise, rehearse and perform as a year group to the parents.</p>	<p>Pieces are generally memorised but can be written in a form of notation called chord diagrams (4 string tab). Learn simple melodies with picking/plucking technique and then use chords for a harmony line – two groups. Listen to music from Hawaii, but also lots of pop music use ukuleles as well.</p>	<p>Take part in multi schooled event in a concert hall (Lighthouse)</p>	<p>Provide live performance opportunities with an audience. Finish with a short composition exercise with Ukes and piano in ternary form.</p>
<p>FUNDAMENTAL SKILLS and KNOWLEDGE</p>	<p>Breathe well and pronounce words clearly - diction.</p> <p>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>Play an accompaniment to vocals on an instrument.</p>	<p>Understand the different cultural meanings and purposes of music.</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>Appreciate 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>Perform songs in a way that reflects their meaning and the occasion.</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>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>Listen to and appreciate music from other musical traditions.</p> <p>Develop basic skills on a ukulele initially with open strings and then using the frets.</p> <p>Be able to play a selection of notes to then play short melodies with accompaniment.</p> <p>Maintain individual parts accurately within the rhythm texture, achieving a sense of ensemble.</p> <p>Be able to describe the parts of the instruments and how to play each note.</p> <p>Understand strum patterns for accompanying the melody.</p>	<p>Learn vocal and instrumental content, rehearse and perform with others and contribute to gradual improvement in the performance.</p> <p>Increase Ukulele skill to include content for the concert.</p> <p>Begin to recognise and identify instruments and the sounds of the instruments being played by the orchestra.</p> <p>Appreciate a live symphony performance.</p> <p>Use the venue and sense of occasion to create performances that are appreciated by the audience.</p>	<p>Learn to use chord diagrams for notation – understand which fingers on which fret, on which strings are illustrated.</p> <p>Confidently read notation to know what is coming next – prepare to switch chords.</p> <p>Play confidently in front of an audience.</p> <p>Listen to and appreciate music from other musical traditions.</p> <p>Notate a melody line for a composition piece with piano and ukes (tab notation)</p>

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YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Performing First access instrument: Jumbie Pans Skills and techniques	Performing First access instrument: Jumbie pans Practise and performance	Listening/Singing Analysis of classical/contemporary pieces and music appreciation/ Singing	Performing/ Singing Notation and composition – advanced skills	Listening/Composing Indian music Experience day and then composition and playing	Singing/Performing End of year 6 Musical
Overarching Question	Can you learn to play a Jumbie pan using accurate techniques?	Can you perform layered music by heart or with notation and keep in time?	What is a Leit motif? Can you identify instruments by their sound?	Can you read and write standard notation, to include syncopation?	What are the key elements of Indian music?	Can you perform expressively as a year group to produce a musical?
Key Concepts & Vocab	<p>Listening – steel pan music (origins and social context of the music)</p> <p>Performing – playing the instruments.</p> <p>Dynamics and using musical notation.</p> <p><u>Vocabulary:</u></p> <p>Jumbie pans, steel drums, octave, sharps, flats, rolling, ascending and descending scale, chords, harmony, melody, structure, texture</p>	<p>Listening – to each other to maintain an ensemble feel and accurate tempo</p> <p>Performing - as an ensemble</p> <p>Taking on melody or accompaniment roles</p> <p><u>Vocabulary:</u></p> <p>tempo, dynamics, patterns, bass line, texture. notation chords, structure.</p>	<p>Listening - Develop knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to. Identify structure within a musical composition – both vocal and orchestral.</p> <p><u>Vocabulary:</u></p> <p>brass, strings, percussion, woodwind, leitmotif, bassoon, clarinet, flute, timpani, oboe, French horn, syncopated rhythms, ensemble, phrasing, accurate pitching.</p>	<p>Singing – with emphasis on clear rhythm patterns and a sense of pulse.</p> <p>Performing – understand the difference between the note values and their equivalent rests. Use standard musical notation. Play bars of rhythms on percussion instruments.</p> <p><u>Vocabulary:</u></p> <p>syncopation, semibreve, minim, crotchet, quaver, semiquaver, dotted crotchet, rests (and their Kodaly sound equivalents)</p> <p>lyrics, close harmony.</p>	<p>Listening - knowledge and understanding of the stories, origins, traditions, history and social context.</p> <p>Composing – Use Go compose to improvise with a DAW, Indian style track. Play instruments – with appropriate sounds.</p> <p><u>Vocabulary:</u></p> <p>rag, tal, drone, tabla, sitar, tanpura. classical, bhangra, Bollywood sargam (naming notes) sam (beat 1) tintal (16 beat rhythmic cycle)</p>	<p>Use voices to sing a broad range of songs as part of an ensemble.</p> <p>Observe rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Perform and share to an audience.</p> <p><u>Vocabulary:</u></p> <p>musical, melody, harmony, solo, duet, lyrics, performance, staging. repertoire, choir, ensemble, balance. phrasing, pitch</p>
Precis	Learn the origins of Jumbie	Learn a variety of pieces with	Listening challenges (work linked	Secure dotted crotchet and single	Learning about Indian music and	Learn and take part in a full

<p>Y6 Precis (Continued)</p>	<p>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. Can they play in chords? How are pieces formatted? Do they have musical patterns and sections?</p> <p>Look at varied notation for this instrument. Use groups for harmonies and melodies. Listen to music by Trinidad steel pan groups.</p>	<p>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 Feeling Hot and Hill and Gully Rider or Christmas steel pan pieces. Introduce non-pitched percussion – accompaniment group. Provide live performance opportunities with an audience.</p>	<p>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.</p> <p>Continue with rhythm and singing games throughout to keep up singing skill levels.</p> <p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a class, with a sense of ensemble. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p>	<p>quaver rhythms after revising the basic notes. Discuss syncopation and play examples. Notate these in four beat rhythm cards (bears) Use percussion instruments to compose rhythm patterns using notation they have written.</p> <p>Singing – Use African and songs with a strong sense of pulse, to maintain a sense of tempo.</p> <p>Blend singing with their written rhythms using non pitched percussion.</p> <p>Compose simple pieces with mixed pitched and non-pitched instruments.</p>	<p>its culture. Listen to examples of Indian Music – what instruments (or types) can you hear? What is the texture like?</p> <p>Musical experience if possible to learn about Tal (repeated rhythms) played on the Tabla (drums).</p> <p>Learn about Rag (patterns of notes on the Sargam scale) and the drone which underlies the music.</p> <p>Structured group composition work to come up with a Rag, Tal and drone of their own that fit together.</p> <p>Go Compose Sunset programme using a DAW for texture – Indian stylised track.</p>	<p>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.</p> <p>Additionally, some songs will also have dance rhythms and acting integrated into the songs.</p> <p>Music and lyrics to be learnt by heart with an awareness of audience and understanding their contribution to a larger project.</p> <p>Performances to the school and parents at the end of term.</p>
<p>FUNDAMENTAL SKILLS and KNOWLEDGE</p>	<p>Perform significant parts from memory and from notations with awareness of their own contribution.</p> <p>Can refine and improve their own work. Play with confidence, expressively and in tune.</p> <p>Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group.</p> <p>Listen to and appreciate music from other musical traditions.</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 their performances.</p> <p>Play confidently in front of an audience.</p> <p>Listen to and appreciate music from other traditions.</p>	<p>Become familiar with some great composers and their place in the history of music and be able to describe a composer's musical style.</p> <p>Can compare musical features choosing appropriate musical vocabulary and use this to identify strengths and weaknesses in music.</p> <p>Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Sing or play from memory with confidence, expressively and in tune.</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 their own musical patterns.</p> <p>Be able to use staff notation to record simple compositions.</p> <p>Have a strong sense of pulse and tempo to play their notation in time with an ensemble.</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. Include chords</p>	<p>Sing a harmony part confidently, showing accurate pitch and vocal independence.</p> <p>Use different venues and occasions to vary my performances.</p> <p>Be 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>

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