

MUSIC

- National Curriculum
- Projects and Beacons



“Learn. Believe. Achieve.”

*Resilient, Persistent, SelfMotivated, Creative
Risk Takers, Good Citizens, Entrepreneurial*

KS1 National Curriculum	KS2 National Curriculum
<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 • 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. 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.

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	<u>Exploring media and materials</u> Children sing songs, make music and dance, and experiment with ways of changing them.	<u>Being Imaginative</u> 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.	<u>Music of the Week:</u> Daily focus on a genre of music or particular artist’s work; learning and discussion around instruments, tempo, rhythm and arts and culture.	<u>Cultural Understanding- Listening and Appreciation</u> 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	<u>Singing Project</u> Provide opportunity for pupils to use voices expressively (eg) practising and performing Christmas songs	<u>Instrument Project</u> Provide opportunity for pupils to play well-known songs on tuned and untuned percussion focusing on dynamics and tempo (eg) nursery rhymes on glockenspiels/ xylophones/drums/ body percussion	<u>Symbol Project</u> Provide opportunity for pupils to simply notate compositions focusing on duration (understanding beats and rests) (eg) using and drawing pictorial symbol notation grids; photos of children constructing notation grids	- Rondo alla Turca by Mozart (classical) - Mars from The Planets by Holst (20 th Century) - Wild Man by Kate Bush (art pop) - Runaway Blues by Ma Rainey (blues) - Fanfarra by Sergio Mendes/Carlinhos Brown (Samba from Brazil)
Year 2	<u>Singing Project</u> Provide opportunity for pupils to use voices percussively through chants and rhymes (eg) rounds, rhymes, syllabic chants	<u>Instrument Project</u> Provide opportunity for pupils to play well-known songs on tuned instruments focusing on changes in pitch and tempo (eg) playground songs ocarinas/xylophones/piano/ glockenspiel	<u>Story Project</u> Provide opportunity for pupils to explore and compose music using graphical notation focusing on differences in dynamics and tempo (eg) Carnival of the Animals	- 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	<u>Musical Theatre Project</u> Provide opportunity for pupils to use voices with increasing accuracy, fluency, control and expression (eg) West End; Broadway; Disney	<u>Recorders Project</u> Provide opportunity for pupils to use and understand treble clef staff notation, focusing on rhythm and melody (eg) play simple songs	<u>Stripsody Project</u> Provide opportunity for pupils to explore differences in dynamics, pitch and tempo through composition (eg) use stripsody to map out an exciting event such as a walk through the jungle or a pirate attack	- Hallelulah from Messiah by Handel (Baroque) - Night on a Bare Mountain by Mussorgsky (Romantic) - Jai Ho from Slumdog Millionaire by AR Rahman (21 st 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	<p><u>Pop Music Project</u> Provide opportunity for pupils to use voices with increasing accuracy, fluency, control and expression (eg) Pop over the decades – Abba/ Spice Girls/ One Direction/ Ed Sheeran; Pop around the world – Japanese/ German/ British/ American/ Latin</p>	<p><u>Violin Project</u> Provide opportunity for pupils to use and understand treble clef staff notation, focusing on duration (eg) play simple songs</p>	<p><u>Instrument Project</u> Provide opportunity for pupils to use staff notation to compose music for an instrument of their choice (eg) Compose a simple melody for a tuned instrument</p>	<ul style="list-style-type: none"> - 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)
Year 5	<p><u>Rhythm and Blues Project</u> Provide opportunity for pupils to use voices with increasing accuracy, fluency, control and expression (eg) Origins of RnB; Changes over Time; Inspirational Figures; Geographical Focus</p>	<p><u>Ukulele Project</u> Provide opportunity for pupils to use and understand chords and use of timbre (eg) play songs with simple chords</p>	<p><u>Music Technology Project</u> Provide opportunity for pupils to use musical software to compose with a focus on structure and texture (eg) Create their own dance music</p>	<ul style="list-style-type: none"> - 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)
Year 6	<p><u>Rap and Beatbox Project</u> Provide opportunity for pupils to use voices with increasing accuracy, fluency, control and expression (eg) Origins; Differences in Styles; Inspirational Figures</p>	<p><u>DJ Project</u> Provide opportunity for pupils to use synthesized sounds to produce a piece of music, with a focus on structure and timbre (eg) GarageBand; EJay; link to secondary school resources</p>	<p><u>Composition Project</u> 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) (eg) Write their own song</p>	<ul style="list-style-type: none"> - 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 Piazzolla (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
<p>Sing for Pleasure:</p> <ul style="list-style-type: none"> • Boom Chicka Boom • Voices Foundation: <i>Have you Brought your Whispering Voice?</i> • Voices Foundation: <i>Hello, How are You</i> • Bance: <i>Copy Kitten</i> • Voicelinks: <i>I'm a Train</i> • Bounce High, Bounce Low • Singing Sherlock: <i>Dr Knickerbocker</i> • Dragon Dance • Trad. Bangladesh: <i>Mo matchi (Song of the Bees)</i> • Trad. Ghana: <i>Kye Kye Kule</i> • Trad. England: <i>An Acre of Land</i> 	<ul style="list-style-type: none"> • Little Sally Saucer • Trad. <i>Star Light, Star Bright, First Star I See Tonight</i> • Trad. <i>Hey, Hey, Look at Me</i> • Trad. <i>Rain, Rain Go Away</i> • Trad. <i>Acka Backa</i> • Voicelinks: <i>The King is in the Castle</i> • Young Voiceworks: <i>Ebenezer Sneezzer</i> • Trad. <i>Oats and Beans and Barley Grow</i> • Singing Sherlock 1: <i>Teddy Bear Rock n Roll</i> • Trad. <i>Oliver Cromwell</i> • Trad. <i>Lovely Joan</i> • Trad. <i>Searching for Lambs</i> • Voicelinks: <i>Fireworks</i> • Trad. Bangladesh: <i>Hatti – ma tim tim (An Imaginary Bird)</i> • Trad. Bangladesh: <i>Charti Kula beng (Four Fat Frogs)</i> • Trad. Australia: <i>I Got Kicked by a Kangaroo</i> • Trad. America: <i>Built My Lady a Fine Brick House</i> • Sing Up: <i>Paintbox</i> 	<ul style="list-style-type: none"> • Sing Up: <i>Heads and Shoulders</i> • Singing Sherlock 2: <i>Si, Si, Si</i> • Flying a Round: <i>To stop the train</i> • Trad. Japan: <i>Kaeru no uta</i> • Trad. Morocco: <i>A ram sam sam/Pease Pudding Hot</i> • Trad. Bangladesh: <i>Now charia de (A Boatman's Song)</i> • Junior Songscape: <i>Listen to the Rain</i> • Voicelinks: <i>Extreme Weather</i> • Sing Up: <i>Skye Boat Song</i> • Trad. Ireland: <i>Be Thou My Vision</i> • Junior Voiceworks 1: <i>Now The Sun Is Shining</i> • Voiceworks 1: <i>Candle Light</i> • Singing Sherlock 2: <i>Shadow</i> • Singing Express 3: <i>Mirror</i> • Trad. England: <i>Ah! Poor bird/Hey, Ho! Nobody home/Rose</i> 	<ul style="list-style-type: none"> • Junior Voiceworks 1: <i>Calypso</i> • Junior Voiceworks 2: <i>Our Dustbin</i> • Voiceworks 1: <i>Hear the Wind</i> • Kendrick: <i>Servant King</i> • Happy Birthday • Great Weather Songs: <i>Long Journey</i> • Great Celebration Songs: <i>World in Union</i> • Sing Up: <i>Just like a Roman</i> • Trad. Ghana: <i>Namuma</i> • Sing for Pleasure: <i>Ghosts</i> • Sing for Pleasure: <i>Lost in Space</i> 	<ul style="list-style-type: none"> • Trad. Ireland: <i>Danny Boy</i> • Kodály: <i>Rocky Mountain</i> • Kodály: <i>My Paddle</i> • High Low Chickalo • Ally Ally O • Trad. Caribbean: <i>Four White Horses</i> • Trad. Uganda: <i>Dipidu</i> • Are You Ready? • Row, Row, Row your Boat 	<ul style="list-style-type: none"> • Trad. South Africa: <i>Siyahamba</i> • Junior Voiceworks 1: <i>Calypso</i> • Sing Up: <i>Touch the Sky</i> • Sing Up: <i>Dona Nobis Pacem</i> • Sing Up: <i>We are the Champions</i> • British National Anthem – <i>God Save the Queen</i> • Sing Up: <i>We Go Together</i> • Trad. Ghana: <i>Senwa de Dende</i> • Sing Up: <i>Be the Change</i> • Sing Up: <i>One Moment, One People</i> • Sing Up: <i>There's a Power in the Music</i>

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	Key Skills and Knowledge		
	Beacon 1	Beacon 2	Beacon 3
Knowledge	<ul style="list-style-type: none"> • Recognising familiar nursery rhymes and traditional songs 	<ul style="list-style-type: none"> • Describing different genres of music 	<ul style="list-style-type: none"> • Exploring changes in different genres of music over time
	<p>Understand the following key vocabulary:</p> <p>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.</p>	<p>Understand the following key vocabulary:</p> <p>Melody: Notes that are played one after the other to make a tune. Rhythm: The pattern of musical movement. Fluency: Singing with flow. Control: The ability to perform phrases without pausing. Duration: The length of time a note is sounded. Staff: The lines of the score that the notes are written on to. Treble clef: The top set of lines (staff) in a piece of music, shown by a fancy letter G. Musical Notation:</p> <ul style="list-style-type: none"> - Crotchet – 1 beat note - Quaver – ½ beat note - Minim – 2 beat note - Semi-breve – 4 beat note 	<p>Understand the following key vocabulary:</p> <p>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:</p> <ul style="list-style-type: none"> - Crotchet rest – rest for 1 beat - Quaver rest – rest for ½ a beat - Minim rest – rest for 2 beats - Semi-quaver – ¼ beat
Skills	<ul style="list-style-type: none"> • Listen with concentration • Use our voices expressively • Play simple rhythms • Explore musical notation using graphics 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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