

Shipbourne School Music Curriculum

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims and Intent

Music is everywhere, and for everyone. The aim of this curriculum is to provide students with a broad knowledge of Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the World, as per the Model Music Curriculum (MMC – March 2021).

Our curriculum is designed to improve musical understanding and musicianship through the following key skills: Singing, Listening, Composing, and Performing.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

By the end of year 6, students will:

- have accumulated a wide-ranging knowledge of music in different contexts, cultures and musical traditions
- have a basic understanding of pitch and rhythmic notation
- have had an opportunity to access and play a range of musical instruments
- have created music and performed in ensembles of varying sizes
- have accessed and used music technology

We want our children to leave our school having a love of music rooted in an appreciation and understanding of the rich and diverse cultural heritage of composers and compositions, both classical and contemporary, and the developing skills to create their own music using a range of instruments and technology.

Programmes of Study and Implementation

Children study music across all year groups in our school. Teaching is weekly with specific focus days also integrated into the timetable to ensure comprehensive coverage.

Our curriculum planning uses the DfE Model Curriculum. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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Key stage 1

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.

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:

- 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.

Enrichment, Visits and Visitors

In addition to our music curriculum, we listen to carefully selected music from a range of genre and sing a weekly song during each assembly. We hold church services at the end of every long term and at harvest, with a focus on singing and performance. Nativity and drama performances occur every two years and our older children sing at the O2 Young Voices and at the local Farmers' Market at Christmas. Rock band lessons and 1:1 piano lessons are also available with support provided to those pupils who receive pupil premium.

Topic Map

Each term, the area of focus will be the same across all year groups. Where possible, the topic will have a link to a relevant calendar event (Black History Month, Christmas, Chinese New Year, World Book Day, etc.). For each Area of Focus, units are delivered within a two-year plan (three years for Fairlawne class).

Lesson Elements:

Each lesson will contain:	Every unit will contain:
<p>Singing:</p> <ul style="list-style-type: none"> - Song choices are informed by, or selected from the Model Music Curriculum - Songs have an obvious link with the Focus Area, or demonstrate new musical skills and knowledge (e.g. call and response) <p>Active listening:</p> <ul style="list-style-type: none"> - Each listening activity will have a specific focus - Listening exercises provide an excellent opportunity for developing music vocabulary 	<p>Compositional element:</p> <ul style="list-style-type: none"> - Compositions will be based on the Focus Area, and should demonstrate developing musical skills as taught in the unit of work. - There should be opportunity for a range of composition approaches: graphic/theoretical (using symbols, notation, etc), practical (composing on an instrument), and technological (using appropriate software) - Composition work will happen in peer groups and individually - There should be opportunity for constructive peer feedback <p>Performance opportunities:</p> <ul style="list-style-type: none"> - Every student should be offered the opportunity to perform - Performing will mostly be in peer groups - There should be opportunity for constructive peer feedback

Curriculum Map

Term 1: Black History Month Focus	Term 2: Christmas Focus	Term 3: Music from our World
<p>Tinley:</p> <ul style="list-style-type: none"> - 2022/23: Jazz - 2023/24: African Music - 2024/25: Jazz <p>Hampton:</p> <ul style="list-style-type: none"> - 2022/23: Reggae - 2023/24: Music from Sub-Saharan Africa - 2024/25: Reggae <p>Fairlawne:</p> <ul style="list-style-type: none"> - 2022/23: Florence Price, Symphony nr3 - 2023/24: - 2024/25: Jazz 	<p>Tinley:</p> <ul style="list-style-type: none"> - 2022/23: Christmas rhythm - 2023/24: Creating a Winter Soundscape - 2024/25: Christmas rhythm <p>Hampton:</p> <ul style="list-style-type: none"> - 2022/23: Christmas Ocarinas - 2023/24: The Nutcracker (Waltz of the Flowers) - 2024/25: Christmas Ocarinas <p>Fairlawne:</p> <ul style="list-style-type: none"> - 2022/23: The Twelve Days of Christmas - 2023/24: - 2024/25: Trepak Dance (from Nutcracker) – Structure in Music 	<p>Tinley:</p> <ul style="list-style-type: none"> - 2022/23: Musical Me and my World - 2023/24: Samba - 2024/25: Musical Me and my World <p>Hampton:</p> <ul style="list-style-type: none"> - 2022/23: Sounds and Scales from China (Chinese New Year link) - 2023/24: Hip Hop - 2024/25: Sounds and Scales from China (Chinese New Year link) <p>Fairlawne:</p> <ul style="list-style-type: none"> - 2022/23: Music from India - 2023/24: British Folk Songs - 2024/25: Samba

Term 4 Yrs R - 3: Stories in Music (Book Day link) Yrs 4 – 6: Instrumental Playing	Term 5 Western Classical Music	Term 6 Popular Music/ Music Technology
<p>Tinley:</p> <ul style="list-style-type: none"> - 2022/23: Music Stories (Going on a Bear Hunt/ Teddy Bears Picnic) - 2023/24: Music Building Blocks: Pitch, Tempo, Dynamics - 2024/25: Music Stories (Going on a Bear Hunt/ Teddy Bears Picnic) <p>Hampton:</p> <ul style="list-style-type: none"> - 2022/23: Peter and the Wolf - 2023/24: Graphic Scores - 2024/25: Peter and the Wolf <p>Fairlawne:</p> <ul style="list-style-type: none"> - 2022/23: Rock and Roll (Ukulele) - 2023/24: Recorders - 2024/25: Ode to Joy (Keyboards/xylophones) 	<p>Tinley:</p> <ul style="list-style-type: none"> - 2022/23: Hall of the Mountain King - 2023/24: Rhythm and Beat - 2024/25: Hall of the Mountain King <p>Hampton:</p> <ul style="list-style-type: none"> - 2022/23: Rhapsody in Blue - 2023/24: The Four Seasons: Winter - 2024/25: Rhapsody in Blue <p>Fairlawne:</p> <ul style="list-style-type: none"> - 2022/23: Hanz Zimmer: Earth - 2023/24: Carnival of the Animals - 2024/25: The Four Seasons: Spring 	<p>Tinley:</p> <ul style="list-style-type: none"> - 2022/23: Musical Superheroes! - 2023/24: Music and Movement - 2024/25: Musical Superheroes! <p>Hampton:</p> <ul style="list-style-type: none"> - 2022/23: British Songs and Sounds - 2023/24: Rap - 2024/25: British Songs and Sounds <p>Fairlawne:</p> <ul style="list-style-type: none"> - 2022/23: Creating a Soundtrack - 2023/24: Dr. Who - 2024/25: Hip Hop

	<u>Term1/Term 2</u>		<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Reception/Year 1</u>	<p>Body Percussion We can make interesting pieces of music using only our bodies. In some cultures, people use their bodies to perform amazingly complex music. We will watch some examples from Africa. Children perform call and response rhythms, initially copying the teacher, but moving to student leaders as their confidence grows. Perform simple polyphonic rhythmic patterns, from a visual grid. Song: Hello there!</p>		<p>Music and Movement This term we will move along to music, to physically show our understanding of what we hear. Children will dance/swing to music to indicate the pulse. They will use movement to respond to music which is loud/quiet, fast/slow, and high/low. Children will learn and understand these terms: Dynamics, pitch, <i>piano</i>, <i>forte</i>, tempo and beat.</p>	<p>Rhythm and Beat: Children will look at performances of Brazilian Samba, African Gumbo Dancing and African Drumming. Children will understand the importance of a strong beat in all of these examples. We will focus on practical group/circle activities, using unturned percussion. Children will be able to keep the beat, and play given rhythm patterns along to a track of music. They will also make up their own patterns, to fit the beat. Children will be able to play their own simple 4-beat patterns, for the class to copy. Children will be able to play given polyrhythmic patterns as a class and in smaller groups.</p>	<p>Music and Pictures Music can create pictures in our minds. Listen to music from the Four Seasons. What do we “see” or imagine when we listen to them. Children draw pictures and discuss. In smaller groups, children (led by yr 1) use tuned and untuned percussion instruments to create short sounds/ostinatos to depict a given stimulus/feeling/scene.</p>	<p>An introduction to musical notation Children will use 1-beat/BEE (crotchet), 2-beat/SPIDER and 4-beat/SNAIL (semi-breve) notes, as well as 1-beat rests. We will use these in different patterns & combinations to play percussion instruments along to popular songs. Using tuned percussion, children will read notes e, f and g on the (treble) staff.</p>
<u>Year 2/Year 3</u>	<p>African Music We will explore the musical traditions, sound and instruments of Sub-Saharan Africa. Children will understand these elements: call-and-response, polyrhythm, ostinato, percussion, body percussion, as well as identify prominent instruments. In small groups, children will work together to create a piece using call-and response, and polyrhythm. Song: Zimbole!</p>	<p>The Nutcracker (Waltz of the Flowers) We read the story of The Nutcracker together. Children watch orchestra performances of Trepak (Russian Dance), and Waltz of the Flowers, and identify the instruments. Waltz of the Flowers: Children can keep the beat, swing to the beat, and play or clap along. Using an animated pictorial score, we perform on unturned percussion along to Waltz of the Flowers.</p>	<p>Hip Hop Context: Learn about Hip Hop as a culture, and the history of HH Music, and its origins in Bronx MCs. Learn how a 4-beat pattern works. Together, the class will create one to play as an accompaniment to their raps. Children will work in pairs to create a rap following this pattern: My name is ... and I am ... I like (to) ... 'cause it is ... Year 3s can extend to a make a longer rap. Perform.</p>	<p>Brazilian Samba: Context: briefly introduce Brazil in terms of culture, language, geography, etc. Children learn about Carnival and the importance of Samba music. Children recognise and identify the main Samba instruments. We learn about the structure and different sections of a Samba. Music making: As a class, we learn “Insect Samba”, with children alternating which parts they play.</p>	<p>Programme Music. Focus Piece: Vivaldi Four Seasons (Winter). Understand “programme music” – music that tells a story/ create an image in our minds. How does Vivaldi achieve this in Winter? Work in pairs to create two sounds to depict wintery things (icy frost, glistening snow, howling wind). Create our own Winter themed poem, and work in small groups to create music reflecting our poem.</p>	<p>Graphic Scores Music can be written in many formats. We will use symbols/pictures to create graphic scores. Relative pitch, duration and dynamics can be shown in graphic scores. Look at some examples together. Why will they sound very different every time? Create our own graphic scores for the class to perform. Work in pairs/groups (/individuals), to create and perform a graphic score. Must include clear indications of pitch, duration and dynamics.</p>
<u>Years 4/5/6</u>	<p>Jazz (Black History Month link) Context: We will learn how Jazz and Blues developed in New Orleans after the abolition of slavery. We will understand that its roots are: African Music elements like call and response, Spirituals, Western instruments popular at the time. Music making: As a group, children will learn “Dorian Tune” on xylophones. They will understand that they are using a scale, and syncopated rhythms. Children will perform as a class and in smaller groups. Extension: some children will create successful improvisation for the middle section. Song: Siyahamba</p>	<p>The Nutcracker (Trepak) Learn about Tchaikovsky as a composer. Revise our knowledge of the orchestra, instruments and instrument families through various activities and worksheets. Listen to Waltz of the Flowers and Trepak, and compare and contrast these (dynamics, tempo, instrumentation). Learn the Trepak dance. Perform written rhythm patterns on unturned percussion along to Trepak.</p>	<p>Music Technology Learn how drumbeats are created with music technology. Use a drum machine (drumbit app) to create a standard 4-beat ostinato: Bass on every beat, cymbals/crash on 2nd and 4th beat, and hi-hats on offbeats. Older children should embellish their rhythms, and explore the various settings available. In groups, children will write raps to be performed over their rhythm loops.</p>	<p>Brazilian Samba: Context: Children learn about the social importance of Samba music. As a class, we learn the different lines for World Cup Samba. Whole class performance. Children analyse the structure of a basic Samba performance, and understand how unison, call and response, polyrhythm sections are contrasted. They use this knowledge to create Samba pieces in their small groups. Perform to the class. Pieces should have clear structure.</p>	<p>Musical motifs. Focus piece: Vivaldi Four Seasons (Spring). Revise our knowledge of the orchestra and instrument families. Context: Learn about Baroque period, instruments and Vivaldi. Conducting: conduct in 2, 3 & 4 beats (year 6), along to excerpts from Four Seasons. Can we identify and keep the beat? Listening: A musical motif is a short idea/theme used in different guises throughout a piece of music. Analyse the opening theme from Spring, and listen how this is used throughout the piece. Learn and play this theme on xylophones. Composing and performing: In groups: create our own short theme and use it to create and perform music depicting a season. Song: You are My Sunshine</p>	<p>Musical Scores Revise Graphic scores: interpret some given scores and create your own. Traditional notation. How are pitch, duration, dynamics and tempo indicated in scores? We will learn to read crotchets, minims, dotted minims, semi-breves, quavers and semi-quavers. Children will read notes middle c – top f on the treble staff. We will read notation for well-known tunes (tuned percussion). Children will compose in small groups within their year groups. Y 3 and 4 – create, write down and perform 4 bars of music using notes from the C major scales. Y 5 – as above, but should include an ostinato accompaniment.</p>

	<u>Term1 (Black History Focus)</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Reception/Year 1</u>	<p>Jazz Students are introduced to a number of Jazz icons. Each includes a short story/information about the musician, and music activities based on the relevant song/piece. General music making, with activities and games to develop confidence, encouraging music making and singing.</p> <p>- Ella Fitzgerald: A Tisket, a Tasket (Singing. Performing rhythm patterns on percussion instruments to a steady beat) - Louis Armstrong: When the Saints go Marching in (marching to a beat) - Glenn Miller (singing in a round) - Duke Ellington (taking the A-train)</p> <p>Songs: A Tisket, a Tasket Dr Knickerbocker nr 9 Hey, Mr Miller</p>	<p>Rhythmical Christmas Songs: Father Christmas, He Got Stuck Father Christmas on His Sleigh. Christmas Pudding Here we go Round the Christmas Tree</p> <p>We will use rhythm cards to learn about crotchets, quavers and minims (calling them “Santa”, “elf” and “snow”). We will use our cards to create different 4-beat rhythm patterns, which we will clap/play along to familiar Christmas backing music – initially teacher led, but also in small groups (performing to the rest of the class). As children gain confidence, we will move on to using pitched chime bars. Singing will be a major focus this term: initially in unison but also developing skills for singing rounds/canons (“Father Christmas”, “Christmas Pudding”).</p>	<p>Musical Me Children will understand how they can use their bodies to make music. We will use our bodies as instruments to create a rainstorm, and to respond to classical pieces representing animals. We will use our voices to create calm or stormy nature scenes. In pairs, we will create collages from things we found outside (leaves, twigs, etc), and use this as a starting point for our own compositions: Children will use body percussion and singing to create different sound for each object on their collage.</p>	<p>Music Stories (World Book Day link) Children will understand how music can be used to convey a mood and set a scene. They will be introduced to the elements of music (pitch, tempo, rhythm, dynamics), and understand how these help composers to create certain “feelings” in their music. We will listen to a reading of Bear Hunt, and children will discuss how instruments are used to create the different sounds (mud, snow, tip-toe, etc). Children will use instruments to help tell the Teddy Bear’s Picnic. Different groups will be tasked with creating sounds for the different sections of the poem, resulting in a whole class performance.</p> <ul style="list-style-type: none"> • We’re Going on a Bear Hunt • Teddy Bears’ Picnic 	<p>Grieg: In the Hall of the Mountain King After listening to the Story of Peer Gynt running away from the Mountain King, children will watch a performance of “In the Hall of the Mountain King”, and discuss the instruments we see and hear. Children will then draw one of the following: The scary mountain king; his hall/palace; or Peer Gynt running away. Children should think about the atmosphere created in the music while they aim to capture this in their art work. As a class will create our own Mountain King piece: We will split in two groups: Group 1: We will use body percussion to create the bangs and crashes we heard in Grieg’s music. Children suggest which sounds to make/use. Group 2: Using claves/xylophones, we will play a sneaky tune using 5 next-door notes (d –a). Groups play together, combining the rhythm and melody. Groups swap over in the next lesson.</p>	<p>Musical Superhero! Children will become Musical SUPERHEROES through a range of activities linked to our topic. Composition: We will create our own 4-beat rhythm grid, to play along to a superhero soundtrack (Marvel opening theme) Making music: “Bounce High, Bounce Low” – using our actual and inner voices to chant the song Understanding music structure: we play the “Superman” game, and understand that the song has two sections (AB form) – section A is sing, and section B is clapped. Rhythm and Beat: Using our superman chant, we will explore how syllables in words match up to notes in a melody. We will chant our song will stomping a steady beat with our feat. Singing: Songs: <ul style="list-style-type: none"> • If you know you’re super and you know it. • Five Superheroes • 1-10 Super Song </p>
<u>Year 2/Year 3</u>	<p>Reggae (Black History Focus) Children are introduced to the music of Jamaica. We will use the song Three Little Birds as our starting point for singing and instrumental work: Children will develop their understand of rhythm: <ul style="list-style-type: none"> • They will understand and be able to identify syncopation • They will understand that the 2nd and 4th beats are the strong ones in Reggae, and play percussion to demonstrate this. We will learn and play the bass notes to Three Little Birds and Stir it Up on keyboards or tuned percussion instruments, keeping in time with the musical track.</p>	<p>Christmas Ocarinas In keeping with curriculum guidelines, all students should have the opportunity to learn a musical instrument. Children will learn to play the 4-hole ocarina, with the aim to perform harmony parts for Silent Night by the end of term. Extended learning: We will discuss how words are notated, looking at syllables and using quavers, crotchets and semi-quavers. Children will be able to match words to rhythmic patterns/notation, and use this knowledge to create a Christmas chant. Singing: “Walking in a Winter Wonderland”</p>	<p>Chinese New Year Social context: Children will learn about the important role in all celebratory aspects of Chinese life. They will learn why traditional Chinese music sounds different to traditional British music, and understand that the main differences can be found in the tonality (musical scales). Children will learn about the pentatonic (5 note) scale, and how it forms the melodic basis for traditional Chinese music. We will create our own pentatonic melodies, which we will perform on tuned percussion to the rest of the class. We will also learn a Dragon Dance!</p>	<p>Peter and the Wolf Children will be introduced to the orchestra through this symphonic fairy tale. We will explore different timbres (tone qualities), and how they are used to illustrate the different characters. Children will complete a range of listening tasks, identifying and describing different instruments. Composition: children will use music technology (Garage Band) to create their own short melody, picking an appropriate instrument/instruments to effectively represent a give animal character. They will work on this in consecutive weeks, adding to their work in complexity and detail.</p>	<p>Gershwin- Rhapsody in Blue We will be introduced to George Gershwin, and understand his important role as a classical composer inspired by Jazz music. Children will analyze an excerpt of Rhapsody in Blue. As we listen to the music, we will create (draw/collage) a cityscape reflecting what we can hear (the sirens, the cars, the bustle). Children will use their art as inspiration for their own “Busy City” compositions: They will create train/traffic rhythm ostinatos (repeating rhythm patterns, and record them in garage band. They will then use the Blues Scale to create melodies, and combine their rhythm ostinati and Blues melodies into a composition. They may wish to include additional “city sounds”, either on an instrument or using garage band to create or record these. They will perform their creations at the end of term.</p>	<p>British Songs and Sounds First three weeks: We are exploring soundscapes: <ul style="list-style-type: none"> • Countryside sounds • British seaside sounds • Sounds of the City Children will record some of these sounds and use them to create their own compositions. During the last three weeks of term, we will journey through Britain. We will explore traditional folk music and instruments, and sing/play Scottish, Irish, Welsh and English Folk Songs. Children will start to sing in harmony, initially in rounds, and later in two parts.</p>

Florence B Price: Symphony nr 3, third movement (Black History Focus)

(BBC Ten Pieces)
 Florence Price was the first black female composer to have her music performed by a major orchestra. Children are introduced to the four instrument families (strings, woodwind, brass, percussion), and should be able to group individual instruments accordingly. Children will analyse how African music elements are used in Price's piece. We will learn an African Juba Dance, and add our own rhythmic ostinati, using body percussion. Towards the end of term, children will work in groups to create a piece of music combining call and response, polyrhythm and juba rhythms.

Song: Siyahamba
 Zimbole!

The Twelve Days of Christmas

We will use tuned percussion to create a performance of The Twelve Days of Christmas. The cumulative **structure** of the song means it is made up of a seven short melodies. In small groups, children will practice and learn a section of the song (colour coded note cards provided), eventually coming together in a whole class performance. Options for performance: Whole class sings, with groups switching to instruments at their turn. Or purely instrumental. Using LPO backing track. Children already learning a musical instrument can use the notation sheets to learn the whole tune.
 Extension tasks:
 Writing our own versions of "Twelve Days": new gifts and new rhythm patterns.
 Further learning:
 We look at carol traditions from around the world. As well as the background/history to some well-known carols.

Music from India

We will explore the instruments and sounds from India, as well as the social context of Indian Music. We will understand the role of various Indian instruments (table, sitar, etc), and try our hand at some of these. The practical focus for this term is the skill of **improvisation** (using a given scale to create a melody within a given framework/guidelines). We will learn how to create a drone effect, and how to **improvise** an Indian Rag, using given notes. There will be much Bangra dancing in the classroom!

Rock and Roll

We will learn and understand how a basic Rock and Roll chord sequence work, and be able to identify it in various well-known Rock 'n Roll songs. We will learn about Bill Haley And The Comets, and their international significance in the history of popular music. This term we will have a visiting teacher, who will teach Ukulele to all children (in small groups). Children will learn a four-bar blues chord sequence, which they will be able to play as a class and in small peer groups at the end of term. By the end of term, students will be able to perform "Rock Around the Clock" together, taking on different roles and instruments.

Hanz Zimmer: Earth

Children will be introduced to Hanz Zimmer as a prominent film composer, and learn how he incorporated technology (synthesizers etc) into his work. Children will watch the live BBC performance and complete a listening sheet to analyse the use of instruments and sounds. What atmosphere does the music create? How?
 AS a class, we will use instruments and our voices to recreate the "shimmer" effect at the start of Zimmer's piece. We will also learn the opening melody (Children will understand that the melody notes in Zimmer's piece are used repeatedly, but in different rhythms - sometimes double tempo, sometimes drawn out, etc.) Children will then work in small groups to use these elements (percussive shimmer, melody fragments), to create a performance. They should use the melody notes in different rhythmic variations, similar to how it is used in "Earth".

Music Technology: soundtracks

Creating a Soundtrack.
 Children will compare and contrast various clips (historic and modern), and discuss how soundtracks have changed over the years. What makes them effective (or not?). They will learn about the importance of timing, soundscapes, and special effects. We will use Garage Band to create a sound track for a short Shaun the Sheep clip, using presets as well as our own recorded and manipulated sounds.

Progression in Learning

Performing and Playing	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>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 	
Vocal Expression / Effects	<p>Pupils should:</p> <ul style="list-style-type: none"> Use their voices confidently to create sound effects Explore different types of voices Sing songs in different ways and discuss the effect 	<p>Pupils should:</p> <ul style="list-style-type: none"> Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch) 	<p>Pupils should:</p> <ul style="list-style-type: none"> Create different vocal effects when singing and rapping
Chants and Rhymes	<p>Pupils should:</p> <ul style="list-style-type: none"> Chant words expressively using known songs and rhymes Chant and clap in time with a steady pulse 	<p>Pupils should:</p> <ul style="list-style-type: none"> Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing Play singing games and clapping games Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter) 	<p>Pupils should:</p> <ul style="list-style-type: none"> Sing songs in unison and two parts Maintain their own part when singing songs written in two parts Sing songs written in different metres - tap the pulse on the strong beats
Pitching	<p>Pupils should:</p> <ul style="list-style-type: none"> Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice Follow the shape of the melody when singing songs. (Use hand/arm to gesture) 	<p>Pupils should:</p> <ul style="list-style-type: none"> Sing in tune in a group and alone Sing using a limited range of notes (i.e. middle C to D octave above) 	<p>Pupils should:</p> <ul style="list-style-type: none"> Sing with control of pitch
Singing	<p>Pupils should:</p> <ul style="list-style-type: none"> Sing songs while maintaining a steady beat: tapping/walking Sing songs at different speeds Sing the same song in different ways: loud, quiet; fast, slow, and in various moods Use the 'thinking voice' - ie sing the words in their head Play singing games in which children sing phrases alone Sing songs expressively increasingly in tune within a limited pitch Recognise phrase lengths and know when to breathe with an attention to posture Use movements to show phrases Perform each phrase in a different way 	<p>Pupils should:</p> <ul style="list-style-type: none"> Sing words/phrases of a song in their heads (thinking voice) Sing with expression Sing/play appropriate material confidently and fluently Make improvements to singing - rehearse together to achieve objectives Use graphic notation to illustrate the shape and formation of melodies 	<p>Pupils should:</p> <ul style="list-style-type: none"> Sing/play with increased control, expression, fluency and confidence Sing with clear diction, a sense of phrase and musical expression Control breathing, posture and sound projection. Breathe in agreed places to identify phrases. Recognise structures in known songs (identify repeated phrases) Sing a round in two parts - identify the melodic phrases and how they fit together Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies

Performing and Playing	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play tuned and un-tuned instruments musically 	<p>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 use and understand staff and other musical notation 	
Identify Instruments / Sound Effects	<p>Pupils should:</p> <ul style="list-style-type: none"> Describe, name and group a variety of instruments Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together 	<p>Pupils should:</p> <ul style="list-style-type: none"> Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) <p>Select instruments and create sounds to describe visual images</p>	
Control	<p>Pupils should:</p> <ul style="list-style-type: none"> Handle and play a variety of tuned and un-tuned instruments with control Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands Add an instrument to play on the beat and one to play with the rhythm The children mark the pulse of a song with stamps/ claps Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting Count with a steady pulse Contribute ideas and control sounds as part of a class composition and performance 	<p>Pupils should:</p> <ul style="list-style-type: none"> Keep in time with a steady pulse when playing instruments Perform a repeated pattern to a steady pulse Maintain own part with awareness of how the different parts fit together to achieve an overall effect 	<p>Pupils should:</p> <ul style="list-style-type: none"> Play instruments with control and rhythmic accuracy Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or AFRICAN DRUMMING Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part Play simple chords in sequence Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semi-breve) holding for 4 full beats
Notation	<p>Pupils should:</p> <ul style="list-style-type: none"> Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet Make a picture label for each group of instruments Play together, using symbols as a support Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short. Make two flash cards, one for long and one for short sounds Perform long and short sounds in response to symbols Play and sing phrases from dot notation using 'pitch cards' - High/Middle/Low - Interpret the pattern on the card e.g. H-H-L or L-M-H or H-L-H 	<p>Pupils should:</p> <ul style="list-style-type: none"> Play new pieces by ear and from simple notations 	<p>Pupils should:</p> <ul style="list-style-type: none"> Perform significant parts from memory and from notations
Evaluating	<p>Pupils should:</p> <ul style="list-style-type: none"> Evaluate own music and that of others Discuss what was good Suggest how it might be improved 	<p>Pupils should:</p> <ul style="list-style-type: none"> Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it Contribute to a class performance Rehearse together to achieve objectives Suggest Ideas and preparations for performances 	<p>Pupils should:</p> <ul style="list-style-type: none"> Rehearse with others and help achieve a high-quality performance showing an awareness of the audience Refine and improve their own and others' work in relation to the intended effect Perform with awareness of audience, venue and occasion

Improvising and Experimenting	Year 1/2	Year 3/4	Year 5/6
	Pupils should be taught to: <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music 	Pupils should be taught to: <ul style="list-style-type: none"> 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	
Explore and Make Sounds	Pupils should: <ul style="list-style-type: none"> Explore different sounds using body percussion Make various sound effects to describe selected/ thematic words Suggest which instruments would make a particular sound Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas Make own short sequence of sounds using symbols as a support Make sounds and recognise how they can communicate ideas Create and choose sounds in response to stimulus e.g. night-time, the seaside etc. Suggest instruments that make sounds like those described by the selected words and create sound pictures Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support Create a sound story 	Pupils should: <ul style="list-style-type: none"> Recognise and explore the ways sounds can be combined and used expressively Identify how songs are structured and accompanied Express song meanings/lyrics using voices or instruments Identify and control different ways instruments make sounds 	Pupils should: <ul style="list-style-type: none"> Develop musical imagination through experimenting, improvising and adapting sounds Explore different textures of un-tuned sounds Explore the relationship between sounds Explore different combinations of vocal sounds
Control and Change Sounds	Pupils should: <ul style="list-style-type: none"> Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound Identify the pulse and explore getting faster and slower Experiment with different timbres (sound qualities) Explore the concepts: loud/quiet, high/low, fast/slow Explore the effect of silence Experiment and change sounds Make instruction flash cards showing selected words or symbols and hold up to play from to help children remember the different sections of a composition Experiment to improve the intended effect Give the composition a title 	Pupils should: <ul style="list-style-type: none"> Explore repeated patterns in music/art/dance Create repeated patterns and combine several layers of sound with awareness of the combined effect 	Pupils should: <ul style="list-style-type: none"> Devise more complex rhythmic patterns using semi-quavers and rests Improvise rhythmic patterns over a steady pulse with confidence Fit different rhythmic patterns together and maintain own part with awareness of the pulse
Create Rhythms and Melodies	Pupils should: <ul style="list-style-type: none"> Begin to internalise and create rhythmic patterns Use words/phrases (these could be from songs days of week/months of year) - tap them out Make up simple dance patterns – keeping in time with the pulse and including rhythms Use voices to provide sound effects Create long and short sounds on instruments. Find and play by ear, phrases of well-known songs on tuned instruments Make up three-note tunes independently Record their own tunes - use colours instead of note names Create songs of their own using high-middle-low pitches 	Pupils should: <p>Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA)</p>	Pupils should: <ul style="list-style-type: none"> Recognise combinations of pitched sounds - concords and discords Identify and play CM diatonic Chords C-F-G-Am-Dm Improvise - developing rhythmic and melodic material within given structures - when performing

Improvising and Experimenting	Year 1/2	Year 3/4	Year 5/6
		Pupils should be taught to: <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimension of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 	
Composing		Pupils should: <ul style="list-style-type: none"> Combine sounds to create textures Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements/actions Compose sequences using notated rhythms Join sequences together to create structures of rhythmic, descriptive or dance patterns Select and sequence pitches (limited range) to create melodic phrases Add words to melodic phrases to create a class/group song Compose music in pairs - and small groups Explore, choose, combine, organise and record musical ideas within musical structures Use a variety of notations including 'graphic score' - pictograms etc. Develop an ability to represent sounds and symbols in movement/words/with instruments Use staff notation as a support Look at the music and follow each part 	Pupils should: <ul style="list-style-type: none"> Create textures by combining sounds Compose music to describe images Create music that describes two contrasting moods Internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by L(topic) Develop more complex rhythmic ideas Devise rhythmic, melodic and harmonic accompaniments Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures) Use standard and additional methods of notation as appropriate across a range of different contexts. Be aware of some of the basic major scales Play from pitched notation (read music) Show understanding of how music is produced in different ways and described through relevant established and invented notations
Electronic		Pupils should: <ul style="list-style-type: none"> Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds 	Pupils should: <ul style="list-style-type: none"> Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds

Developing Knowledge and Understanding	Year 1/2	Year 3/4	Year 5/6
	Pupils should be taught to: <ul style="list-style-type: none"> listen with concentration and understanding to a range of high quality live and recorded music 	Pupils should be taught to: <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians 	
Listening and Responding	Pupils should: <ul style="list-style-type: none"> Listen to short excerpts of music from a variety of styles, genres and traditions Identify a variety of instruments that can be heard and describe sounds Identify the pulse in different pieces of music Tap knees in time with 'steady beat' music Listen to different sounds in the environment Recall short sequences / patterns of sounds Sing a familiar song, identify then tap the rhythm of the words Sing back melodic phrases from known songs Listen to pieces of music that describe e.g. The Sea/ Fireworks etc Describe different images created by music Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects Listen to a selection of music that has long (often slow) and short (often fast) sounds Recognise long and short sounds and make longer and shorter sounds with their voices 	Pupils should: <ul style="list-style-type: none"> Listen with attention to detail and internalize and recall sounds with increasing aural memory Learn new songs quickly; sing from memory Identify rhythmic patterns, instruments and repetitions of sound/pattern Internalise short melodies and play these on pitched instruments (play by ear) Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised Explain how sounds can create different intended effects Recognise how the different musical elements are combined and used expressively 	Pupils should: <ul style="list-style-type: none"> Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre) Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods Recognise different tempi – speeds of music Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed -concord Appraise own work by comparing/contrasting with work of others Improve performance through listening, internalising and analysing
	Pupils should: <ul style="list-style-type: none"> Recall and perform rhythmic patterns to a steady pulse Use instruments to copy back 4-beat rhythm patterns Introduce the Xylophone or metallophone Play 'High-middle-low': prepare two chime bars an octave apart, Introduce the middle note, G Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments Use movement and dance to reinforce the enjoyment of music and the sense of pulse Respond to long and short sounds through movement - match actions to long and short sounds Talk about high and low sounds in the environment and everyday life and imitate them with voices Use hand position to reinforce high, middle, low Sing back melodic phrases from known songs Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response 	Pupils should: <ul style="list-style-type: none"> Identify descriptive features in art and music Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary Evaluate how venue, occasion and purpose affects the way music is created performed and heard Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians 	Pupils should: <ul style="list-style-type: none"> Listen with concentration and some engagement to longer pieces of instrumental and vocal music Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary Identify how music reflects different intentions Identify how music reflects time and place Show knowledge and understanding of how time and place can influence the way music is created, performed and heard. Identify and explore musical device Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo. timbre, lyrics Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians

