



Barrowby CE Primary School

Music Curriculum

Vision:

At Barrowby CE Primary School:

We aim to support pupils to develop a love for music through performance activities. Pupils will be supported to critically engage with music, enabling them to compose, and to listen with discrimination to a wide range of musical genres.

Intent:

Our aim is that all pupils are equipped with the musical knowledge required to understand, interpret and enjoy music in all its forms.

Music is an exciting part of our creative curriculum which enables children to work critically developing listening, performance, compositional and appraisal skills. The Music teaching in school actively encourages children to work both independently and with others in practical ways, developing secure subject knowledge.

Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger.

Implementation:

Our Music Curriculum references the Model Music Curriculum: Key Stage 1 to 2 Non-Statutory guidance for the National Curriculum in England 2021.

Our Reception children will follow the guidelines for Music outlined in 'Creative and Expressive Arts' within the EYFS framework.

Our Key Stage 1 and 2 pupils will be taught through a carefully sequenced curriculum that builds on knowledge and skills at each phase of education.

Throughout each Key Stage, children will cover Music topics with carefully progressive steps to ensure a continuance of development.

Each year children are given the opportunities to:

- Listen & Appraise
- Perform & Evaluate - Singing
- Perform & Evaluate – Instrumental
- Compose & Evaluate

as well as the opportunity to use their developing musical skills for a wide range of purposes both within and outside of the curriculum e.g.:

Autumn

- Reception Christmas Assembly
- Year 1 & 2 Nativity
- Year 5 & 6 Christmas Service

Spring

- Performing Art's Festivals
- Year 3 & 4 Easter Production

Summer

- Year 6 Leaver's Production

and collectively throughout the year as part of:

- School Choir;
- Instrumental Ensembles;
- Collective Worship;
- Church Services; and
- School Events

For pupils with SEND, it is important to focus on the pupils' strengths as well as identifying areas where they need more help, practice and consolidation.

In general, pupils should have the opportunity to develop all the concepts, regardless of their SEN or disability. However, the approach to these concepts may have to be done differently with different groups of pupils e.g. technology and adapted instruments have led to improved access and greater choice for all pupils to realise their creative potential.

Impact:

The successful approach to the teaching of Music at Barrowby CE Primary School will result in a fun, engaging and high-quality Music education.

At Barrowby CE Primary School:

- **Listen & Appraise**
Children will learn 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.
- **Perform & Evaluate – Singing**
Through good vocal production, careful listening and well-developed sense of pitch, pupils will learn to sing expressively with a sense of dynamics and evaluate their own and others performances.

- **Perform & Evaluate – Instrumental**

Through instrumental exploration, pupils will learn to play a range of instruments as well as evaluate their own and others performances.

- **Create & Compose**

Children will learn the skills to record their musical ideas e.g. rhythmic patterns, melodic shapes and selections of their compositions in various ways through the use of graphic and musical notation as well as evaluate their own and others compositions.

Assessment will take place at the end of each unit. Teachers will make a formative judgement based upon pupils work in the current unit. At the end of the year, these judgements will inform teacher assessment in Music for each pupil.

The Music Curriculum for Reception

| The Music Curriculum for Reception | | | | | | |
|------------------------------------|--|--|--------------------------|---|---|--------------------------|
| | Autumn Term | | Spring Term | | Summer Term | |
| Topics | Commotion in the Ocean | | Wagons Roll | | Open Your Eyes | |
| Unit | Listening & Appraising R | Perform & Evaluate - Singing R | | Perform & Evaluate - Instrumental R | Create & Compose R | |
| | By the end of this unit: <ul style="list-style-type: none"> Children will be able to listen to audio recordings and/or music and describe what they like. | By the end of this unit: <ul style="list-style-type: none"> Children will be able to use their voices to speak chants and rhymes as well as sing together | By the end of this unit: | By the end of this unit: <ul style="list-style-type: none"> Children can recognise different sounds and how they are made: <ul style="list-style-type: none"> environmental vocally body percussion instruments | By the end of this unit: <ul style="list-style-type: none"> Children can organise sounds simply e.g. identify start and end. | By the end of this unit: |
| Vocab | Listen, sound, composer, genre | Warm-up, Sing, chant, rhyme | | Rhythm, chant, percussion, improvise, instrument names | Sounds, loud, quiet, quick, slow | |

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| Suggested support for children with additional needs | <ul style="list-style-type: none"> • Speaking frame to support with discussion • Vocabulary bank to support with describing words | <ul style="list-style-type: none"> • warm up exercises to support with using mouths to make sounds • pre-teach repeat and echo concept to support with participating as a whole group • include actions to support with keeping the beat and remembering songs | | <ul style="list-style-type: none"> • Pre-teach clapping listening and copying sounds to support with participating as a whole group • vocabulary bank to support with naming instruments • sentence starters to support with describing sounds | <ul style="list-style-type: none"> • Storyboard to support with remembering the story using visual aids • ipads to support with recording of sounds • vocabulary bank to support with describing words • exploring time to support children with becoming familiar with instruments before creating sequences | |
| | <p>Introduce the stimulus e.g.</p> <ul style="list-style-type: none"> • Story-author-genre | <p>Under take a simple Warm Up e.g. Boom Chikka Boom. Encourage children to open mouth when chanting/singing.</p> | | <p>With the children improvise some simple clapping games using repeat and echo i.e. clap a rhythm and children echo.</p> <p>Ask children to clap a rhythm and others echo.</p> | <p>Read the story 'Going on a Bear Hunt' what sounds do you think the children could hear? List the sounds.</p> | |
| | <p>Read the story or nursery rhyme to the children.</p> | <p>Introduce the children to the nursery rhyme, chant or simple song.</p> | | <p>Explain to children that clapping, stamping, slapping your own body is called body percussion.</p> | <p>Ask children to go on a 'Bear Hunt' through the school grounds-what sounds can they hear? Use technology to capture sounds.</p> | |

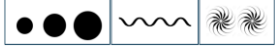
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| | <p>Discuss with the children:</p> <ul style="list-style-type: none"> • What they think the story or Nursery rhyme is about? • Do you like the nursery rhyme/story? <p>Why?</p> | <p>Use repeat and echo, where teacher sings a phrase and children repeat to enable children to learn melody.</p> | | <p>Provide children with a range of percussion instruments e.g. tambourine, drum, triangle, Indian bells, wood block etc</p> <p>See if they can name the instruments. Tell them the names of instruments they don't know.</p> | <p>Listen back to sounds recorded-can children describe sound e.g. loud, quiet, short, long etc</p> | |
| | <p>Introduce the children to piece(s) of music – See Appendix 1 e.g.</p> <ul style="list-style-type: none"> • Title • Composer • Genre | <p>To help children to become familiar with the words, encourage children to sing along with the teacher.</p> <p>Encourage the children to perform the nursery rhyme, chant or simple song with their teacher or as a class.</p> | | <p>Allow children the opportunity to explore how sounds are made e.g. hit with hand or beater, shake, roll etc</p> | <p>Improvise/create musical sound effect or short sequence using either untuned or body percussion, natural objects.</p> <p>Record the sounds using technology. Listen to the sounds can the children tell you when the sound starts, finishes and can they describe the sound e.g. loud, short etc</p> | |
| | <p>Play a short extract to the children.</p> | <p>Record the children/class performing the song.</p> <p>Play the song back to the class and identify what they like? E.g.</p> <ul style="list-style-type: none"> • Can hear everyone • Makes them happy | | <p>Children asked to describe the sounds made e.g. long, loud and how sounds are made.</p> | | |
| | <p>Discuss with the children:</p> | | | | | |

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| | <ul style="list-style-type: none">• What they think the music is about?• Do you like the music?• Why? | | | | | |
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The Music Curriculum for Year 1

| Autumn Term | | Spring Term | | Summer Term | | |
|-------------|--|---|--------------------------|--|---|--------------------------|
| Topic | Commotion in the Ocean | | Wagons Roll | | Open Your Eyes | |
| Unit | | Perform & Evaluate - Singing 1 | | Perform & Evaluate - Instrumental 1 | Create & Compose 1 | |
| | By the end of this unit: <ul style="list-style-type: none"> Children will be able to listen to audio recordings and/or music and describe how sounds are being made e.g, loud, soft, fast Children will be able to describe how the sounds makes them feel | By the end of this unit: <ul style="list-style-type: none"> Children will be able to use their voices to sing in unison with some control. | By the end of this unit: | By the end of this unit: <ul style="list-style-type: none"> Children can play simple rhythms on untuned percussion instruments e.g. <ul style="list-style-type: none"> Shake Strike Hit | By the end of this unit: <ul style="list-style-type: none"> Children can create/select sounds for a purpose. | By the end of this unit: |
| Vocab | Listen, sound, composer, genre, tempo-slow, quick etc | Unison, control, singing, performing | | Rhythms, perform, percussion, instrument | Create, symbols, rhythm | |

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| Suggested support for children with additional needs | <ul style="list-style-type: none"> • Knowledge bank to support with retention of previous learning • talking frame to support with discussions of music • vocabulary bank to support with instrument names and describing words • scaffolded resources to support with accessing learning to do with creating timelines | <ul style="list-style-type: none"> • Visual cues and modelling to support with good posture • Pre-teach words to support understanding • Knowledge bank to support with retention of previous learning • talking frame to support with discussions of music • vocabulary bank to support with instrument names and describing words | | <ul style="list-style-type: none"> • Vocabulary bank to support with recall of instrument names, pre-teach concept of copying patterns to support with whole group participation • pre-teach stories used to support with retention of story and how sounds can link to this | <ul style="list-style-type: none"> • Scaffolded resources (e.g. pre-created graphic symbols) to support composition work • speaking frames to support discussion of music • scribing to support with creation of symbols | <ul style="list-style-type: none"> • |
| Step | | | | | | |
| 1 | <p>Recap with the children the composers listened to last year.</p> | <p>Explain to the children the need for good posture when singing e.g.</p> <ol style="list-style-type: none"> 1. Sitting-back straight; 2. Standing-feet shoulder width apart, hands by the side and shoulders back; <p>Under take a simple Warm Up e.g. Boom Chikka Boom. Encourage children to open mouth when singing.</p> | | <p>Provide children with a range of percussion instruments e.g. tambourine, drum, triangle, Indian bells, wood block etc</p> <p>Name the instruments. Tell them the names of instruments they don't know.</p> <p>Children explain how each instrument is played.</p> | <p>Explain to the children that percussion instruments can be used to create rhythms.</p> | |


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| 2 | <p>Introduce the children to piece(s) of music – See Appendix 1 e.g.</p> <ul style="list-style-type: none"> • Title • Composer • Genre | <p>Introduce the children to the song.</p> <p>Read the words to the children and discuss meaning.</p> | | <p>Adult improvise rhythmic pattern. Children echo rhythmic pattern played on different instruments and/or body percussion.</p> | <p>Recognise how graphic notation can represent created sounds.</p>  <p>What could these symbols represent?</p> | |
| 3 | <p>Play short extracts to the children.</p> | <p>Explain to children that singing in unison is when everyone sings together.</p> <p>Use repeat and echo, where teacher sings a phrase and children repeat to enable children to learn melody.</p> | | <p>Children use instruments and improvise rhythmic patterns in response to a stimuli story e.g. rainmaker for rain, drum beats for footsteps, cymbal for lightning.</p> | <p>Show the children simple graphic notation:</p> <ul style="list-style-type: none"> • What does it tell you? • How might this be played? | |
| 4 | <p>Discuss with the children what sounds they can hear e.g.</p> <ul style="list-style-type: none"> • Name an instrument • Starts loud/quiet • Slow in the middle etc | <p>To help children to become familiar with the words, encourage children to sing along with the teacher.</p> <p>Encourage the children to perform the songs as a class.</p> | | <p>Discuss with the children how sounds were made</p> <p>Children match pictures with verbs showing how instruments are played e.g.</p> <ul style="list-style-type: none"> • Drum – hit • Rainmaker - Shake | <p>Children explore creating rhythmic patterns and invent own symbol to communicate intention.</p> | |
| 5 | <p>Children draw a simple time line of music, annotate:</p> <ul style="list-style-type: none"> • Start • How it starts • What can be heard | <p>Record the children/class performing the song.</p> <p>Play the song back to the class and identify:</p> | | | <p>Children share own symbols:</p> <ul style="list-style-type: none"> • Can you describe what this symbol shows e.g. loud or quiet sound | |


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| | <ul style="list-style-type: none"> Tempo | <ul style="list-style-type: none"> What sounds good e.g. can hear all the words What could be better e.g. all singing together How the song makes them feel? E.g. happy | | | Children perform rhythms using own symbols. | |
| | <p>Discuss with the children:</p> <ul style="list-style-type: none"> What they think the music is about? Do you like the music? Why? <p>Children annotate Music Line</p> | | | | | |

The Music Curriculum for Year 2

| | Autumn Term | | Spring Term | | Summer Term | |
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| Topic | Commotion in the Ocean | | Wagons Roll | | Open Your Eyes | |
| Unit | Listening & Appraising 2 | Perform & Evaluate - Singing 2 | | Perform & Evaluate - Instrumental 2 | Create & Compose 2 | |

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| | <p>By the end of this unit:</p> <ul style="list-style-type: none"> • Children will be able to identify and name instruments being played in music • Children will be able to describe how different sound are made e.g. strummed, hit, blown | <p>By the end of this unit:</p> <ul style="list-style-type: none"> • Children will be able to sing in groups when performing rounds, partner songs. • Children will be able to use their voices to sing in unison with expression • Children will be able to describe what went well | <p>By the end of this unit:</p> | <p>By the end of this unit:</p> <ul style="list-style-type: none"> • Children can perform rhythmic patterns using a variety of percussion instruments. | <p>By the end of this unit:</p> <ul style="list-style-type: none"> • Children can use a Graphic Score to organise sounds for a specific purpose. | <p>By the end of this unit:</p> |
| Vocab | Listen, sound, composer, genre, tempo-slow, quick, instruments e.g. drum, clarinet, strummed, hit | Performing, unison, expression, sing | | Rhythm, percussion, instrument, perform | Symbols, create, rhythm | |

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| Suggested support for children with additional needs | <ul style="list-style-type: none"> • Knowledge bank to support with recalling previous knowledge • speaking frames to support with discussions • vocabulary bank to support naming instruments • visual aids and modelling to support good posture • use of repetition to support retention <p>pre-teach of response and echo to support children with whole class participation</p> | <ul style="list-style-type: none"> • visual aids and modelling to support good posture • use of repetition to support retention <p>pre-teach of response and echo to support children with whole class participation</p> | | <ul style="list-style-type: none"> • Vocabulary bank to support with retention of key terms • talking frame to support with pair discussion | <ul style="list-style-type: none"> • Pre-teach about symbols used for composition to support retention • scribing to support writing stamina and annotations • visualisations to support visual learners | |
| Step | | | | | | |
| 1 | Recap with the children the composers listened to last year. | <p>Before singing:</p> <p>Remind the children the need for good posture when singing e.g.</p> <ol style="list-style-type: none"> 1. Sitting-back straight; 2. Standing-feet shoulder width apart, hands by the side and shoulders back; | | <p>Show children different percussion instruments e.g. tambourine, drum, triangle, Indian bells, wood block etc</p> <p>Children asked to:</p> <ul style="list-style-type: none"> • Name the instruments. • Describe how they are played e.g. hit with beater or hand | <p>Show the children a set of symbols e.g.</p>  <p>What do these tell the musician? E.g.</p> <ul style="list-style-type: none"> • Hit the instrument 3 times gradually getting louder | |

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| | | <p>Discuss with the children ways in which they can begin to control their airflow</p> <p>e.g.</p> <ul style="list-style-type: none"> • Breathe in (don't raise shoulders); and • Begin to become aware of phrasing and way to breathe through the song | | |  <ul style="list-style-type: none"> • Shake the instrument | |
| 2 | <p>Introduce the children to piece(s) of music – See Appendix 1 e.g.</p> <ul style="list-style-type: none"> • Title • Composer • Genre | <p>Introduce the children to the term Rounds. Explain to the children how a round is structured e.g.</p> <ul style="list-style-type: none"> • Row, Row, Row your boat • Freres Jacques <p>Introduce the children to the Round.</p> <p>Read the words to the children and discuss meaning.</p> | | <p>Explain there are different types of percussion instruments. There are 2 types tuned and untuned percussion.</p> <p>How are these different e.g.</p> <ul style="list-style-type: none"> • Untuned-one sound produced • Tuned-can play different notes at different pitches. | <p>Children given a series of symbols and asked to perform on instruments.</p> <p>Show symbol and listen to performance, do they match?</p> <p>Children offer suggestions.</p> | |
| 3 | <p>Play short extracts to the children.</p> | <p>Remind children that singing in unison is when everyone sings together.</p> | | <p>Work with a partner to improvise a question and answer rhythmic pattern on different</p> | <p>Children create symbols to communicate rhythmic patterns.</p> | |


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| | | Use repeat and echo, where teacher sings a phrase and children repeat to enable children to learn melody. | | untuned percussion instruments. | | |
| 4 | Discuss with the children what sounds they can hear e.g. <ul style="list-style-type: none"> Name an instrument Starts loud/quiet Slow in the middle etc | Help children to become familiar with the words, encourage children to sing along with the teacher or in large groups. Encourage the children to perform the song as a class. | | Children perform the short phrases. Can children describe the differences in the rhythms e.g. quick, slow-link to tempo and explain that this is the speed something is played. | Children annotate alongside symbols as needed to communicate intention e.g. name of instrument. | |
| 5 | Children list instruments that can be heard for each piece of music listened to. | Record the children/class performing the song. Play the song back to the class and identify: <ul style="list-style-type: none"> What sounds good e.g. can hear all the words What could be better e.g. all singing together How the song makes them feel? E.g. happy | | | Children perform the phrases to the class. Do images reflect the playing of the instrument? | |
| | Children discuss how the sounds are made e.g. <ul style="list-style-type: none"> drum – hit | | | | | |

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| | <ul style="list-style-type: none"> • Guitar – strummed • Clarinet – blown | | | | | |
| | <p>Discuss with the children:</p> <ul style="list-style-type: none"> • What they think the music is about? • Do you like the music? • Why? | | | | | |

| The Music Curriculum for Year 3 | | | | | | |
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| | Autumn Term | | Spring Term | | Summer Term | |
| Topic | Stone Age to the Iron Age | | Ancient Greece | | Egyptians | |
| Unit | | Create & Compose 3 | | Perform & Evaluate - Singing 3 | Listening & Appraising 3 | Perform & Evaluate - Instrumental 3 |

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| | By the end of this unit: | By the end of this unit: <ul style="list-style-type: none"> Children can use simple musical notation: e.g. <ul style="list-style-type: none"> Crotchet Quaver Minim Use a 4/4 time signature to create rhythmic patterns. | By the end of this unit: <ul style="list-style-type: none"> | By the end of this unit: <ul style="list-style-type: none"> Children will be able to use their voices with increasing confidence and control to sing songs with expression and dynamics (loud and quiet). | By the end of this unit: <ul style="list-style-type: none"> Children will listen to music from different cultures/traditions Children will be able to identify instruments being used Children will be able to describe how this makes them feel. | By the end of this unit: <ul style="list-style-type: none"> Children can play rhythms and melodies on a range of tuned and untuned percussion instruments. |
| Vocab | | Crotchet, quaver, minim, time signature, notation | | Expression, dynamics, control, perform, evaluate | Listen, sound, composer, genre, tempo, dynamics, name instruments, effect | Rhythms, melodies, percussion, tuned, untuned |

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| Suggested support for children with additional needs | | <ul style="list-style-type: none"> • Vocabulary bank to support with retention and use of musical terms • visualisations of concepts to support visual learners • using notation cards (instead of writing) to support with writing stamina and composition • scribing to support with writing stamina and annotations | | <ul style="list-style-type: none"> • Visual cues and modelling to support with good posture • pre-teach song lyrics to support with retention • use actions alongside music and songs to support retention • vocabulary bank to support use of musical terminology • speaking frame to support with discussion and evaluation | <ul style="list-style-type: none"> • Knowledge bank to support with retention of previous learning • vocabulary bank to support with musical terms • scribing to support with writing stamina • speaking frame to support with discussion | <ul style="list-style-type: none"> • illustrations to support with retention of instruments and how they are played • sentence starters to support with discussions • pre-teach rhythms to support performance and retention • speaking frames to support with discussions |
| Step | | | | | | |
| 1 | | Identify the difference between pulse (beat) and rhythm. | | <p>Before singing:</p> <p>Remind the children the need for good posture when singing e.g.</p> <ul style="list-style-type: none"> • Sitting-back straight; • Standing-feet shoulder width apart, hands by the side and shoulders back; <p>Discuss with the children ways in which</p> | Recap with the children the composers listened to last year. | <p>Show the children a range of tuned and untuned percussion instruments e.g.</p> <p>Untuned</p> <ul style="list-style-type: none"> • Tambourine • Drum • Triangle • Indian Bells <p>Tuned</p> <ul style="list-style-type: none"> • Chime Bars • Xylophone (made from wood) • Glockenspiel (made from metal) |

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| | | | | <p>they can begin to control their airflow</p> <p>e.g.</p> <ul style="list-style-type: none"> • Breathe in (don't raise shoulders); and • Begin to become aware of phrasing and way to breathe through the song | | <p>Can they identify whether they are tuned and untuned?</p> <p>Children describe why they are tuned or untuned.</p> |
| 2 | | <p>Using Flash Cards introduce:</p> <ul style="list-style-type: none"> • Crotchet • Quaver • Minim • Use a 4/4 time signature <p>Explain to the children what they mean and children annotate.</p> | | <p>Introduce the children to the song.</p> <p>Read the words to the children and discuss meaning.</p> | <p>Introduce the children to piece(s) of music – See Appendix 1 e.g.</p> <ul style="list-style-type: none"> • Title • Composer • Genre | <p>Show the children a rhythmic 4 beat phrase and a melodic 4 beat phrase-which instrument would you use to play?</p> |
| 3 | | <p>Compose short rhythmic phrases and record using rhythmic notation e.g.</p>  | | <p>Remind children that singing in unison is when everyone sings together.</p> <p>Children perform a simple vocal warm up e.g. 1; 12; 123; 1234; 12345</p> <p>Use repeat and echo, where teacher sings a phrase and children repeat to enable</p> | <p>Play short extracts from each piece of music to the children.</p> | <p>Provide children with a range of 4 beat melodic and 4 beat rhythmic phrases with different value notes.</p> <p>In pairs children are assigned both a rhythmic and a melodic phrase and asked to practice on the appropriate instrument.</p> |


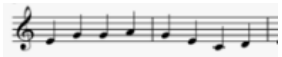
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| | | | | children to learn melody. | | |
| 4 | | Children annotate phrases to describe what is happening. | | <p>Help children to become familiar with the words, encourage children to sing along with the teacher or in large groups.</p> <p>Encourage the children to perform the song as a class.</p> | <p>Discuss with the children what sounds they can hear in each piece of music e.g.</p> <ul style="list-style-type: none"> • Name an instrument • Starts loud/quiet • Slow in the middle etc | <p>Children share their melody or rhythm card with the class and perform phrase on instrument.</p> <p>Children reflect on how accurate the performance was?</p> <p>How could it be improved e.g. tempo, dynamics, repeated (Ostinato)</p> |
| 5 | | | | <p>Explore with the children the music term dynamics and explain that this refers to loud and quiet parts of the song.</p> <p>Demonstrate where these might appear in the song.</p> <p>Encourage the children to perform the song as a class.</p> | <p>Children discuss how the sounds are made e.g.</p> <ul style="list-style-type: none"> • Lyre - strummed • drum – hit • Guitar – strummed • Clarinet – blown | |
| 6 | | | | <p>Record the children/class performing the song.</p> <p>Play the song back to the class and identify:</p> | <p>Create a chart:</p> <ul style="list-style-type: none"> • Title of Music • Instruments heard <p>Short description of how the music is performed e.g. start</p> | |

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| | | | | <ul style="list-style-type: none"> • What sounds good e.g. can hear all the words • What could be better e.g. all singing together • How the song makes them feel? E.g. happy | fast, instruments in the middle and how it ends | |
| 7 | | | | | <p>Discuss with the children:</p> <ul style="list-style-type: none"> • What they think the music is about? • Do you like the music? • Why? <p>Children write a short description of each piece of music.</p> | |

The Music Curriculum for Year 4

| | Autumn Term | Spring Term | | Summer Term | |
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| Topic | Romans | Local Study - Grantham | | Anglo-Saxons | |
| Unit | Perform & Evaluate – Instrumental 4a | Listening & Appraising 4 | Perform & Evaluate - Singing 4 | Perform & Evaluate - Instrumental 4b | Create & Compose 4 |




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| | <p>By the end of this unit:</p> <p>Children have the opportunity to learn an instrument (whole class tuition)</p> | <p>By the end of this unit:</p> <ul style="list-style-type: none"> Children will be able to describe how music is performed referencing tempo (slow, fast) dynamics (loud/quiet) Children will be able to describe a preference to music and explain why | <p>By the end of this unit:</p> <ul style="list-style-type: none"> Children will use their voices expressively and confidently to perform as part of an ensemble as well as in smaller groups or solos. | <p>By the end of this unit:</p> <ul style="list-style-type: none"> Children can read musical notes represented on a staff. Children can perform simple melodic patterns using a variety of instruments. | <p>By the end of this unit:</p> <ul style="list-style-type: none"> Children can use musical notation: e.g. <ul style="list-style-type: none"> Note position on staff Pitch Mnemonics – face, egbdf <p>to create melodic phrases</p> | |
| Vocab | Instrument, music, tempo, dynamics, performance | | Composer, genre, tempo, dynamic, timbre | Perform, evaluate, expression, perform, sing | Instrument, dynamics, tempo, evaluate | Melodic, composition, mnemonics, notation |
| Suggested support for children with additional needs | <ul style="list-style-type: none"> Actions to support retention of sounds and instruments pictures to support retention of notes | | <ul style="list-style-type: none"> knowledge bank to support retention of previous learning vocabulary bank to support use of musical terminology speaking frame to support discussions | <ul style="list-style-type: none"> visual cues and modelling to support posture pre-teach lyrics to support retention vocabulary bank to support use of musical terminology speaking frame to support discussion and evaluation | <ul style="list-style-type: none"> visual supports to support with notation vocabulary bank to support with musical terminology pre-teach how to play instruments to support with retention and participation speaking frame to support evaluation | <ul style="list-style-type: none"> knowledge bank to support retention of previous learning notation cards to support with composition handwriting guides to support with drawing clefs and notes |
| Step | | | | | | |

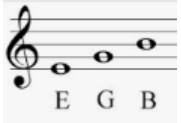
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|---|-----------------------------|--|---|---|---|--|
| 1 | Lincolnshire Music Service. | | <p>Recap with the children the composers listened to last year.</p> | <p>Before singing:</p> <p>Remind the children the need for good posture when singing e.g.</p> <ul style="list-style-type: none"> • Sitting-back straight; • Standing-feet shoulder width apart, hands by the side and shoulders back; <p>Discuss with the children ways in which they can begin to control their airflow</p> <p>e.g.</p> <ul style="list-style-type: none"> • Breathe in (don't raise shoulders); and • Begin to become aware of phrasing and way to breathe through the song | <p>Remind the children of the note positions on the staff e.g. crotchet G</p>  <p>Prepare a Flash Cards:</p> <ul style="list-style-type: none"> • One 4 beat bar represented on staff <p>Children identify type of note and note position e.g. minum, 2 beats - C</p> | <p>Recap on prior learning and ensure children can identify:</p> <ul style="list-style-type: none"> • Crotchet • Quaver • Minim • Use a 4/4 time signature |
| 2 | | | <p>Introduce the children to piece(s) of music – See Appendix 1 e.g.</p> <ul style="list-style-type: none"> • Title • Composer • Genre | <p>Introduce the children to the song.</p> <p>Read the words to the children and discuss meaning.</p> | <p>Children given a simple 2 bar (8 beat) phrase e.g.</p> <p>C G G A G E C D</p>  | <p>Introduce the children to the staff and the positions of the notes both on the line and in the spaces:</p> |



Explain that notes create pitch, high and low.

- Annotate musical phrase in book to identify:
- Staff
 - Treble Clef
 - Type of note
 - Duration
 - Note Position
 - Bar Line



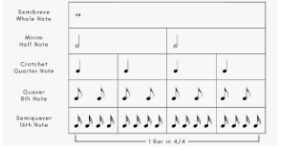
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| | | | | | | |
| 3 | | | <p>Play short extracts from each piece of music to the children.</p> | <p>Remind children that singing in unison is when everyone sings together.</p> <p>Children perform a simple vocal warm up. Remind children to open their mouths when singing.</p> <p>Use repeat and echo, where teacher sings a phrase and children repeat to enable children to learn melody.</p> | <p>Children given simple music and asked to perform on tuned percussion instrument.</p>  | <p>Give the children 3 notes C, E, G</p>  <p>Or A, G, E</p>  <p>Children create rhythmic pattern and assign notes annotated in books.</p> |
| 4 | | | <p>Introduce the children to the terms:</p> | <p>Help children to become familiar with</p> | <p>Children perform music on instrument.</p> | <p>Children use the staff and draw treble clef</p> |

























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| | | | <ul style="list-style-type: none"> • Tempo-speed • Dynamics-loud/quiet • Timbre-feel | <p>the words, encourage children to sing along with the teacher or in large groups.</p> <p>Encourage the children to perform the song as a class.</p> | <p>Evaluate:</p> <ul style="list-style-type: none"> • Did you like the music? • How could the performance be improved? | <p>and insert notes on staff correctly e.g.</p>  |
| 5 | | | <p>Discuss with the children what sounds they can hear and describe how these are being played in each piece of music e.g.</p> <ul style="list-style-type: none"> • Name an instrument • Starts loud/quiet • Slow in the middle etc | <p>Explore with the children the musical term dynamics and explain that this refers to loud and quiet parts of the song.</p> <p>Demonstrate where these might appear in the song.</p> <p>Encourage the children to perform the song as a class.</p> | | |
| 6 | | | <p>Which piece of music do the children like?</p> <p>Why?</p> <p>Children write/draw a description of the music they like/do not like-describing why with reference to:</p> <ul style="list-style-type: none"> • Sounds made • Tempo • Dynamics | <p>Record the children/class performing the song.</p> <p>Play the song back to the class and identify:</p> <ul style="list-style-type: none"> • What sounds good e.g. can hear all the words • What could be better e.g. all singing together | | |

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|--|--|--|--|--|--|--|
| | | | | <ul style="list-style-type: none"> How the song makes them feel? E.g. happy | | |
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| The Music Curriculum for Year 5 | | | | | | |
|---------------------------------|--|--|--|---|---|--------------------------|
| | Autumn Term | | Spring Term | | Summer Term | |
| Topic | Space | | Vikings | | Leisure & Entertainment | |
| Unit | Listening & Appraising 5 | Perform & Evaluate - Singing 5a | Perform & Evaluate - Singing 5b | Perform & Evaluate - Instrumental 5 | Create & Compose 5 | |
| | By the end of this unit: <ul style="list-style-type: none"> Children will be able to describe how music is performed referencing rhythm, dynamics (loud/quiet) and tempo (slow, fast) Children will be able to explain how instruments have been used in the music | By the end of this unit: <ul style="list-style-type: none"> Children will use their voices expressively and confidently to perform songs with parts | By the end of this unit: <ul style="list-style-type: none"> Children will be able to perform Choral Poetry with a sense of rhythm, dynamics and tempo | By the end of this unit: <ul style="list-style-type: none"> Children can read musical notes represented on a staff with confidence. Children can perform melodic phrases with musical elements e.g. <ul style="list-style-type: none"> Dynamics Tempo | By the end of this unit: <ul style="list-style-type: none"> Children can represent musical ideas through the use of musical notation: <ul style="list-style-type: none"> Note position on staff Pitch Mnemonics – face, egbdf to create melodic phrases incorporating musical elements. <ul style="list-style-type: none"> Dynamics | By the end of this unit: |

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| | | | | | <ul style="list-style-type: none"> Tempo | |
| Vocab | Music, composer, genre, tempo, dynamic, timbre, rhythm, melody, ostinato | Singing, performance, expression, posture | Choral poetry, actions, unison, tempo, dynamics | Dynamics, tempo, melodic, instruments, layering | Tempo, dynamics, notation, melodic, mnemonic, | |
| Suggested support for children with additional needs | <ul style="list-style-type: none"> Knowledge bank to support retention of previous learning vocabulary bank to support with use of musical terminology speaking frame to support discussions of music | <ul style="list-style-type: none"> visual cues and modelling to support with good posture pre-teach lyrics to song speaking frame to support with evaluation | <ul style="list-style-type: none"> visual cues and modelling to support good posture pre-teach words and meanings to support retention and understanding vocabulary bank to support use of musical vocabulary speaking frame to support with evaluation | <ul style="list-style-type: none"> knowledge bank to support retention of previous knowledge vocabulary bank to support with instrument names and musical vocabulary speaking frame to support evaluation | <ul style="list-style-type: none"> knowledge bank to support with previous learning vocabulary bank to support with musical vocabulary visual supports to support with notation scribing to support with writing stamina and annotations speaking frame to support evaluation | |
| Step | | | | | | |
| 1 | Recap with the children the composers listened to last year. | Before singing: Remind the children the need for good posture when singing e.g. | Before performing/practising: Remind the children the need for good posture when singing e.g. | Show the children a simple piece of music e.g. | Recap children on use of staff and the positions of the notes both on the line and in the spaces: | |

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| | | <ul style="list-style-type: none"> • Sitting-back straight; • Standing-feet shoulder width apart, hands by the side and shoulders back; <p>Discuss with the children ways in which they can begin to control their airflow e.g.</p> <ul style="list-style-type: none"> • Breathe in (don't raise shoulders); and • Begin to become aware of phrasing and way to breathe through the song | <ul style="list-style-type: none"> • Sitting-back straight; • Standing-feet shoulder width apart, hands by the side and shoulders back; • Synchronised-both movement and words. <p>Discuss with the children ways in which they can begin to control their airflow when speaking e.g.</p> <ul style="list-style-type: none"> • Breathe in (don't raise shoulders); and • Begin to become aware of phrasing and way to breathe through the song |  <p>In books, children annotate the music to include:</p> <ul style="list-style-type: none"> • Treble Clef • Note type • Note Value • Duration • Bar Line |  <p>Ask the children what pitch creates? E.g. high and low.</p> | |
| 2 | <p>Introduce the children to piece(s) of music – See Appendix 1 e.g.</p> <ul style="list-style-type: none"> • Title • Composer • Genre | <p>Introduce the children to the song.</p> <p>Read the words to the children and discuss meaning.</p> | <p>Introduce the children to the poem and its structure e.g.</p> <ul style="list-style-type: none"> • Verse length • Rhyming style e.g. couplets <p>Read the words-line at a time-to the children and discuss meaning.</p> | <p>Children then assigned an instrument e.g.</p> <ul style="list-style-type: none"> • Recorder • Chime Bars • Glockenspiel • Flute • Clarinet | <p>Explain to the children that they are going to create a melodic phrase, using:</p>  | |

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|---|--|--|--|---|---|---|------------------------|---------|---|-----------------------------|---------|---|-------------------|---------|---|------------------------|---------|---|-------------------------|--------|---|------------------------------|--------|---|----------------------|--------|---|---------------------------|--------|--|
| | | | | <p>And review relevant music from Class In Concert A.</p> <p>Look at</p> <ul style="list-style-type: none"> • 3.Lament <p>Discuss music.</p> | <p>Ask the children how they record quiet in music?</p> <p>Introduce rests e.g.</p> <table border="1"> <tr> <td></td> <td>Whole Note (semibreve)</td> <td>4 beats</td> </tr> <tr> <td></td> <td>Whole Rest (semibreve rest)</td> <td>4 beats</td> </tr> <tr> <td></td> <td>Half Note (minim)</td> <td>2 beats</td> </tr> <tr> <td></td> <td>Half Rest (minim rest)</td> <td>2 beats</td> </tr> <tr> <td></td> <td>Quarter Note (crotchet)</td> <td>1 beat</td> </tr> <tr> <td></td> <td>Quarter Rest (crotchet rest)</td> <td>1 beat</td> </tr> <tr> <td></td> <td>Eighth Note (quaver)</td> <td>½ beat</td> </tr> <tr> <td></td> <td>Eighth Rest (quaver rest)</td> <td>½ beat</td> </tr> </table> |  | Whole Note (semibreve) | 4 beats |  | Whole Rest (semibreve rest) | 4 beats |  | Half Note (minim) | 2 beats |  | Half Rest (minim rest) | 2 beats |  | Quarter Note (crotchet) | 1 beat |  | Quarter Rest (crotchet rest) | 1 beat |  | Eighth Note (quaver) | ½ beat |  | Eighth Rest (quaver rest) | ½ beat | |
|  | Whole Note (semibreve) | 4 beats | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Whole Rest (semibreve rest) | 4 beats | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Half Note (minim) | 2 beats | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Half Rest (minim rest) | 2 beats | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Quarter Note (crotchet) | 1 beat | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Quarter Rest (crotchet rest) | 1 beat | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Eighth Note (quaver) | ½ beat | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Eighth Rest (quaver rest) | ½ beat | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | <p>Play short extracts from each piece of music to the children.</p> | <p>Remind children that singing in unison is when everyone sings together and singing a part is when groups sing different sections of the song which may overlap or begin/end at different times.</p> <p>Children perform a simple vocal warm up. Remind children to open their mouths when singing.</p> <p>Use repeat and echo, where teacher sings a phrase and children repeat to enable children to learn melody.</p> | <p>Explain to the children that Choral Poetry is a poem performed at the same time.</p> <p>Use repeat and echo, where teacher performs a line of the poem or a phrase or verse and children repeat to enable children to learn the rhythm and correct pronunciation.</p> | <p>Children practice their parts individually.</p> | <p>Assign the children 5 notes e.g. C, D, E, G and A (a pentatonic scale)</p> <p>Using their understanding of rhythm and melody children create a 4 beat melodic phrase and plot onto staff.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | <p>Recap on terms:</p> <ul style="list-style-type: none"> • Tempo-speed | <p>To help children to become familiar with the words, encourage</p> | <p>Help children to become familiar with the words, encourage</p> | <p>Teacher invites one type of instrument at a time to perform the first</p> | <p>Children annotate phrases with directions e.g.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |


























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| | <ul style="list-style-type: none"> Dynamics-loud/quiet | <p>children to sing along with the teacher or in large groups.</p> <p>Encourage the children to perform the song and/or part as a class or group.</p> | <p>children to perform the poem along with the teacher or in large groups.</p> <p>Encourage the children to perform the poem as a class or group.</p> | <p>few bars and then invites others layering the instruments.</p> | <ul style="list-style-type: none"> Crotchet, 1 beat Rest Gradually get faster/slower | |
| 5 | <p>Discuss with the children what sounds they can hear and describe how these are being played in each piece of music e.g.</p> <ul style="list-style-type: none"> Name an instrument Starts loud/quiet Slow in the middle etc Effect of instruments/sounds | <p>Explore with the children the musical term tempo and explain that this refers to the speed of music as well as dynamics loud and quiet parts of the song.</p> <p>Demonstrate where these might appear in the song.</p> <p>Encourage the children to perform the song as a class.</p> | <p>Explore with the children the musical terms:</p> <ul style="list-style-type: none"> tempo and explain that this refers to the speed of poem as well as dynamics loud and quiet parts of the song. Phrasing provides shape to the lines or verses. <p>Demonstrate where these might appear in the poem.</p> <p>Encourage the children to perform the poem as a class.</p> | <p>Class perform 3. Lament.</p> <p>Discuss tempo and use of dynamics.</p> | <p>In pairs-children share musical ideas and evaluate effectiveness of melodic phrases.</p> | |
| 6 | <p>Which piece of music do the children like?</p> <p>Why?</p> | <p>Record the children/class performing the song.</p> | <p>Record the children/class e.g. video performing the poem.</p> | <p>Record the music performance.</p> <p>Evaluate:</p> | | |

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|--|--|---|--|--|--|--|
| | <p>Children write/draw a description of the music they like/do not like-describing why with reference to:</p> <ul style="list-style-type: none"> • Sounds made • Tempo • Dynamics | <p>Play the song back to the class and identify:</p> <ul style="list-style-type: none"> • What sounds good e.g. can hear all the words • What could be better e.g. all singing together • How the song makes them feel? E.g. happy | <p>Play the poem back to the class and identify:</p> <ul style="list-style-type: none"> • What sounds good e.g. can hear all the words • What could be better e.g. all speaking together • How the poem makes them feel? E.g. happy | <ul style="list-style-type: none"> • What are the strengths? • How could it be improved? | | |
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| The Music Curriculum for Year 6 | | | | | | |
|--|-------------------------------------|--|--|--|---|--|
| | Autumn Term | | Spring Term | | Summer Term | |
| Topic | WW2 | | Walk on the Wildside | | Treading the Boards in the Capital | |
| Unit | Listening & Appraising 6 | Perform & Evaluate - Singing 6a | Perform & Evaluate - Singing 6b | | Create & Compose 6 | Perform & Evaluate - Instrumental 6 |

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| | <p>By the end of this unit:</p> <ul style="list-style-type: none"> Children will be able to describe how music is performed referencing rhythm, dynamics (loud/quiet) and tempo (slow, fast) Children will be able to demonstrate an understanding of how music is structured e.g. verse, chorus | <p>By the end of this unit:</p> <ul style="list-style-type: none"> Children will use their voices expressively and confidently to perform songs with parts and harmony with a sense of rhythm, dynamics and tempo ensuring diction is clear. | <p>By the end of this unit:</p> <ul style="list-style-type: none"> Children will be able to perform Choral Poetry with a sense of rhythm, dynamics and tempo ensuring diction is clear. | <p>By the end of this unit:</p> | <p>By the end of this unit:</p> <ul style="list-style-type: none"> Children will be able to plan and compose an 8 or 16 beat melodic phrase Children will be able to identify various musical elements e.g. ostinato, dynamics, tempo etc. | <p>By the end of this unit:</p> <ul style="list-style-type: none"> Children can play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. |
| Vocab | Music, composer, genre, tempo, dynamic, timbre, rhythm, melody, ostinato, structure, verse, chorus | Posture, sing, expression, melody, performance, evaluation, diction | Choral poetry, actions, union, performance, diction | | Melodic, dynamics, tempo, ostinato, composition | Expression, instruments, fluency, solo, ensemble, layering |

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| Suggested support | <ul style="list-style-type: none"> • Knowledge bank to support retention of previous learning • vocabulary bank to support use of musical terminology • speaking frame to support discussions of music • scribing to support with writing stamina | <ul style="list-style-type: none"> • visual cues and modelling to support good posture • pre-teach lyrics to support retention • vocabulary bank to support use of musical vocabulary • speaking frame to support evaluation | <ul style="list-style-type: none"> • visual cues and modelling to support good posture • vocabulary bank to support use of musical vocabulary • pre-teach poem words and meanings to support retention and understanding • speaking frame to support evaluation | | <ul style="list-style-type: none"> • notation cards to support with composition and retention of symbol meanings • vocabulary bank to support with use of musical vocabulary • speaking frame to support with evaluation | <ul style="list-style-type: none"> • pre-teach how to play instruments to support with understanding • speaking frame to support with evaluation |
| Step | | | | | | |

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|---|---|--|--|--|--|---|------------------------|---------|---|-----------------------------|---------|---|-------------------|---------|---|------------------------|---------|---|-------------------------|--------|---|------------------------------|--------|---|----------------------|----------|---|---------------------------|----------|---|
| 1 | <p>Recap with the children the composers listened to last year.</p> | <p>Before singing:</p> <p>Remind the children the need for good posture when singing e.g.</p> <ul style="list-style-type: none"> • Sitting-back straight; • Standing-feet shoulder width apart, hands by the side and shoulders back; <p>Discuss with the children ways in which they can begin to control their airflow e.g.</p> <ul style="list-style-type: none"> • Breathe in (don't raise shoulders); and • Begin to become aware of phrasing and way to breathe through the song | <p>Before performing/practising:</p> <p>Remind the children the need for good posture when singing e.g.</p> <ul style="list-style-type: none"> • Sitting-back straight; • Standing-feet shoulder width apart, hands by the side and shoulders back; • Synchronised-both movement and words. <p>Discuss with the children ways in which they can begin to control their airflow when speaking e.g.</p> <ul style="list-style-type: none"> • Breathe in (don't raise shoulders); and • Begin to become aware of phrasing and way to breathe through the song • Good stanced | | <p>Recap with the children that they are going to create a melodic phrase, using:</p>  <p>Ask the children how they record quiet in music?</p> <p>Introduce rests e.g.</p> <table border="1" data-bbox="1482 624 1749 799"> <tbody> <tr> <td></td> <td>Whole Note (minibreve)</td> <td>4 beats</td> </tr> <tr> <td></td> <td>Whole Rest (minibreve rest)</td> <td>4 beats</td> </tr> <tr> <td></td> <td>Half Note (minim)</td> <td>2 beats</td> </tr> <tr> <td></td> <td>Half Rest (minim rest)</td> <td>2 beats</td> </tr> <tr> <td></td> <td>Quarter Note (crotchet)</td> <td>1 beat</td> </tr> <tr> <td></td> <td>Quarter Rest (crotchet rest)</td> <td>1 beat</td> </tr> <tr> <td></td> <td>Eighth Note (quaver)</td> <td>1/2 beat</td> </tr> <tr> <td></td> <td>Eighth Rest (quaver rest)</td> <td>1/2 beat</td> </tr> </tbody> </table> <p>Show simple 8 beat phrase on the staff and ask the children to explain what is written E.g.</p> <ul style="list-style-type: none"> • Treble clef • Bar line (separates 3 or 4 beats) • Notes • Beat number |  | Whole Note (minibreve) | 4 beats |  | Whole Rest (minibreve rest) | 4 beats |  | Half Note (minim) | 2 beats |  | Half Rest (minim rest) | 2 beats |  | Quarter Note (crotchet) | 1 beat |  | Quarter Rest (crotchet rest) | 1 beat |  | Eighth Note (quaver) | 1/2 beat |  | Eighth Rest (quaver rest) | 1/2 beat | <p>Children assigned an instrument e.g.</p> <ul style="list-style-type: none"> • Recorder • Chime Bars • Glockenspiel • Flute • Clarinet <p>And review relevant music from Class In Concert A.</p> <p>Look at</p> <ul style="list-style-type: none"> • 1. Miniature March <p>Discuss music.</p> |
|  | Whole Note (minibreve) | 4 beats | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Whole Rest (minibreve rest) | 4 beats | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Half Note (minim) | 2 beats | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Half Rest (minim rest) | 2 beats | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Quarter Note (crotchet) | 1 beat | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Quarter Rest (crotchet rest) | 1 beat | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Eighth Note (quaver) | 1/2 beat | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Eighth Rest (quaver rest) | 1/2 beat | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 2 | <p>Introduce the children to piece(s) of music – See Appendix 1 e.g.</p> <ul style="list-style-type: none"> Title Composer Genre | <p>Introduce the children to the song.</p> <p>Read the words to the children and discuss meaning.</p> | <p>Introduce the children to the poem and its structure e.g.</p> <ul style="list-style-type: none"> Verse length Rhyming style e.g. couplets <p>Read the words-line at a time-to the children and discuss meaning.</p> | | <p>Assign the children 5 consecutive notes e.g. C, D, E, G and A (a pentatonic scale)</p> <p>Children create an 8 beat or 16 beat melodic phrase and plot onto staff.</p> | <p>Children practice their parts individually.</p> |
| 3 | <p>Play short extracts from each piece of music to the children.</p> | <p>Remind children that singing in unison is when everyone sings together and singing a part is when groups sing different sections of the song which may overlap or begin/end at different times.</p> <p>Children perform a simple vocal warm up. Remind children to open their mouths when singing.</p> | <p>Explain to the children that Choral Poetry is a poem performed at the same time.</p> <p>Use repeat and echo, where teacher performs a line of the poem or a phrase or verse and children repeat to enable children to learn the rhythm and correct pronunciation.</p> | | <p>Children annotate phrases with directions e.g.</p> <ul style="list-style-type: none"> Crotchet, 1 beat Rest Gradually get faster/slower | <p>Teacher invites one type of instrument at a time to perform the first few bars and then invites others layering the instruments.</p> |
| 4 | <p>Recap on terms:</p> <ul style="list-style-type: none"> Tempo-speed Dynamics-loud/quiet <p>Introduce terms:</p> <ul style="list-style-type: none"> Rhythm Structure Verse Chorus | <p>To help children to become familiar with the words:</p> <ul style="list-style-type: none"> use repeat and echo, where teacher sings a phrase and children repeat to enable children to learn melody. | <p>Help children to become familiar with the words, encourage children to perform the poem along with the teacher or in large groups.</p> <p>Encourage the children to perform the poem as a class or group.</p> | | <p>In pairs-children share musical ideas and evaluate effectiveness of melodic phrases.</p> | <p>Class perform 3. Lament.</p> <p>Discuss tempo and use of dynamics.</p> |

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| | | <ul style="list-style-type: none"> encourage children to sing along with the teacher or in large groups. <p>Encourage the children to perform the song and/or part as a class or group.</p> | | | | |
| 5 | <p>Discuss with the children what sounds they can hear and describe how these are being played in each piece of music e.g.</p> <ul style="list-style-type: none"> Name an instrument Starts loud/quiet Slow in the middle etc Effect of instruments/sounds | <p>Remind the children of the musical term tempo and explain that this refers to the speed of music as well as dynamics loud and quiet parts of the song.</p> <p>Demonstrate where these might appear in the song.</p> | <p>Explore with the children the musical terms:</p> <ul style="list-style-type: none"> tempo and explain that this refers to the speed of poem as well as dynamics loud and quiet parts of the song and Phrasing provides shape to the lines or verses. <p>Demonstrate where these might appear in the poem.</p> <p>Encourage the children to perform sections or the poem as a class or in groups.</p> | | | <p>Record the music performance.</p> <p>Evaluate:</p> <ul style="list-style-type: none"> What are the strengths? How could it be improved? |

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| 6 | <p>Look at each piece of music-how is it structured e.g.</p> <ul style="list-style-type: none"> • How does it start • Does it have a verse/chorus ? • How does this affect the music/song? | <p>Discuss with children how the phrasing of the song helps to ensure that children can breathe and therefore project their singing.</p> <p>Ensure children's diction is clear i.e. practice performing simple phrases from the song rhythmically.</p> | <p>Record the children/class e.g. video performing the poem.</p> <p>Play the poem back to the class and identify:</p> <ul style="list-style-type: none"> • What sounds good e.g. can hear all the words • What could be better e.g. all speaking together • How the poem makes them feel? E.g. happy | | | |
| 7 | <p>Which piece of music do the children like?</p> <p>Why?</p> <p>Children write a description of the music they like/do not like-describing why with reference to:</p> <ul style="list-style-type: none"> • Sounds made • Tempo • Dynamics • Rhythm/effect of instruments • Structure of music | <p>Encourage the children to perform the song as a class.</p> <p>Record the children/class performing the song.</p> <p>Play the song back to the class and identify:</p> <ul style="list-style-type: none"> • What sounds good e.g. can hear all the words • What could be better e.g. all singing together • Louder on part/harmony? • How the song makes them feel? E.g. happy | | | | |

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| | | Children write a short description summarising strengths and developments. | | | | |
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Appendix 1

| Genre | Composer | Title |
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| <u>Reception</u> | | |
| Classical Tradition Film & TV | George Frederick Handel Steven Price | Water Music Our Planet |
| Pop Film & TV | Paul McCartney Randy Newman | We all stand together You've got a Friend in Me |
| <u>Year 1</u> | | |
| Classical Tradition Classical Tradition | Edvard Elgar Gustav Holst | Sea Pictures Planets: Mars, Venus, Mercury & Jupiter |
| Classical Tradition Film & TV | Rimsky-Korsakov John Williams | Flight of the Bumble Bee Theme from Jurassic Park |
| <u>Year 2</u> | | |
| Classical Tradition & Film Classical Tradition | Maurice Ravel Camille Saint-Saens | Bolero Carnival of the Animals (Aquarium) |
| Pop Classical Tradition | The Beatles Vivaldi | With a Little Help from my Friends The Four Seasons |
| <u>Year 3</u> | | |
| Classical Tradition Musical Traditions Pop | Mussorgsky Brandon Fietcher The Bangles | Night on a Bare Mountain Sceptre of Egypt Walk Like an Egyptian |
| <u>Year 4</u> | | |
| Film & TV Musical Traditions Pop | A. R. Raham Michael Levy | Jai Ho Ode to Ancient Rome |
| <u>Year 5</u> | | |
| Film & TV Classical Tradition Pop | John Williams Gustav Holst Sam Rider | E.T: Flying Theme Planets: Saturn, Uranus & Neptune Spaceman |
| <u>Year 6</u> | | |
| Tradition Classical Tradition Film & TV | Vera Lyn Glen Miller Spike Jones | The White Cliffs of Dover In the Mood Pack up your Troubles |