



Music Curriculum Map

Year Group	Autumn	Spring	Summer
Pre-School	<p>Coverage of music is continuous throughout the year including a lesson with a specialist music teacher each week. Awakening of interest in music through listening to the singing of songs, the sounds and names of musical instruments and frequent repetition of rhymes. Saying some of the words in songs and rhymes and beginning to participate more independently.</p> <p>Exploring a widening range of rhymes and songs throughout the year, deepening the listening and sub-conscious learning experience. Take part in singing games and action songs involving turn taking, counting, simple movements and use of musical instruments.</p> <p>Once an established repertoire of rhymes and songs is in place children participate more actively in classroom songs and singing games - alone, with the teacher or in a small group. Some understanding of loud/quiet, fast/slow.</p> <p>Song Rhyme Game Clap Tap Bells Tambourine Castanets Shaker Loud Quiet Fast Slow</p>		
Nursery	<p>Music provision is continuous throughout the year and includes a weekly lesson with a specialist music teacher. Song and rhyme repertoire expands, increasingly children are able to sing songs from memory. Development of the singing voice and awareness of pitch over a small range of notes. A sense of beat developing. Playful texts of rhymes and songs link to counting, animals, flowers, holidays.</p> <p>More spontaneous participation in singing games and singing familiar songs. Sense of beat grows through movement, body percussion and playing instruments. Begin rhythmic work, tapping the patterns in names and rhymes. Developing more control when playing instruments.</p> <p>Heightened enjoyment in rhythmic activities and singing games. Improvising of words and actions. In-tune singing and control of musical instruments developing. Signals to start and stop together followed.</p>		

	<p>Beat Marching Speaking/singing/ listening voice Pattern Rhythm Syllables In time Leader Copying In tune Signal/sign Tambourine Castanets Shaker Drum bells</p>
<p>Reception</p>	<p>Children focus on the singing voice and begin to develop a sense of pitch over a small range of notes, in a group and alone. Widening song repertoire and use of musical instruments, continuing to embed a sense of beat. Well known songs and rhymes develop understanding of structure and children learn to identify key features or contrasts in the music (e.g. fast/slow). Extending repertoire of songs, rhymes and dances. Playing instruments along with music, individually or in a group, underlining awareness of the beat. Responding to symbols or hand signs. Clapping back rhythmic motives. Singing a variety of songs, accompanied and unaccompanied, adding co-ordinated actions. Sing short phrases or responses solo. Copying simple rhythms on an instrument. Playing with purpose. Developing ability to play loudly, quietly, fast, slow. Children add sound effects at certain points of a song and improvise actions to fit. Links to science - songs about plants + animals. Links to history - songs about forms of transport.</p> <p>On the beat My turn/your turn Thinking voice/sing in your head Verse Patterns Solo Rhythm Listening Joining in Stop/start Together Echo Actions Short/long</p>

	<p>Fast/slow Drum Bells Shaker Tambourine Castanets claves</p>		
<p>1</p>	<p>During Autumn term pupils will be using their voices creatively to sing songs and speak rhymes and chants. They will use a variety of voices: singing / speaking / whispering / thinking. Lessons will involve careful listening and working with a range of high-quality live and recorded music.</p> <p>AUTUMN 1 Exploring a range of songs, rhymes and chants, children will sing in time to steady beats and learn to distinguish between different voices e.g. speaking, singing. Material will be taught through live demonstration or high quality recordings. Work on keeping the beat: walking, marching, with body percussion and playing untuned percussion instruments. Children will be developing familiarity with naming and playing untuned percussion instruments. They learn to recognise their sounds, listen to high quality recorded performances and explore different ways to play the instruments.</p>	<p>Throughout Spring term children will be singing songs and speaking rhymes and chants in many styles expressively and with a sense of enjoyment. They will continue to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>SPRING 1 Continue to build repertoire of songs, rhymes and chants. Children listen to live demonstrations of songs and recordings of songs. Focus on well-pitched singing and keeping the beat through musical games. Children explore songs with varying moods and character (happy, sad etc). Use their voices expressively and creatively. They will use body percussion and untuned percussion to play rhythms with songs, imitate rhythms and copy the rhythm pattern of words in songs, chants and rhymes.</p>	<p>During Summer term children will demonstrate increased vocal control as they sing songs and speak rhymes and chants together. Their listening skills whilst singing improve as does their concentration in listening to a range of high-quality live and recorded music.</p> <p>SUMMER 1 Children play untuned percussion with a range of songs whilst singing or listening to live demonstrations/recordings of songs. They play musically, matching e.g. tempi and dynamics as appropriate. Class, groups and individuals aiming to sing more in tune with greater breath control and more confidence. Use songs antiphonally and have children listen to each other. Pitch matching improves. Children become more familiar with a range of untuned percussion and better recognise the sounds of the instruments. The concept of ostinato - repeated rhythm - is introduced and children play to accompany songs using body percussion and untuned percussion.</p>

AUTUMN 2

Pupils continue to develop their skills in playing untuned percussion musically as they work on songs, rhymes and chants. They focus on singing more accurately at pitch across a wider range of notes. Working as a class and in groups children concentrate on following simple signals (stop/start) as they sing and play untuned percussion instruments. They explore selecting and combining the sounds of different percussion instruments to accompany songs, rhymes and chants. Children listen to extracts of recorded music including Carnival of the Animals - Saint Saens. They listen to live performance of music in school and prepare KS1 Nativity songs for performance (R.E. link).

VOCABULARY AUTUMN 1 & 2

Singing/speaking/thinking voices
Long/short (duration)
Beat
Playing on the beat
Tune
Fast/Slow (tempo)
Percussion instruments
Claves
Tambourine
Drum
Triangle
Maracas
Castanets

SPRING 2

Composing a class piece of sound effects for a poem using untuned percussion. Children select and combine the sounds of percussion instruments drawing on the dimensions of music including dynamics and tempo. They create a musical score of symbols to record their ideas. Children will have the opportunity to listen to live music and extracts of recorded music including from Saint Saens - Carnival of the Animals. They will spend time continuing to cover the elements of music as they use their voices and play untuned percussion including experiments with pitch (high/low), tempi (fast/slow), structure (beginnings/endings). Links to science - songs about plants and animals. Link to literacy - use of poetry.

VOCABULARY SPRING 1 & 2

Fast/slow (tempo)
Ostinato/repeated pattern
Loud/quiet
Signals
Steady beat
Score
Plan of a piece/verse and chorus (structure)
Symbol
Composing
Cowbell
Cymbal
Wooden agogo
sandblocks

SUMMER 2

Children play more tricky ostinati with a range of songs. They identify the sounds of untuned percussion instruments playing ostinati on high-quality recordings. Children are introduced to tuned percussion (chime bars) and use them to accompany a song musically. Listen to live demonstration of chime bars then they combine tuned and untuned percussion. Explore use of some well-known songs in a recording of 'A Children's Symphony' by Harl McDonald. Children begin to use descriptive phrases to talk about music they have listened to e.g. louder/quieter and how it might affect the mood of a piece. Link to science - instruments made from different materials.

VOCABULARY SUMMER 1 & 2

Loud/quiet (dynamics)
High/low (pitch)
Rough/smooth/scratchy (tone quality of the sound)
Shape of a tune
Conductor
Mood of the music
Drone
Chime bars
Woodblock
Tambour
Sand blocks
Score

2

During the Autumn term pupils will sing a wide variety of songs concentrating on accuracy of pitch and build a bigger repertoire of rhymes and chants. They will have the opportunity to concentrate on a range of high-quality live and recorded music in each lesson, including backing tracks.

AUTUMN 1

Children continue to build their repertoire of songs, rhymes and chants with focus on accuracy of pitch through use of limited tone set songs. Their aural skills and the ability to pitch match are developed through concentrated listening. They demonstrate their ability to follow the rise and fall of pitch in songs with their hands. Developing appreciation of the dimensions of music - dynamics (loud/quiet), pitch (high/low) and tempo (fast/slow) through singing and playing untuned percussion instruments to accompany the songs.

AUTUMN 2

Children concentrate as they listen to the rhythm patterns contained in chants, rhymes and songs, replicating them with body percussion e.g. clapping, tapping, stamping and on untuned percussion. They select untuned percussion instruments on which to perform rhythm accompaniments for songs, experimenting as to which sound they prefer. Children move on to composing their own repeated rhythm patterns, again selecting the untuned percussion sound. Children spend time

Throughout the Spring term children will work on using their singing voice expressively, with clear words and paying good attention to breathing and singing through phrases. They will listen with concentration to high-quality live and recorded music including whilst working on the Songsack project during Spring H1.

SPRING 1

Children develop better understanding of conveying the mood and message of songs, rhymes and chants creatively with their voices. They continue to add untuned percussion instruments as they perform songs, rhymes and chants, reinforcing the steady beat and bringing out rhythms. Children learn to recognise the varying sounds some orchestral instruments make through listening to a selection of high-quality recordings of orchestral pieces including Prokofiev's - 'Peter and the Wolf'.

SPRING 2

Children work in small groups to compose a piece with a beginning, middle and end (based on Hansel + Gretel). They experiment and select untuned percussion sounds, investigating suitable combinations. They create a graphic score of their pieces, perform and appraise. Children continue to play untuned percussion musically with songs, keeping a steady beat and combining this with the rhythm. They begin to explore long, medium and short sounds (duration) in music through listening to high-quality pieces of recorded music

In the summer term children focus on singing with a sense of control of volume (dynamics) and tempo (speed), continuing to build a repertoire of chants and rhymes. They will listen with concentration and understanding to a range of high-quality live and recorded music.

SUMMER 1

Children work on songs requiring a variety of dynamics and tempi alongside songs and chants. They progress to more complex songs including rounds, partner songs and songs with more verses. They take part in more complex singing games. Children learn about the significance of rests in music and demonstrate their understanding by combining pulse and rhythm using body percussion. They transfer this work to untuned percussion instruments, using them to play musically as they combine pulse, rhythm and rests plus develop deeper understanding of short, medium and long sounds (duration).

SUMMER 2

Children play tuned percussion (chime bars) musically. They learn best technique then how to copy back patterns and make up short tunes based around a few notes. Children then have an opportunity to combine tuned and untuned percussion with songs, rhymes and chants they know well. Confidence develops in performing individually and in groups, composing short pieces together using a combination of sounds.

listening to and working around extracts from Saint Saens - 'The Carnival of the Animals'. They focus on how different movements are contrasting in key dimensions such as dynamics (loud/quiet), pitch (high/low) and tempo (fast/slow). Prepare KS1 Nativity songs for performance (R.E. link) - children benefit from live music, teacher led song demonstrations and piano accompaniment.

VOCABULARY AUTUMN 1 & 2

Beat

Pattern/rhythm

heartbeat

Ostinato/repeated pattern

Pulse

Sense of control (when singing)

Accompaniment

Volume (dynamics)

Fast/slow (tempo)

Higher/lower (pitch)

Contrasts/opposites

Orchestra

and follow this up with playing them on untuned percussion to accompany pieces of recorded music. Touch on the names of the symbols that represent them (minim, crotchet, quaver).

Literacy link - traditional tales.

VOCABULARY SPRING 1 & 2

Rest

Steady beat

Rhythm

Note values

Quaver

Crotchet

Minim

Melodic ostinato

Beginning/middle/end (structure)

Long/short (duration)

Orchestra

Conductor

Timbres

Children explore the relationship between rhythm as a dimension of music and words through well known songs, chants and rhymes. Foundation work for use of rhythm notation in KS2.

Children have the opportunity to listen to live and recorded music from different periods and styles including Beethoven's 5th Symphony and Villa Lobos 'Little Train of the Caipira'. They explore how elements such as pitch, rhythm, dynamics and tempo affect the music's mood. They become more familiar with instruments of orchestra and how they are played.

Science link - sound + vibrations.

VOCABULARY SUMMER 1 & 2

Beat

Regular pulse

Rhythm

Rest

High/low/getting higher/lower (pitch)

Smooth/scratchy/heavy/light/cold (timbre or tone quality)

Long/short sounds (duration)

Tuned percussion

Chime bars

Pizzicato/plucked

3

In the Autumn term children will be singing songs in a variety of styles with increased confidence. This will include preparing material for end of term Christmas concerts. Children will work with high-quality live and recorded music. In each lesson they will listen with attention to detail and recall sounds with increasing aural memory.

AUTUMN 1

Working as a class children will sing with increasing control and accuracy in pitching the intervals between notes in songs. This is underpinned by solfa work. Pupils will accompany songs on untuned percussion continuing to work on keeping a steady beat accurately, solo or as a group.

Rhythm patterns from embedded song repertoire are used to support initial understanding of rhythm notation. With guidance, children become proficient at representing 4 beat patterns physically leading to using and understanding stick rhythm notation.

Children use stick notation to read rhythms to be played as ostinati to accompany a song. They play solo and as a group.

AUTUMN 2

Children spend time using untuned percussion instruments to accompany their singing. They combine pulse and rhythm with increasingly accuracy and fluency. Rhythms are improvised to suit different songs and fit with a pulse. Pupils work with tuned percussion (chime bars) and play solo, in pairs or in a group

Throughout Spring term children will sing songs with increased awareness of phrasing, control of breathing and diction. They will be working with high quality live and recorded music and will continue to listen with attention to detail and recall sounds with increasing aural memory.

SPRING 1

Developing aural skills will enable children to sing songs with longer phrases, more fluently and with greater accuracy. They learn song material for end of spring term EMS Singing Festival.

Rhythm work continues with patterns from known songs being read and understood from stick notation. Children improvise vocally, inventing short responses with a limited note range. They also improvise, in pairs and small groups, playing tuned and untuned percussion. They organise their ideas around simple musical structures.

Whole class project to learn descant recorder begins. Pupils are introduced to the foundations necessary to play with control. They listen to high quality live and recorded music and learn something of the instrument's history. As they learn, children play their recorder in whole class, small groups and solo. They grow in confidence and begin to demonstrate control of the instrument. Begin to read staff notation.

In Summer term pupils will focus on singing with increased expression. Material will include songs with recognised structures (verse/chorus, call/response). All lessons will feature high quality live and recorded music. Children will listen with attention to detail and recall sounds with increasing aural memory.

SUMMER 1

Children's technique on the recorder has progressed. They play with far greater control of the instrument and continue to grow their fluency in reading staff notation, including of its directional markings.

Pupils will focus on greater appreciation of dynamics and tempo in their playing and understand how this will help to achieve a much improved ensemble sound in class

Children work on whole class pieces and also some pairs/trios for performance. They also extend the pitches they are able to play and the complexity of rhythms they are able to read from staff and stick notation.

SUMMER 2

Pupils play with increasing confidence and fluency. In addition to reading performance pieces from staff notation they continue to improvise short tunes for echo by their peers.

Class performances for parent audience including songs, chants and recorder playing.

with good control. They improvise short phrases for echo by other children and create simple structures. Children are introduced to high quality pieces including 'Russian Dance' from Tchaikovsky's 'The Nutcracker Suite'. They learn to recognise some of the featured instruments, and learn something of the history of the piece including how it was derived from the ballet score.

VOCABULARY AUTUMN 1 & 2

Pitch

Duration

Tempo

solfa

Dynamics

Beats

Bar

Rhythm

Heart beat

Notation

Rhythm names

Four time

Tuned percussion

Orchestral instruments

SPRING 2

Pupils listen with attention to detail to examples of high-quality live recorder playing. They will be playing a limited note range which they now read from staff notation and performing short improvisations for echo by their peers.

Children's confidence in their recorder playing will be increasing as will their control of the instrument. As their ability to play new notes grows so too does their facility in reading staff notation. They reproduce short tunes from aural memory and continue to improvise within a known note range.

As a class, children tackle ensemble pieces involving recorder and untuned percussion. They read stick and staff notation as they focus on combining beat, pitch, rhythm and timbre.

VOCABULARY SPRING 1 & 2

Descant recorder

Silent recorder

Mouthpiece

Barrel

Foot joint

Tonguing

Musical symbols

Bar line

Music stave

Treble clef

Time signature

Crotchet

Minim

Quaver

Semi-breve

Pitch

Timing

Children create a class improvisation based around a stimulus. Using tuned and untuned instruments, body percussion and voice it will reflect the related elements of music.

Pupils listen to high-quality recordings of orchestral music including revisiting Tchaikovsky 'The Nutcracker Suite' and become familiar with other movements and its history.

Use musical language to describe the content. Spend some time becoming familiar with the four orchestral 'families' of instruments and exploring which instruments fit into each.

VOCABULARY SUMMER 1 & 2

Phrases

Ensemble

Solo

Intonation

Layers of sound (texture)

Recorded music

Structure

Intervals

Notes moving by step

Longer/shorter/sustained (duration)

		<p>Breathing Four beats/three beats in a bar Rests Repeat sign</p>	
<p style="font-size: 2em; text-align: center;">4</p>	<p>Throughout the Autumn term children will learn and sing many different styles of songs with increasing control and awareness of the sound of their voice. This will include preparing material for end of term Christmas concerts. In each lesson children will work with high-quality live and recorded music from many traditions and, as they work, listen with attention to detail and recall sounds with increasing aural memory.</p> <p>AUTUMN 1 Children will work on varied songs and develop confidence to sing in large and small groups as well as short solos. They will develop their skills in reading stick notation for rhythms and some staff notation. Whole class project to learn the ukulele begins with children listening to high quality live and recorded examples of ukulele playing. They learn something of the instrument's history and how to take care of it. Children sing and play alternately with accuracy. They identify higher and lower pitches and play a steady pulse to accompany recorded tracks. Different types of accompaniment are learnt to fit with an ensemble performance. Children echo strum rhythms they have heard in songs and begin to improvise rhythms.</p>	<p>During spring term children will concentrate on singing songs demonstrating musical expression - involving adding appropriate phrasing, tempi changes plus varied dynamics and mood. They will work with both high quality live and recorded music. In all lessons they will need to listen attentively to detail and recall sounds with increasing aural memory. Ukulele project will continue for some children who will go out in groups for tuition.</p> <p>SPRING 1 Children will explore the use of technology in music through a number of ICT music applications. They will be able to sequence sounds, compose, record and share their work, recognising the effects they are creating by combining layers of sound. Pupils will use their staff and stick notation skills to read and perform short rhythms and melodies. They will combine and perform these to accompany songs. Children will extend their repertoire of rounds and songs that can be sung as partner songs with increasing confidence. They manipulate ideas from within the songs to use as simple accompaniments for the singing.</p>	<p>Children strengthen skills in singing rounds and holding their own part during this part of summer term. They sing with increasing confidence and expression. They work with high-quality live and recorded music and listen with attention to detail and recall sounds with increasing aural memory. They learn material this term for the EMS 'Summer Sounds' festival which takes place at the end of term.</p> <p>SUMMER 1 Children have opportunities to sing as part of a small group or solo which they do with increasing confidence and control. They accompany songs using instrumental sounds they have selected and combined. Children use tuned percussion to help compose short pieces of music which explore a number of the elements of music including pitch, tempo, dynamics. They play from aural memory. Children develop their understanding of staff notation and are able to compose and notate a two bar rhythm. Listening to examples of high-quality live and recorded music children identify different metre (e.g. two time, three time). They play untuned percussion accurately to reinforce understanding of metre and structure</p>

AUTUMN 2

Children begin to learn to play chords and use musically to create strumming patterns to accompany songs. As their repertoire of chords grows children become more adept with strumming patterns and play them with increasing accuracy. They use opportunities to incorporate improvised patterns on tuned percussion. Children read chords from TAB (tablature) notation with increase confidence. They are able to perform echo songs using two chords and arrange an instrumental verse of a song for tuned percussion and ukulele. Children learn about the blues scale and how it can be used to improvise a solo. They prepare a concert for a parent audience.

VOCABULARY - AUTUMN 1 & 2

Pitch

Expression

Ostinati

Rhythm names

Solfa

Tone set

3-time/4-time

Rest

Tuned/untuned percussion

Canon

Round

Harmony

Ukulele

Strings

Frets

Chords

Scale

Blues

SPRING 2

Children learn about the structure of the pentatonic scale and explore using it to improvise melodies. They create a piece around a simple structure.

Children are introduced to graphic score notation and learn to use, follow and perform from it. Following on from this they write a group composition based on a stimulus using a graphic score. They organise and manipulate ideas in their groups and perform.

Children will listen to high quality recorded music by great composers. They listen to different versions of the same piece e.g. 'Rondo alla Turc' played on piano and then orchestrated and compare. Talk about its features e.g. repeats, dynamics, coda etc.

VOCABULARY - SPRING 1 & 2

Score

Graphic score

Standard notation

Pitch

Dynamics (forte/piano)

Loops

Sequencing

Repeats

Rests

Texture (thick/thin)

Improvise

Repetition

Coda

Phrase

tempo

e.g. of 'Sleigh Ride' K605 German Dance no. 3 by Mozart.

SUMMER 2

Children develop greater fluency in reading and playing rhythms from notation. They gain familiarity with a more complex rhythms both aurally and seeing them notated.

Moving on, children work on developing some understanding of how staff notation for pitch works. They use it to read pitch across a small note range and work at linking aural memory to the notated pitches.

Children work at creating an accompaniment for a song using tuned and untuned percussion. They extract accompaniment ideas from the song, organise and manipulate into a new accompaniment.

Children listen to contrasting pieces of live and recorded music from different traditions. They develop some understanding of the music's history and 'borrow' short extracts to stimulate brief improvised compositions.

VOCABULARY - SUMMER 1 & 2

Orchestra

Woodwind

Brass

Strings

Percussion

Structure (e.g. Call and responds)

Metre

Rhythmic

Melodic

	<p>Tango Calypso Tablature (TAB)</p>		<p>Scales Major Pentatonic Dotted minim</p>
<p>5</p>	<p>During Autumn term children work on a more demanding and varied repertoire in a range of styles. They sing with greater accuracy and expression. This will include preparing material for end of term Christmas concerts. In their lessons children will spend time listening to examples of high quality live and recorded music. They will listen with attention to detail and recall sounds because of their developing aural memory.</p> <p>AUTUMN 1 Children will work on playing a range of instruments with increasing accuracy and control. They work at accompanying their singing and aim to achieve an expressive ensemble performance. Perform to peers and audiences in school. As instrumental playing becomes increasingly accurate children are able to accompany the singing of rounds. They undertake this in pairs and as solos. Children work in groups to compose a piece linked to a stimulus which explores the inter-related dimensions of music. They use a graphic score notation format to keep a record of their piece. Children continue to develop their fluency in playing tuned instruments. This work is linked with notation reading</p>	<p>During Spring term children will sing songs with increased fluency and more expression through emphasis on improving phrasing and ensemble blend. They work with high quality live and recorded music and listen with attention to detail and recall sounds with increasing aural memory.</p> <p>SPRING 1 Children explore ICT music programmes including 2Simple Music and Garage Band. They make soundscapes and compositions using the programmes to select music samples to sequence, loop and manipulate sounds. They refine the compositions and talk about the effects they have created using the inter-related dimensions of music. Children listen with understanding to high quality examples of ICT generated music. Children use and understand stick notation to read and play rhythms. They perform ensemble rhythm pieces as a class and in small groups. Singing for the children includes partner songs with opportunities to sing in a group or as a solo. They play accompaniments which combine the dimensions of music.</p>	<p>Throughout Summer term children focus on singing more independently and with greater confidence and accuracy bringing out the shape of melodies as they sing. They perform with high-quality live and recorded music - including backing tracks - and listen with attention to detail and recall sounds with increasing aural memory.</p> <p>SUMMER 1 Children work as a class group and in small ensembles to play music in several parts. They read from staff notation and play tuned and untuned instruments with increasing accuracy and fluency. Pupils learn something of the history and tradition of folk music. They learn a folk song rooted in social history and real-life events and sing expressively, with an understanding of the song's historical links. Continuing this theme, the children listen to, appreciate and understand a piece of high quality recorded music linked to the same historical events. Through careful listening they examine how events are depicted through the music. Children work in groups to compose a piece of music based on a stimulus. They play and perform the pieces with control and expression and devise graphic notation to express and record</p>

skills as they are encouraged to continue to make aural links with reading pitches.

AUTUMN 2

Children improvise on tuned instruments using a wider tone set. They organise and manipulate ideas to create new musical structures.

As they work with songs, children demonstrate improved understanding of the relationship between lyrics and rhythm. They work to a musical structure and create new lyrics to add a verse to a song.

Children improvise with greater confidence using the pentatonic scale.

They perform in ensembles with improving accuracy and control.

Children listen with understanding and appreciation to high quality recorded music from different traditions.

They research facts about the history of specific pieces of music, recognise some of the inter-related dimensions of music within it and highlight these using body percussion and untuned percussion.

VOCABULARY - AUTUMN 1 & 2

part round

Harmony

Pulse

Rhythm

Expression

Improvise

Play by ear

Notation

Metre

Melodic ostinato

Intonation

SPRING 2

Children work on developing a better understanding of staff notation and ability to read pitches. They read and perform melodies with a limited range on tuned instruments.

Time is spent working on playing 'by ear'. Children will use careful listening and developing aural memory to play back melodies and phrases with increasing confidence.

Children return to working with staff notation and begin to learn about and recognise chords and how they appear on the music. They play chords on melody instruments as accompaniment for some familiar songs.

Children explore playing improvisations with character and expression over held chords or drones. They respond to the beat and use a wider range of dynamics. Pupils listen attentively to a range of pieces of recorded music by different great composers. They compare and contrast the way structures, dynamics and tempi have been used. Children use extracts of the works as stimuli to create short improvisations which reflect the elements of music.

VOCABULARY - SPRING 1 & 2

ICT

Loops

Sequence

Improvise

Riffs

Texture/layering

Drone

Groove

Aural

their ideas. Perform to peers or other audience in school.

SUMMER 2

Children revise known songs and notate their rhythms using stick notation. Following this they recall pitches of the melodies using aural memory and use solfa notation to link them to the rhythms. Once complete they perform songs accurately on a selection of tuned instruments.

Pupils perform partner songs accurately from memory and reading solfa notation. They have opportunities to sing in whole class groups, pairs and solo. Tuned percussion is added and played confidently to support the singing.

Children work as a whole class and subsequently in groups to perform more complex ensemble pieces. They follow and read the notation on a musical score, picking out their instrument's line. They develop skills in recognising and being able to explain the conventional instructions/markings on the notation. Children listen to pieces of high-quality live and recorded music from great composers and different traditions. The similarities and differences are highlighted and children learn about and discuss any stories or history behind the specific pieces.

VOCABULARY - SUMMER 1 & 2

Syncopation

Musical genres

Programme music

Folk music

Texture

		<p>Pentatonic Phrasing Fanfare Traditions repetition Chords Arpeggios</p>	<p>Arrangements Pentatonic composition Phrasing Melodic line Lyrics and melody Chords/note clusters Partner song Accent Diminuendo Crescendo Pause Staccato Drone</p>
<p>6</p>	<p>During Autumn term pupils work on increasing the accuracy of all singing, developing better breath control and improving technique. This will include preparing material for end of term Christmas concerts. They listen to and work with examples of high quality live and recorded music, listen with attention to detail and recall sounds with increasing aural memory.</p> <p>AUTUMN 1 Children sing confidently from memory with a focus on songs with a limited tone set. Move into solfa signing and then reading from solfa notation. Children will concurrently be reading rhythm notation with greater understanding. Pupils focus on using stick notation to write down the rhythms of known songs which they will play to check for accuracy. Using aural memory children will then use solfa notation to record the pitches and record these with the</p>	<p>During Spring term children will focus on singing with greater attention to their phrasing, use of dynamics and accuracy of pitch. They will work with high quality live and recorded music, both for demonstration and accompaniments. Children will listen with attention to detail and recall sounds with increasing aural memory.</p> <p>SPRING 1 Children will use a range of ICT music applications to build compositions and create soundscapes. They will sequence, loop and manipulate the sounds of samples. Compositions will subsequently be refined and children will peer review their work. Pupils will explore ICT's role in music composition further through listening to high-quality recordings by great artists.</p> <p>Children will develop an understanding of the history of music through an exploration of music from the Tudor</p>	<p>Throughout the Summer term children will work on songs of greater complexity and sing with increased character and expression. This will include work on songs for end of term production. Work with high quality live and recorded music will continue throughout the term as will listening with attention to detail and recalling sounds with increasing aural memory.</p> <p>SUMMER 1 Pupils will be reading and playing from staff notation with more confidence. They work as a whole class on a piece then in small groups, combining voice and tuned instruments accurately.</p> <p>Children will listen to and understand contrasting pieces of high-quality recorded music based on a like stimulus, the sea. Pupils appreciate similarities and differences between the works and the effectiveness of the end results.</p>

rhythms. Songs will be performed with increasing control on tuned instruments. This work will be extended further as children use attentive listening and increasing aural memory skills to sing and play known songs with limited tone sets by ear in small ensembles. Children will use the pentatonic scale to compose a short piece of music based on a stimulus. They will add variety to their compositions using the inter-related dimensions of music such as rhythm, tempo and dynamics then perform in small groups.

AUTUMN 2

Children will explore the history and roots of jazz music. They will be introduced to, become familiar with and develop an understanding of the structure of 12-bar blues. This will be achieved through attentive listening and improvising rhythms on untuned percussion over a high-quality recorded backing track. Understanding of the composition of the 12-bar blues will develop further through performing a 3-part ensemble piece from staff notation. Pupils will have the opportunity to investigate and listen to other jazz styles and influences. They will listen to high-quality recordings of great jazz musicians playing significant and noteworthy pieces from the repertoire.

Children will develop confidence in singing two and three part rounds - in whole class, small groups and solos. The

period. Live and high-quality recorded performances of pieces from that time will include music with a function, ballads and dance music. They will identify the use of the inter-related dimensions of music within the pieces. Street cries from the period will be explored and children will improvise their own examples in a similar style and make a class performance. Ensemble pieces from the period will be played and sung with control and expression from staff notation.

Pupils work on developing their aural memory skills in playing tuned instruments 'by ear'. They are able to reproduce heard sounds accurately and to extend the length of phrases played.

SPRING 2

Children develop further their use and understanding of staff notation, applying their skills to reading both rhythm and pitch. They prepare ensemble pieces for performance with children maintaining their own instrument's part.

Pupils have the opportunity to listen to extracts of music by great composers from different traditions and times through high-quality recordings. They recognise, identify and discuss use of the inter-related dimensions of music in the works.

Children compose group pieces based on a theme, drawing on and making use of

Pupils next work in groups to improvise a piece of music around a stimulus - a journey through several landscapes. Many of the inter-related dimensions of music feed into the pieces. Children refine and perform their work following a conductor/director.

Children will explore the use of special effects and devices in music e.g. glissandi. They listen with attention to detail to such devices being used in high quality recorded music. Afterwards experiment in performing them on tuned percussion.

SUMMER 2

Children use solfa notation to explore singing pentatonic songs. Reading and singing from solfa notation, they pitch notes with greater fluency.

Working in small groups, the children use tuned percussion to play improvisations with the notes of the pentatonic scale with increasing confidence.

Children sing three part rounds with confidence and control. They use careful listening to support accurately pitched singing. Once secure, introduce tuned instruments to play musically with and give some support to each part.

Spend time listening to high-quality recordings of compositions by different great composers. Explore how these composers use the inter-related dimensions of music in different ways. Discuss what works best.

	<p>singing will be accompanied with increasing accuracy on tuned percussion or other available tuned instruments.</p> <p>Pupils will undertake an improvisation project to create raps, self-selecting a stimulus in advance. They will write the lyrics then select and organise ideas for accompaniment using untuned percussion instruments. Perform to peers.</p> <p>VOCABULARY - AUTUMN 1 & 2 pentatonic Communicate Mood and meaning 2-part 3-part Mixed group of instrument Ensemble Conventional or graphic notation Chords/harmony Jazz Blues Boogie woogie Ragtime Texture Rap Melody Major/Minor Scales Improvise Style Play by ear Syncopation Accent Off-beat</p>	<p>the inter-related dimensions of music. They find a way to notate their composition, organising and manipulating their ideas as they refine it. Performances are delivered confidently.</p> <p>VOCABULARY - SPRING 1 & 2 Structure e.g. question and answer Expression Sample Sequence Manipulate Loop Refine Texture - layering Timbre Tone colour Accompaniment Leader/conductor Symbols - conventional/graphic Soundscape Programme music Djembe Crescendo Staccato Legato</p>	<p>Pupils show their understanding of musical composition and staff notation composing short melodies which they record on staff notation. They compose to a given structure, thinking about question and answer phrases, with the melody's notes falling within one octave.</p> <p>VOCABULARY - SUMMER 1 & 2 Minimalist Experimental Body percussion Nocturne Bass Arpeggio Popular music Riffs Influences Scherzo Symphony Overture Concerto Quartet Marimba Vibraphone Musical devices Chord sequences Sharps/flats Semi-quavers</p>
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