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Osmotherley CP Primary School Music Curriculum

“Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing”.

MMC 2021

Intent

At Osmotherley Primary School we strive to provide a high-quality music education. Pupils will develop a love and passion for Music by being given opportunities to listen to high quality music, sing well known songs, composing, improvising and performing music that they have created.

Music at Osmotherley is taught by delivering the [statutory requirements of the Music National Curriculum in Key stages 1 and 2](#). Reception children are exploring music through the [EYFS statutory framework](#).

Pupils will understand musical concepts through a repetition based approach to learning. They learn about the same musical concept through different musical activities. The learning of the inter-related dimensions of Music is integrated into listening, appraising, improvising and composing pieces of music. Singing is also a key feature of understanding and internalising the beat, rhythm and pitch of music. As they progress through the school well known songs are taught and learnt and this will help them to develop musicality as well as confidence in performance. They use untuned and tuned percussion and develop improvising and composing skills through using untuned percussion and glockenspiels. They pictorially represent their composition, gradually being introduced to formal music writing using notation by Upper Key Stage 2.

Music is taught through the Units within the Charanga Music Scheme. All the musical learning within the scheme is built around the Interrelated dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, structure, texture and notation and that is at the centre of developing the knowledge and skills. The knowledge and understanding will develop and deepen as the pupils progress through the school. Concepts are revisited regularly and extended to deepen the knowledge of how the different dimensions interact with each other in a piece of music. Key knowledge is embedded into long term memory through recalls at 2, 6 and 12 weeks within each unit.

Creativity and collaboration are encouraged as they develop a sense of community through singing and performing together. Through music they discover different styles, cultures and an understanding of different people and places which are connected through the music they listen to. Opportunities will also be given by listening to, improvising and collaborating with Music for Life. There is a clear progression of skills and knowledge taught throughout the school and deliberate practise allows children to improve fluency leading to an alteration of their long term memory.

Implementation

Music is taught for an hour on alternate weeks within both classes. During Autumn 2 in both Key Stages, Music is approached through Christmas performances focusing mainly on the performance and singing aspects of the curriculum. At the end of Summer 2 Key Stage 2 will also focus on performance through their end of year play. All the musical learning within the scheme is built around the Interrelated dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, structure, texture and notation and they will be at the centre of deepening the knowledge and skills. Within both Key Stages, prior learning tasks are set at the beginning of each unit of learning, to establish what has been remembered from previous learning. The unit is then taught in small steps to ensure a sequenced, consistent approach to the new knowledge being learnt.

Impact

At the end of the unit, spaced recalls at 2, 6 and 12 weeks are used to assess the essential knowledge that the children are expected to remember. This essential knowledge is shared with parents and carers at the start of each learning unit. Individual children who

have gaps in key essential knowledge after the week 12 recall, have 5 minute keep up sessions with a member of staff to address the gaps.

Monitoring of Music is conducted by the subject leader, the headteacher and the governors through lesson visits, book scrutiny, pupil voice interviews and analysis of essential knowledge gaps.

Music Curriculum Progression and End Points **with Key vocabulary**

	Early Years Expected by end of Reception	Key Stage One Expected by end of Year Two	Lower Key Stage 2 Expected by end of Year Four	Upper Key Stage 2 Expected by end of Year Six
Understanding Music:	<p>Find and keep a steady beat together. To know that we can move to the pulse of the music.</p> <p>Copy and clap back simple rhythmic patterns.</p>	<p>Find and keep a steady beat To know music has a steady pulse.</p> <p>Copy back simple rhythmic patterns using long and short To know we can create rhythms from words and that they are different from a steady pulse.</p>	<p>Find and keep a steady beat in the time signatures of 2/4, 3/4 , and 4/4 Know how pulse, rhythm and pitch work together.</p> <p>Listen to and copy rhythmic patterns made of semibreves, minims, dotted crochets, quavers and their rests by ear. Know the difference</p>	<p>Find and keep a steady beat in the time signatures of 2/4, 3/4, 4/4 and 6/8. Know how the interrelated dimensions of music work together to create a piece.</p> <p>Listen to and copy rhythmic patterns made of minims, dotted crotchets, quavers,</p>

		<p>Copy back simple melodic patterns using high and low.</p> <p>To know we add high and low sounds and it's called pitch.</p>	<p>between pulse and rhythm.</p> <p>Copy back melodic patterns using 3-4 notes in a major or minor key.</p> <p>Know how pitch creates melodies.</p>	<p>semiquavers and their rests by ear and beginning to use notation.</p> <p>Copy back melodic patterns using 4-5 notes in a major or minor key.</p>
Listen and Appraise	<p>Move and dance with the music</p> <p>Listen to and talk about</p>	<p>Move and dance with the music confidently and in time to the pulse.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud or soft</p> <p>Recognise and name some band and orchestral instruments</p> <p>To know songs have a musical style</p> <p>Talk about how the</p>	<p>Begin to identify whether in 2/4, 3/4, 4/4 time.</p> <p>Identify the tempo as fast, slow or steady</p> <p>Discuss the structures of the music</p> <p>Identify some instruments you can hear playing.</p> <p>Identify if it's a male or female voice</p> <p>Recognise the style of</p>	<p>Can identify 2/4, 3/4, 4/4 and 6/8 time.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra and vocal techniques.</p> <p>Identify the musical</p>

	Music	music makes you feel.	music you are listening to and know some of the style indicators. Think about why the song or piece of music was written.	style of a song using some musical vocabulary to discuss its musical elements. Justify a personal opinion with reference to Musical Elements.
Singing:	Sing nursery rhymes and action songs from memory. Sing as a group following a melody	Sing songs from memory. To know that unison is everyone singing at the same time. To know why we need to warm up our voices. To know songs include other ways of using the voice e.g rapping.	Rehearse and sing songs from memory. Talk about how the songs and their styles fit in with the world and the different styles of singing. Sing as part of a group with an awareness of size , the larger the group the thicker the musical texture . To know singing in a group is called a choir.	Sing a broad range of songs as part of a group with a good sense of ensemble and performance . Discuss how different songs, styles and music are connected to the world. Sing in unison and parts and as part of a smaller group. Sing expressively with attention to dynamics and articulation .
Notation:		Explore ways of representing high and	Explore standard notation using	Explore standard notation using dotted

		low sounds, long and short sounds using symbols as notation.	crotchets, quavers, minims and semibreves Identify stave, treble clef and time signature	crotchets, dotted quavers, semiquavers Identify the stave and symbols on the stave and the name of the notes, barlines . Know where the notes C,D,E,F,G,A,B,C are on the treble stave.
Playing instruments	Play untuned and tuned percussion instruments alongside a piece of music. Explore the different sounds instruments make.	Play untuned and tuned percussion in time to a piece of music Learn to play a simple melodic part on a glockenspiel using 1, 2 or 3 notes. Know the names of some of the untuned percussion instruments in class.	Play untuned and tuned percussion thinking of tempo, rhythm and dynamics . Learn to play a simple melodic part on a glockenspiel by ear or beginning to use notation using 3, 4 or 5 notes.	Play untuned and tuned percussion using the elements of music. Play a melody on the glockenspiel following standard notation on a stave and beginning to make decisions about dynamics .
Creating Music: Improvising	Make up own rhythms and beats using percussion instruments	Play along with a backing track on song being learnt either clapping or playing	Become more skilled in improvising using voices, tuned and untuned percussion	Improvise over a groove , responding to the beat and begin to create a melodic

		<p>tuned and untuned percussion in time.</p> <p>Know improvisation is making up your own tunes on the spot.</p>	<p>inventing short on the spot responses using 3,4 or 5 notes.</p> <p>Know improvisation is not written down and never been heard before.</p>	<p>phrase using rhythm, tempo and dynamics up to 5 notes.</p>
Creating Music Composing		<p>Explore and create graphic scores</p> <p>Know that composing is like writing a story in Music.</p>	<p>Combine known rhythmic notation with letter names to create, short phrases using a glockenspiel.</p>	<p>Know a composition has pulse, rhythm and pitch that work together and shaped by tempo, dynamics, structure and texture</p> <p>Compose a simple composition using notation and rhythm using a glockenspiel.</p>
Performing	<p>Perform nursery rhymes that have been learnt.</p> <p>To know a performance is sharing music.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson from memory</p> <p>Play ideas and compositions within in the performance.</p>	<p>Perform with confidence a song from memory or using notation</p> <p>Play and perform melodies following compositions as a whole class.</p>	<p>Create, rehearse and present a performance for a specific event, for an audience.</p> <p>Perform from memory or with notation with confidence and accuracy.</p>

		Talk about the difference between rehearsing a song and performing it	Reflect on feelings about sharing and performing.	Discuss and talk musically about the strengths and weaknesses of a performance.
Key Vocabulary	Pulse, rhythm	Pulse, rhythm, pitch	Pulse, rhythm, pitch, tempo, dynamics, texture	Pulse, rhythm, pitch, tempo, dynamics, texture, structure, timbre

Osmotherley Primary School: Four Year Overview.

Charanga Topic:	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	Me	Everyone	Big Bear Funk
KS 1 Year A	Hey You!	Rhythm in the way we walk/Banana Rap	Revisit, Review, Replay
KS 1 Year B	I wanna play in a band	Round and Round	Revisit, Review, Replay
KS 2 Year A	Lean on Me	Three Little Birds	It's OK not to be OK
KS 2 Year B	Happy	Mamma Mia	PLASTIC
KS 2 Year C	Don't Stop Believin'	Stop!	Music and Me

KS 2 Year D	Fresh Prince of Bel Air	Dancing in the Street	Climate Change
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Understanding Music, Singing, Notation, Playing an instrument, Improvisation, Composition, Performance

	Autumn Term	Spring Term	Summer Term
ENQUIRY CYCLE 1	IDENTITY AND DIVERSITY Who do you think you are?	HUMAN RIGHTS AND SOCIAL JUSTICE Can one person make a difference?	SUSTAINABLE DEVELOPMENT What on Earth is going on?
Reception	<p>Me! Nursery Rhymes and songs Pat a cake, 12345, This Old Man, Five Little Ducks. Find the Pulse, Copy clap the rhythm of names, Exploring high and low sounds using instruments</p> <p>Singing and performing songs in the Christmas performance.</p>	<p>Everyone! Nursery Rhymes and songs Wind the bobbin up, Rock a bye baby, Five little monkeys, Twinkle twinkle, If you're happy and you know it, Heads, shoulders. Invent ways to find the pulse, Copy-clap some rhythms of phrases from the songs Explore high and low pitch in the context of the song using percussion instruments Explore melodic patterns using tuned percussion (1 note) exploring sound. Learning to hit a note using a glockenspiel Perform: singing nursery rhymes confidently and playing an instrument</p>	<p>Big Bear Funk Big Bear Funk (transition to KS1 curriculum). Find a funky pulse, Copy clap 3 or 4 word phrases from the song, Keep the beat with a pitched note, play patterns within the song</p>

		rhythmically to the song.	
<p>Key Stage One Years 1 and 2</p> <p>Year A</p>	<p>Hey You! Listen to and appraise introducing rap and Hip Hop as styles of Music Likes and dislikes Learn to sing and rap Hey You! Question and answer in groups Understanding pulse and rhythm through games and exercises Learning to play glockenspiel correctly and in time using the base note c Learning to improvise using claps, voices and instruments Compose as a whole class using digital platform first composer: modelling how to make musical decisions</p> <p>Christmas Performance Singing and performing the Christmas performance</p>	<p>Rhythm in the way we walk/Banana Rap</p> <p>Listen to and Appraise different styles of Music Identify the pulse, clap to rhythms and hear pitch. Discuss features of Music styles. Learn to sing 2 songs, know how to warm up your voice before singing. Learn how to sing in a rap style. Perform the song</p>	<p>Revisit, Review, Replay</p> <p>Listen to and Appraise different aspects of classical music: beginning to identify orchestral instruments. Identify pulse, rhythm and pitch in Music, move to the pulse and clap to rhythms and sing at correct pitch. Make rhythms using rhythm grid Using First Composer and graphic scores compose a simple piece of music on a glockenspiel. Perform your composition.</p>
Essential Knowledge:	<p>Pulse: Constant heartbeat Rhythm pattern of short and long notes Pitch High and Low notes</p>	<p>Pulse: Constant heartbeat Rhythm pattern of short and long notes Pitch High and Low notes</p>	<p>Pulse: Constant heartbeat Rhythm pattern of short and long notes Pitch High and Low notes</p>

	Improvise: making up your own music	Know Reggie and Rap are styles of Music Know that warming up your voice helps singing.	Improvise: making up your own music Compose: Writing down a new piece of Music for others to play.
Lower Key Stage Two Years 3 and 4 Year A	Lean on Me Listen and Appraise Soul/Gospel songs: What makes the song gospel? Develop own opinions of why they like/dislike music. Learn to sing the song Lean on Me: thinking about how to express. Elements of Music introducing Time signatures, time signature of Lean on Me, how dynamics/tempo support. Games Playing glockenspiel in time to a backing track..discuss tempo. C,F,G Compose learning to use Music Composer on Chrome Book. Perform song and composition.	Three Little Birds Listen and Appraise: Reggae songs What instruments are used in Reggae? Learn to sing the song Three Little Birds Rhythm/ Pulse recap on Backbeat. Also in Reggae Music. Learn about crotchets and quavers. Playing rhythms on Glockenspiels using crotchets and minims (look at how they are written in formal notation). Improvise different rhythms using crotchets and minims using a variety of percussion instruments, claps and voice.	It's OK not to be OK Collaborative Project Listen to the song Discuss the song's meaning Project: to make a video using elements that we have learnt this year. -Learn to sing the song -add instruments, compose - rehearse and practise together. Decide on musical performance what do you need to make a good performance?
Essential Knowledge:	Tempo: speed of the Music Dynamics: How loud or soft	Tempo: speed of the Music Dynamics: How loud or soft	Tempo: speed of the Music Dynamics: How loud or soft

	<p>the Music is Crotchet: note that is 1 beat Quaver: note that is ½ a beat Minim: note that is 2 beats</p>	<p>the Music is Crotchet: note that is 1 beat Quaver: note that is ½ a beat Minim: note that is 2 beats Time Signature: tells you how many beats in a bar.</p>	<p>the Music is Crotchet: note that is 1 beat Quaver: note that is ½ a beat Minim: note that is 2 beats Time Signature: tells you how many beats in a bar.</p>
<p>Upper Key Stage Two Years 5 and 6 Year A</p>	<p>Lean on Me!</p> <p>Listen and Appraise Soul/Gospel songs: What makes the song gospel? Develop own opinions of why they like/dislike music.</p> <p>Learn to sing the song Lean on Me: thinking about how to express. Learning to sing a 2nd part.</p> <p>Elements of Music Focus Time signatures, time signature of Lean on Me, how dynamics/tempo /structure support. Games Playing glockenspiel in time to a backing track..discuss tempo. C,F,G Learn where C, F, G are on the stave Compose using Music Composer on Chrome Book. (notation element) Perform song and composition.</p>	<p>Three Little Birds!</p> <p>Listen and Appraise: Reggae songs Discover what Reggae Music is and where it originated Learn to sing the song Three Little Birds Looking at rhythm, tempo, texture. Making own rhythms in groups using quavers, crotchets, minims using untuned percussion Playing the Glockenspiel Where is G,A on the stave. Composing own piece of Music using C,A,G, minims, quavers, crotchets (formal notation) in groups on the Glockenspiel.</p>	<p>It's OK not to be OK</p> <p>Collaborative Project Listen to the song Discuss the song's meaning</p> <p>Project: to make a video using elements that we have learnt this year.</p> <ul style="list-style-type: none"> -Learn to sing the song -add instruments, compose - write an additional verse - create a musical performance - rehearse and practise together. <p>Decide on musical performance what do you need to make a good performance?</p>

Essential Knowledge:	Structure: How the piece of Music is put together. Stave: the lines you write Music on. Know where C, F, G go on a stave	Timbre: sounds that the instruments make Texture: how the Music is built up using different sounds/instruments Structure: How the piece of Music is put together. Key Signature: it tells us which sharps or flats need to be played in a piece of Music.	Timbre: sounds that the instruments make Texture: how the Music is built up using different sounds/instruments Structure: How the piece of Music is put together. Key Signature: it tells us which sharps or flats need to be played in a piece of Music.
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	Autumn Term	Spring Term	Summer Term
ENQUIRY CYCLE 2	POWER AND GOVERNANCE What makes us powerful?	PEACE AND CONFLICT Can kindness change the world?	INTERDEPENDENCE AND GLOBALISATION Why do we explore?
Reception	Me! Nursery Rhymes and songs Pat a cake, 12345, This Old Man, Five Little Ducks. Find the Pulse, Copy clap the rhythm of names, Exploring high and low sounds using instruments Singing and performing songs in the Christmas performance.	Everyone! Nursery Rhymes and songs Wind the bobbin up, Rock a bye baby, Five little monkeys, Twinkle twinkle, If you're happy and you know it, Heads, shoulders. Invent ways to find the pulse, Copy-clap some rhythms of phrases from the songs Explore high and low pitch in the context of the song Explore melodic patterns using tuned percussion (1 note) exploring sound. Learning to hit a note using a glockenspiel Perform: singing nursery	Big Bear Funk Big Bear Funk (transition to KS1 curriculum). Find a funky pulse, Copy clap 3 or 4 word phrases from the song, Keep the beat with a pitched note, play patterns within the song.

		rhymes confidently and playing an instrument rhythmically to the song.	
<p>Key Stage One Years 1 and 2</p> <p>Year B</p>	<p>I wanna play in a band</p> <p>Listen and appraise: introduce genre Rock: focus on instruments and beat. Learn to sing the song I wanna be in a band. Focus on the strong beat in rock music, introduce term backbeat: using body percussion find the backbeat in the music. Body percussion and drums making the backbeat to emphasise the rock music genre Compose using music composer and then add the backbeat to beats 2 and 4. Perform like rockstars and video</p>	<p>Round and Round</p> <p>Listen and appraise: learn latin, jazz, classical focus on the pulse, rhythm and pitch. Learn to sing the song Round and Round. Flexible games: following patterns of rhythms, a sequence of moves to the pulse can they remember the sequence. Using untuned percussion to create latin rhythms, learning to play C D on a glockenspiel in time to a backing track Improvise: 2 groups one using tuned/untuned percussion. Perform the song with improvised rhythms.</p>	<p>Replay, Review, Revisit</p> <p>Listen and Appraise: Classical Music, orchestral instruments Revisit and sing the songs I wanna be in a band and round and round ready for a performance Play games to consolidate understanding of pitch, rhythm and pulse Compose own piece of music using First Composer and instruments. Use a graphic score to help with ideas and begin to make own musical decisions to support composition. Perform compositions and 2 songs to an audience.</p>
<p>Essential Knowledge</p>	<p>Pulse: Constant heartbeat Introduce term backbeat Rhythm pattern of short and long notes Pitch High and Low notes Know: rock is a style of</p>	<p>Pulse: Constant heartbeat Introduce term backbeat Rhythm pattern of short and long notes Pitch High and Low notes Know improvisation is music</p>	<p>Pulse: Constant heartbeat Introduce term backbeat Rhythm pattern of short and long notes Pitch High and Low notes Compose own piece of music</p>

	music and drums and electric guitars are the main instruments	made up on the spot and not written down.	using a graphic score and making musical decisions.
<p>Lower Key Stage Two</p> <p>Years 3 and 4</p> <p>Year B</p>	<p>Happy! Listen and Appraise different style songs linked to Happiness In small groups focus on a particular element chosen eg tempo, dynamics Explore different elements in a variety of games, finding the pulse, clapping rhythms, playing rhythms and pitch. Learn to sing the song Happy Playing the Glockenspiel: 2 notes G A in time to the music. Improvise using tuned and untuned percussion, clapping (Bronze Challenge)</p>	<p>Mamma Mia Listen and Appraise focus on the style of music represented by ABBA Explore how the different elements of music are developed, clapping rhythms, introducing rhythm grids Learn to sing the song Mamma Mia (accuracy of pitch and tempo) singing in unison. Playing the Glockenspiel in time to the music, playing the rhythm and notes of “Mamma Mia” Improvise using tuned and untuned percussion Compose your own music using rhythms either digitally, using notation or graphic score</p>	<p>PLASTIC</p> <p>Collaborative project</p> <p>Listen and learn to sing the song PLASTIC</p> <ul style="list-style-type: none"> - Composing rhythms and beat to the music - Looking at how to write rhythm using rhythm grids, and introduce formal notation. - Compose using untuned and tuned percussion in groups. - Video and perform song
<p>Essential Knowledge</p>	<p>Tempo: speed of the Music Dynamics: How loud or soft the Music is Crotchet: note that is 1 beat Quaver: note that is ½ a beat Minim: note that is 2 beats Time Signature: how many</p>		

	beats in a bar.		
Upper Key Stage Two Years 5 and 6 Year B	Happy! Listen and Appraise different style songs linked to Happiness Write answers down to the questions on the board looking at different elements of Music Explore different elements in a variety of games, finding the pulse, clapping rhythms, playing rhythms and pitch. Learn to sing the song Happy: solo opportunities, backing chorus, learning to sing in an ensemble. Playing the Glockenspiel: 2 notes G A in time to the music. Working on muscle memory and looking at the music on board rather than at instrument. Improvise using riffs, hooks, vocals (Gold Challenge)	Mamma Mia Listen and Appraise focus on the style of music represented by ABBA. What makes ABBA songs identifiable? Explore how the different elements of music are developed, clapping rhythms, introducing rhythm grids Learn to sing the song Mamma Mia (accuracy of pitch and tempo) singing in unison. Solo opportunities Playing the Glockenspiel in time to the music, playing the rhythm and notes of “Mamma Mia” Learn the notation and begin to read a simple tune Improvise using tuned and untuned percussion Compose your own music using rhythms either digitally, or using notation play back in small groups	PLASTIC Collaborative project Listen and learn to sing the song PLASTIC <ul style="list-style-type: none"> - Writing new lyrics to the rap part of the song - Writing rhyming couplets - Using the rhythm to get the words in time - Record over the backing track
Essential Knowledge	Timbre: sounds that the instruments make Texture: how the Music is built up using different sounds/instruments Structure: How the piece of		

	<p>Music is put together. Staff: the lines you write Music on. Dotted Crotchet 1 and a ½ beats.</p>		
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	Autumn Term	Spring Term	Summer Term
ENQUIRY CYCLE 3	IDENTITY AND DIVERSITY Where do we come from?	HUMAN RIGHTS AND SOCIAL JUSTICE Are we all equal?	SUSTAINABLE DEVELOPMENT Who rules the waves?
Reception	<p>Me! Nursery Rhymes and songs Pat a cake, 12345, This Old Man, Five Little Ducks. Find the Pulse, Copy clap the rhythm of names, Exploring high and low sounds using instruments</p> <p>Singing and performing songs in the Christmas performance.</p>	<p>Everyone! Nursery Rhymes and songs Wind the bobbin up, Rock a bye baby, Five little monkeys, Twinkle twinkle, If you're happy and you know it, Heads, shoulders. Invent ways to find the pulse, Copy-clap some rhythms of phrases from the songs Explore high and low pitch in the context of the song Explore melodic patterns using tuned percussion (1 note) exploring sound. Learning to hit a note using a glockenspiel Perform: singing nursery rhymes confidently and playing an instrument rhythmically to the song.</p>	<p>Big Bear Funk Big Bear Funk (transition to KS1 curriculum). Find a funky pulse, Copy clap 3 or 4 word phrases from the song, Keep the beat with a pitched note, play patterns within the song</p>

<p>Key Stage One Years 1 and 2</p> <p>Year A</p>	<p>Hey You!</p> <p>Listen to and appraise introducing rap and Hip Hop as styles of Music Likes and dislikes Learn to sing and rap Hey You! Question and answer in groups Understanding pulse and rhythm through games and exercises Learning to play glockenspiel correctly and in time using the base note c Learning to improvise using claps, voices and instruments Compose as a whole class using digital platform first composer: modelling how to make musical decisions</p> <p>Christmas Performance Singing and performing the Christmas performance</p>	<p>Rhythm in the way we walk/Banana Rap</p> <p>Listen to and Appraise different styles of Music Identify the pulse, clap to rhythms and hear pitch. Discuss features of Music styles. Learn to sing 2 songs, know how to warm up your voice before singing. Learn how to sing in a rap style. Perform the song</p>	<p>Revisit, Review, Replay</p> <p>Listen to and Appraise different aspects of classical music: beginning to identify orchestral instruments. Identify pulse, rhythm and pitch in Music, move to the pulse and clap to rhythms and sing at correct pitch. Make rhythms using rhythm grid Using First Composer and graphic scores compose a simple piece of music on a glockenspiel. Perform your composition.</p>
Essential Knowledge	Pulse: Constant heartbeat Rhythm pattern of short	Pulse: Constant heartbeat Rhythm pattern of short and	Pulse: Constant heartbeat Rhythm pattern of short and

	<p>and long notes Pitch High and Low notes Improvise: making up your own music</p>	<p>long notes Pitch High and Low notes Know Reggie and Rap are styles of Music Know that warming up your voice helps singing.</p>	<p>long notes Pitch High and Low notes Improvise: making up your own music Compose: Writing down a new piece of Music for others to play.</p>
<p>Lower Key Stage Two Years 3 and 4 Year C</p>	<p>Don't stop Believin' Listen and Appraise: Revisit Rock. Focus on Rock Anthems what makes a rock anthem? Recap on instruments and structure of rock music Learn to sing the song Don't stop believin' Introduce word structure how are the songs made up Continue to embed pulse, rhythm, tempo through games. Improvise using tuned and untuned instruments.</p>	<p>Stop! Listen and Appraise: Grime Style Rap: Identify style indicators. Beginning to understand how pulse, rhythm and pitch work together to create the sound Move to the pulse Clap rhythms Start to explore texture Learn to sing the song "STOP" Composing own rap using background music as a group Using YuStudio make a drum and bass line for Grime Perform your rap</p>	<p>Music and Me Looking at identity in Music and finding yours Women in the Music industry Meet the artists: Comparing their musical styles: Electronic, pop, Techno, soul Using pulse, rhythm and pitch to create a simple melody Looking at standard notation: Treble clef, staves, bars, time signature 4/4. Knowing where CDE are in treble clef Following simple melodies using CDE on a glockenspiel Compose a simple melody using crotchets and minims and the notes CDE.</p>
<p>Essential Knowledge</p>		<p>Know that Grime is a British style of Music from 2000s based on Hip Hop/Garage Pitch is high low notes Dynamics: soft/loud Tempo: speed of the music</p>	<p>Know: where the notes C,D,E are on a staff in the treble clef.</p>

<p>Upper Key Stage Two</p> <p>Years 5 and 6 Year C</p>	<p>Don't stop Believin'</p> <p>Rock. Focus on Rock Anthems what makes a rock anthem? Recap on instruments and structure of rock music</p> <p>Learn to sing the song Don't stop believin'</p> <p>Introduce word structure how are the songs made up</p> <p>Continue to embed pulse, rhythm, tempo through games.</p> <p>Playing instruments looking at notation and rhythms</p> <p>Improvise using tuned and untuned instruments.</p>	<p>Stop!</p> <p>Listen and Appraise: Grime Style Rap: Identify style indicators. Compare to Hip Hop, differences and similarities</p> <p>Understand how the song is structured, explore the texture. Think about how the dynamics and tempo interact. Clap rhythms, make own rhythms in time to the pulse Identify the time signature.</p> <p>Learn to sing the song "STOP" focusing on Rap sections, how these are performed.</p> <p>Composing own rap, thinking of own lyrics linked to bullying How you can move to your rap in time to the Music. Focus on interrelated dimensions of Music to develop your rap. Using YuStudio make a drum, bass, and mix track for Grime. Perform your rap to an audience.</p>	<p>Music and Me</p> <p>Meet the artists: Comparing their musical styles: Electronic, pop, Techno, soul</p> <p>Using pulse, rhythm and pitch to create a simple melody</p> <p>Looking at standard notation: Treble clef, staves, bars, time signature 4/4.</p> <p>Knowing where CDEFG are in treble clef</p> <p>Following simple melodies using CDEFG on a glockenspiel</p> <p>Compose a simple melody using crotchets, quavers minims and the notes CDEFG on glockenspiel</p>
<p>Essential Knowledge</p>		<p>Know that Grime is British and Hip Hop is American and identify indicators.</p> <p>Dynamics: soft/loud</p>	<p>Know: where the scale of C major is in the treble clef. An octave is 8 notes.</p>

		Tempo: speed of Music Texture: layers of Music Structure: how Music is put together.	
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	Autumn Term	Spring Term	Summer Term
ENQUIRY CYCLE 4	POWER AND GOVERNANCE Are we civilised	PEACE AND CONFLICT What should we fight for?	INTERDEPENDENCE AND GLOBALISATION Is everything connected?
Reception	Me! Nursery Rhymes and songs Pat a cake, 12345, This Old Man, Five Little Ducks. Find the Pulse, Copy clap the rhythm of names, Exploring high and low sounds using instruments Singing and performing songs in the Christmas performance.	Everyone! Nursery Rhymes and songs Wind the bobbin up, Rock a bye baby, Five little monkeys, Twinkle twinkle, If you're happy and you know it, Heads, shoulders. Invent ways to find the pulse, Copy-clap some rhythms of phrases from the songs Explore high and low pitch in the context of the song Explore melodic patterns using tuned percussion (1 note) exploring sound. Learning to hit a note using a glockenspiel Perform: singing nursery rhymes confidently and	Big Bear Funk Big Bear Funk (transition to KS1 curriculum). Find a funky pulse, Copy clap 3 or 4 word phrases from the song, Keep the beat with a pitched note, play patterns within the song

		playing an instrument rhythmically to the song.	
<p>Key Stage One Years 1 and 2</p> <p>Year B</p>	<p>I wanna be in a band Listen and appraise: introduce genre Rock: focus on instruments and beat. Learn to sing the song I wanna be in a band. Focus on the strong beat in rock music, introduce term backbeat: using body percussion find the backbeat in the music. Body percussion and drums making the backbeat to emphasise the rock music genre Compose using music composer and then add the backbeat to beats 2 and 4. Perform like rockstars and video</p>	<p>Round and Round Listen and appraise: learn latin, jazz, classical focus on the pulse, rhythm and pitch. Learn to sing the song Round and Round. Flexible games: following patterns of rhythms, a sequence of moves to the pulse can they remember the sequence. Using untuned percussion to create latin rhythms, learning to play C D on a glockenspiel in time to a backing track Improvise: 2 groups one using tuned/untuned percussion. Perform the song with improvised rhythms.</p>	<p>Revisit, Review and Replay Listen and Appraise: Classical Music, orchestral instruments Revisit and sing the songs I wanna be in a band and round and round ready for a performance Play games to consolidate understanding of pitch, rhythm and pulse Compose own piece of music using First Composer and instruments. Use a graphic score to help with ideas and begin to make own musical decisions to support composition. Perform compositions and 2 songs to an audience.</p>
<p>Essential Knowledge:</p>	<p>Pulse: Constant heartbeat Introduce term backbeat Rhythm pattern of short and long notes Pitch High and Low notes Know: rock is a style of music and drums and electric guitars are the main instruments</p>	<p>Pulse: Constant heartbeat Introduce term backbeat Rhythm pattern of short and long notes Pitch High and Low notes Know improvisation is music made up on the spot and not written down.</p>	<p>Pulse: Constant heartbeat Introduce term backbeat Rhythm pattern of short and long notes Pitch High and Low notes Compose own piece of music using a graphic score and making musical decisions.</p>

<p>Lower Key Stage Two</p> <p>Years 3 and 4</p> <p>Year D</p>	<p>Fresh Prince of Bel Air Listen and Appraise: Hip Hop Music: identify rhythmic patterns, intonation: Look at structure of music: main focus on strong beat and rhythm, vocals Learn to sing the song Fresh Prince of Bel Air: main focus the first verse Looking at using percussion instruments to develop strong rhythms throughout the song, play with backing music Composing own rhythms using percussion and band instruments Performing as a group</p>	<p>Dancing in the street Listen and Appraise: Motown/Soul Music Where does Motown come from, learn some well known artists Structure of music: tempo, pulse, rhythm, pitch, dynamics: funky groove Learn to sing dancing in the street: main vocals understanding the importance of breathing in singing. Playing 3 notes on the glockenspiel in time to the music. Following notation with support. Compose a piece of music using the 3 notes that you have learnt on the glockenspiel Performing as a group</p>	<p>Climate Change</p> <p>Consolidate what has been learnt and make a class music video</p> <p>Listen to and learn the song Climate Change</p> <p>Class split into groups to learn a different part of the song:</p> <ul style="list-style-type: none"> - Recap on hip hop and rap - Singing in harmony - Structure of song - Composing a backing track using digital software - Make a story board for footage - Film on imovie - Perform and share.
<p>Essential Knowledge</p>	<p>Identify the structure of Hip Hop Music: know that the words are spoken rhythmically over top of a beat.</p>	<p>Know some well known Motown artists Name some of the key elements of music eg pulse, rhythm, tempo etc</p>	
<p>Upper Key Stage Two</p> <p>Years 5 and 6</p> <p>Year D</p>	<p>Fresh Prince of Bel Air Listen and Appraise: Hip Hop Music: identify key features of Hip Hop, explore the world of Hip Hop</p>	<p>Dancing in the street Listen and Appraise: Motown/Soul Music Find out about the origins of Motown Structure of music: tempo,</p>	<p>Climate Change</p> <p>Consolidate what has been learnt and make a class music video</p> <p>Listen to and learn the song</p>

	<p>Look at structure of music: main focus on strong beat and rhythm, vocals, intonation</p> <p>Learn to sing the song Fresh Prince of Bel Air: Focus on intonation and breathing</p> <p>Learn how to write the note D, A, E play different rhythms on the Glockenspiel using D,A,E</p> <p>Improvising vocals, think of lyrics to create a new verse to the song</p> <p>Performing as a group</p>	<p>pulse, rhythm, pitch, dynamics: funky groove.</p> <p>Understand the term syncopated</p> <p>Learn to sing in harmony understanding the importance of breathing in singing.</p> <p>Playing 3 notes on the glockenspiel in time to the music. Following notation with support. Learn where F,G,A are on the staff</p> <p>Compose a piece of music using the 3 notes that you have learnt on the glockenspiel using simple notation.</p> <p>Performing as a group</p>	<p>Climate Change</p> <p>Class split into groups to learn a different part of the song:</p> <ul style="list-style-type: none"> - Recap on hip hop and rap - Singing in harmony - Structure of song - Composing a backing track using digital software - Make a story board for footage - Film on imovie - Perform and share.
<p>Essential Knowledge</p>	<p>Identify the key features of Hip Hop Music and culture</p> <p>Know how to write D,A,E as notation</p> <p>Know the importance of intonation and breathing in singing lyrics</p> <p>Identify the interdimensions of music within the music.</p>	<p>Identify features of Motown/Soul Music</p> <p>Know how to write F,G,A as notation</p>	