MUSIC

- National Curriculum
- Projects and Beacons

Working Collaboratively, Independence, Community Values, Reflectiveness, Stickability; Risk Taking, Inquisitiveness, Communication

KS1 National Curriculum	KS2 National Curriculum
Pupils should be taught to: • 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.	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: • 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.

Music Curriculum Statement of Intent:

We aim to bring music to life in the classroom through inspiring musical projects that are relevant to our children. Art and culture are integrated into our daily life and learning. Aspirational people from the world of music play a key role within our music curriculum.

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EYFS	**Exploring media and materials** Children sing songs, make music and dance, and experiment with ways of changing them.	**Being Imaginative** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music and dance.	**Music of the Week:** Daily focus on a genre of music or particular artist's work; learning and discussion around instruments, tempo, rhythm and arts and culture.	**Cultural Understanding: Listening and Appreciation** **Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. In order to ensure a broad range of music is listened to, we use fluency slides to support discussion about the music.**
Year 1	**Singing Project** Provide opportunity for pupils to **use voices expressively.** Children will use their voices to perform a range of songs and learn about using expression within their singing. As a part of this, children will explore how dynamics can compliment the expression of the song (eg: singing *fortissimo* for a lullaby).	**Instrument Project** Provide opportunity for pupils **to explore a range of tuned and untuned instruments focusing on timbre, dynamics and rhythm.** Children will explore a range of tuned and untuned instruments, learning their names and start identifying the differences and similarities in their timbres. They will develop their rhythm skills learning to play simple ostinatos with these instruments and body percussion. They will then perform these in ensemble and soloist contexts.	**Soundscape Project** Provide opportunity for pupils to **create a soundscape for a scene to build an atmosphere.** Children will consider how they can use instruments, their bodies and their voices to build an atmosphere for a scene or picture.	- Rondo alla Turca by Mozart (classical) - Mars from The Planets by Holst (20th Century) - Wild Man by Kate Bush (art pop) - Runaway Blues by Ma Rainey (blues) - Fanfarra by Sergio Mendes/Carlinhos Brown (Samba from Brazil)

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Year 2	**Music Around the World Project** Provide opportunity for pupils to **explore music from around the world.** Children will explore music from around the world (eg: African Drumming, Bhangra, Gamelan etc) and compare and contrast the use of instruments. They will be encouraged to broaden their musical horizons and give a musical justification for their opinions of it.	**Ocarina Project** Provide opportunity for pupils **to play well-known songs on tuned instruments focusing on changes in pitch and tempo.** Children will learn the fundamentals of playing the ocarina focusing on pitch and rhythm. They will learn to play simple phrases and songs (nursery rhymes) to perform as part of an ensemble or as a soloist.	**Story Project** Provide opportunity for pupils **to explore and compose music using graphical notation focusing on differences in dynamics and tempo.** Children will use pictorial representation to notate different instruments sounds and produce a graphic score for the sounds they are listening to. They will need to consider dynamics and tempo in their drawings and how these can be illustrated.	- Night Ferry by Anna Clyne (21st Century) - Bolero by Ravel (20th Century) - Hound Dog by Elvis Presley (Rock n Roll) - With a Little Help from My Friends by the Beatles (Pop) - Baris by Gong Kebyar of Peliatan (Gamelan from Indonesia)
Year 3	**Musical Notation Project** Provide pupils with the opportunity to understand how music is written on the staff and how to read and write music formally. Children will learn how to read music of the staff written with the treble clef. They will learn about note value and utilise these symbols on the staff to write simple melodic phrases. They will create/utilise mnemonics tor remember positions of notes on the staff and practice. They will then play their melodic phrases on the glockenspiel.	**Recorders Project** Provide opportunity for pupils to **use and understand treble clef staff notation, focusing on rhythm and melody** Children will learn the fundamentals of playing the recorder, utilising their understanding of the staff and treble clef. They will learn to read simple melodic phrases/songs and perform them as part of an ensemble or as a soloist.	**Musical Theatre Project** Provide opportunity for pupils to **use voices with increasing accuracy, fluency, control and expression** Children will explore the progression of Opera in classical/romantic music, to Operetta, to Musical Theatre. They will consider what the purpose of the music in Musical Theatre is and how it enhances the story (eg: to show a character's internal monologue, to express a big feeling). Using this consideration of **expression**, children will perform Musical Theatre in ensemble or soloist contexts.	- Halleluhah from Messiah by Handel (Baroque) - Night on a Bare Mountain by Mussorgsky (Romantic) - Jai Ho from Slumdog Millionaire by AR Rahman (21st Century) - I Got You (I Feel Good) by James Brown (Funk) - Le Freak by Chic (disco) - Sahela Re by Kishori Amonkar (Indian Classical from India)

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Year 4	**Pop Music Project** Provide opportunity for pupils to **use voices with increasing accuracy, fluency, control and expression** Children will learn about the term 'Popular Music' and how this may vary around the world and over time (for example pop of the 60s/70s/80s etc). They will consider the standard instruments used within it today as well as the structure it is commonly written in, with emphasis on understanding the terms Verse, Pre-Chorus, Chorus, Bridge.	**Violin Project** Provide opportunity for pupils to **use and understand treble clef staff notation, focusing on duration** Children will learn the fundamentals of playing the violin, using their knowledge of musical notation to read simple Treble Clef musical phrases and songs.	**Composition Project** Provide opportunity for pupils **to use staff notation to compose music** for an untuned instrument of their choice**.** Children will use their knowledge of note value to create a score for untuned instruments, focusing on texture. They will consider the terms monophonic and polyphonic and produce polyphonic untuned ostinatos.	- Symphony No 5 by Beethoven (Classical) - O Euchari by Hildegard (Early) - For the Beauty of the Earth by Rutter (20th Century) - Take the A train by Billy Strayhorn/Duke Ellington Orchestra (Jazz) - Wonderwall by Oasis (90s Indie) -Bhabiye Akh Larr Gayee by Bhujhangy Group (Bhangra from Punjab/UK) - Tropical Bird by Trinidad Steel Band (Calypso from Trinidad)

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Year 5	**Rhythm and Blues Project** Provide opportunity for pupils to **use voices with increasing accuracy, fluency, control and expression** Children will explore the origins of RnB and how music progressed over time but also how it informed music to come. (eg: Romantic Music →Slave Songs → Jazz/Blues → RnB. → Rock n Roll) They will listen to examples of the above and consider the influences they can hear (eg: inclusion of instruments like Saxophone, Piano). Children will use the glockenspiel and their understanding of the staff to play the 12 bar blues.	**Ukulele Project** Provide opportunity for pupils to **use and understand chords and use of timbre.** Pupils will also develop an understanding or **notated chords on the staff** as well as their **tablature** counterparts. Children will learn about where the Ukulele originates and similar instruments from around the world (and consider their distinct Timbre). They will gain an understanding of what simple triads are and how to play these chords on the Ukulele. Children will also explore the differences between Major and Minor tonality. They will use chord charts, to play an array of songs (C, G, Am, F) to perform as part of an ensemble or as a soloist. Children should also be encouraged to explore the similarities and differences between the staff and tablature.	**Music Technology Project** Provide opportunity for pupils **to use musical software to compose with a focus on structure and texture** (eg) Create their own dance music Children will use Garage Band on iPads to create a piece of music. They will develop an understanding of DAWs, digital instruments and sampling. They should consider their chosen genre carefully and use this to inform their choice of instrumental loops (eg: Rock'n'Roll utilises Guitar, Drums, Bass). Children should also consider structure in their piece and follow a form (eg: Binary/Ternary Form, Verse–Chorus) and gain understanding of how texture varies within these sections (eg: verse is thinner, less instruments, chorus is thicker, more instruments)	- English Folk Song Suite by Vaughan Williams (20th Century) - Symphonic Variations on an African Air by Coleridge Taylor (20th Century) - This Little Babe from Ceremony of Carols by Britten (20th Century) - Play Dead by Bjork (90s singer/songwriter) - Smalltown Boy by Bronski Beat (80s Synth/Pop) - Jin-Go-La-Ba (Drums of Passion) by Babatunde Olatunji (Drumming from Nigeria) - Ikanyezie Nezazi by Ladysmith Black Mambazo (Choral from South Africa)

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Year 6	**Music For Film** Provide opportunity for pupils **to understand the importance of how music impacts Films.** Children will look at scenes from films and identify how the music changes/enhances the mood of the scene. Children should talk about the dimensions of the music and use it as justification for their answers. (e.g: The piece of music makes the scene feel more exciting because it is ***forte*** and the tempo is ***allegro***.) They will make use of targeted musical adjectives, to develop verbal/written analysis skills of the music they hear. Children should explore how changing the music of a scene changes the overall mood of a scene.	**Singing Project** Provide opportunity for pupils **to develop their singing technique with an emphasis on diction, posture, breath control and tone.** Children will also start to develop an understanding how their voices differ from one another and how their voices will change. They will learn singing technique and develop their understanding of: **Diction** – annunciating words for clarity when singing. **Posture** – making sure their posture supports the diaphragm to aid breathing. **Breath Control** – exploring how to breathe correctly for singing and learn techniques to extend vocal stamina (eg: deep breathing). **Tone** – exploring tone quality in singing, understanding vowel modification to aid switching registers. **Vocal Register** – Understanding different registers of the voice (eg: Chest voice, Head Voice).	**Composition Project** Provide opportunity for pupils **to compose with a focus on the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure, musical notation)** Children will utilise the skills and proficiencies they have gained to produce short songs. They will decide how to produce their songs; either electronically with a DAW or acoustically or utilising a mixture of both. They will need to consider writing a score for their piece (Tradition Stave notation, graphic score, tablature), the dimensions of music within their piece, including dynamic and articulation markings. These songs will then be performed as an ensemble/soloist and presented.	- 1812 Overture by Tchaikovsky (Romantic) - Connect It by Anna Meredith (21st Century) - Say My Name by Destiny's Child (90s RnB) - Sprinting Gazelle by Reem Kelani (Folk from the Middle East) - Sea Shanties (Folk from England) -Mazurkas Op.24 by Chopin (Folk from Poland) - Libertango by Piazolla (Tango from Argentina)

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Singing Coverage

Songs recommended in the model national curriculum for music. All these songs are available through our fluency slides and should be incorporated into music planning and whole school assemblies.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing for Pleasure: • *Boom Chicka Boom* • Voices Foundation: *Have you Brought your Whispering Voice?* • Voices Foundation: *Hello, How are You* • Bance: *Copy Kitten* • Voicelinks: *I'm a Train* • *Bounce High, Bounce Low* • Singing Sherlock: *Dr Knickerbocker* • *Dragon Dance* • Trad. Bangladesh: *Mo matchi (Song of the Bees)* • Trad. Ghana: *Kye Kye Kule* • Trad. England: *An Acre of Land*	• *Little Sally Saucer* • Trad. *Star Light, Star Bright, First Star I See Tonight* • Trad. *Hey, Hey, Look at Me* • Trad. *Rain, Rain Go Away* • Trad. *Acka Backa* • Voicelinks: *The King is in the Castle* • Young Voiceworks: *Ebeneezer Sneezer* • Trad. *Oats and Beans and Barley Grow* • Singing Sherlock 1: *Teddy Bear Rock n Roll* • Trad. *Oliver Cromwell* • Trad. *Lovely Joan* • Trad. *Searching for Lambs* • Voicelinks: *Fireworks* • Trad. Bangladesh: *Hatti – ma tim tim (An Imaginary Bird)* • Trad. Bangladesh: *Charti Kula beng (Four Fat Frogs)* • Trad. Australia: *I Got Kicked by a Kangaroo*	• Sing Up: *Heads and Shoulders* • Singing Sherlock 2: *Si, Si, Si* • Flying a Round: *To stop the train* • Trad. Japan: *Kaeru no uta* • Trad. Morocco: *A ram sam sam/Pease Pudding Hot* • Trad. Bangladesh: *Now charia de (A Boatman's Song)* • Junior Songscape: *Listen to the Rain* • Voicelinks: *Extreme Weather* • Sing Up: *Skye Boat Song* • Trad. Ireland: *Be Thou My Vision* • Junior Voiceworks 1: *Now The Sun Is Shining*	• Junior Voiceworks 1: *Calypso* • Junior Voiceworks 2: *Our Dustbin* • Voiceworks 1: *Hear the Wind* • Kendrick: *Servant King* • *Happy Birthday* • Great Weather Songs: *Long Journey* • Great Celebration Songs: *World in Union* • Sing Up: *Just like a Roman* • Trad. Ghana: *Namuma* • Sing for Pleasure: *Ghosts* • Sing for Pleasure: *Lost in Space*	• Trad. Ireland: *Danny Boy* • Kodály: *Rocky Mountain* • Kodály: *My Paddle* • *High Low Chickalo* • *Ally Ally O* • Trad. Caribbean: *Four White Horses* • Trad. Uganda: *Dipidu* • *Are You Ready?* • *Row, Row, Row your Boat*	• Trad. South Africa: *Siyahamba* • Junior Voiceworks 1: *Calypso* • Sing Up*: Touch the Sky* • Sing Up: *Dona Nobis Pacem* • Sing Up: *We are the Champions* • *British National Anthem – God Save the Queen* • Sing Up: *We Go Together* • Trad. Ghana: *Senwa de Dende* • Sing Up: *Be the Change* • Sing Up: *One Moment, One People* • Sing Up: *There's a Power in the Music*

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	• Trad. America: *Built My Lady a Fine Brick House* • Sing Up: *Paintbox*	• Voiceworks 1: *Candle Light* • Singing Sherlock 2: *Shadow* • Singing Express 3: *Mirror* • Trad. England: *Ah! Poor bird/Hey, Ho! Nobody home/Rose*			

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	Key Skills and Knowledge		
	Beacon 1	**Beacon 2**	**Beacon 3**
Knowledge	• Recognising familiar nursery rhymes and traditional songs	• Describing different genres of music	• Exploring changes in different genres of music over time
	Understand the following key vocabulary:	Understand the following key vocabulary:	Understand the following key vocabulary:
	Expression: Sing with feeling. **Percussive**: Using the voice in a rhythmic manner. **Pitch**: how high or low a sound is. **Dynamics**: The softness or loudness of a sound. **Tempo**: The speed of the music. **Beat**: The regular rhythmic pattern of music. Time is counted in music by using beats. **Rest**: The musical symbol indicating silence/pause.	**Melody**: Notes that are played one after the other to make a tune. **Rhythm**: a pattern of note lengths. **Tempo** – the speed of the music. **Pitch** – how high or low a sound is. **Dynamics –** How loud or soft the music is. **Melody** – a pattern of notes. **Timbre –** the sound quality of an instrument. **Texture** – How full is the sound? Thick or Thin. **Fluency** - performing the music as written. **Duration**: The length of a note. **Staff** - The lines of the score that the notes are written on to. **Treble clef** - a symbol written on the staff which identifies how to read the music.	**Accuracy**: Hit notes at the right pitch for the correct length of time. **Chord**: When three or more notes are played at the same time. **Synthesised**: Music produced electronically. Music Technology – using electronic software to produce music. **Structure**: The different sections of a piece of music pieced together. **Timbre**: The quality or colour of sound that makes one voice or instrument different from another. **Texture**: How layers of sound within a piece of music interact. **Musical Notation:** - Crotchet rest – rest for 1 beat - Quaver rest – rest for ½ a beat - Minim rest – rest for 2 beats - Semi-quaver – ¼ beat
Skills	• Listen with concentration • Use our voices expressively • Play simple rhythms • Explore musical notation using graphics	• Use appropriate musical terminology to describe music • Use our voices to perform as part of an ensemble • Read simple notation to perform • Compose a simple score	• Explore details within the music using appropriate musical terminology • Use our voices to perform in a variety of contexts • Read a wide range of musical notation to perform • Compose using a range of musical structures

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