



Music

01

Develop our children as lifelong learners.
(Ambitious, Independent)

02

Develop the character of our children.
(Tolerant, Responsible)



03

Develop behaviours and habits to become effective learners.
(Co-operative, Resilient)

04

Develop the moral compass of our children.
(Empathetic, Honest)

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“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato

INTENT

Our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life long love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians. **‘Music is a universal language that embodies one of the highest forms of creativity’ (The National Curriculum)**

Implementation

Music is planned using our own scheme of work which has been developed using the National Curriculum. Planning is supported by Inside Music to provide teachers with the confidence to deliver a progressive music curriculum from EYFS to Year 6. Children are exposed to music from across history and a range of genres. The music listened to is organised around different instruments, so that when children leave they can identify all the main instruments from the orchestra and others from across different cultures. The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of musical groups. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play various un-tuned and tuned percussion instruments. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation.

Our key knowledge concepts are: perform, compose, transcribe, describe

Our key skills concepts are: use of voices, use of instruments, composing, transcribing & notation, listening, appreciation, evaluating understanding

Enrichment

Children take part in signing assemblies every week and we look to incorporate singing in other subjects to help children remember knowledge and support every day routines. We explore music careers within University College. The Northumberland Music Service give children the opportunity to learn a range of instruments. We also plan trips and visits related to music such as: orchestras visiting and going to the theatre.

Supporting Children:

All children are able to access the music curriculum. Children with SEND attend class music lessons and have differentiated tasks suitable to their needs as well as adult or peer support. Many children with SEND, notably those with learning or behavioural difficulties, can be very responsive to Music and it allows them a language through which to make sense of their emotions.

How we develop the moral compass and character of our children

At the heart of the curriculum is our moral compass that ensures children will thrive and develop expertise in a range of subjects. We feel strongly that it is our role to develop a Moral Compass within our children. This is exemplified by our core values that extend across the school and are at the heart of everything we do. The integral nature of music and the learner creates an enormous opportunity from our children will develop our values through: being ambitious, being tolerant of others opinions of music,

Impact

Whilst in school, children have opportunities to forge their own musical journey, which allows them to discover areas of strength, as well as areas they will improve upon. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways- either as listener, creator or performer. They will discuss music and understand its parts. They will further develop these skills in the future and continue to enjoy and embrace music in their lives.

Blyth Wise Expressive Arts and Design

Introduction

Expressive Arts and Design (EAD) is one of the four specific areas of learning in the EYFS framework. The area of learning has been separated into Art and Design Technology to enable the progression of skills and knowledge to be planned, taught and tracked.

Expressive Arts and Design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Through this they learn to share, develop imagination, solve problems, extend vocabulary and play cooperatively with each other.

In the EYFS framework, Expressive Arts and Design is made up of two aspects:

- Exploring and Using Media and Materials
- Being Imaginative

Exploring and Using Media and Materials

Children learn to experiment and investigate with media and materials by finding out about their properties and modifying and manipulating them. It includes exploring sounds, patterns, movement and different, materials, resources, tools and techniques

Being Imaginative

Children learn to explore into the world of make-believe, building on their experiences of the real world and transforming them into something new – whether through role play, music, pretend play, block play, construction or small world play and a range of other areas.

Children develop the skills in these areas by:-

At Blyth Wise Academies the children:

- are given time, space and opportunity to explore a stimulating environment that encourages and inspires the children's creative responses throughout the expressive arts.
- have the opportunity to develop their creative responses in a way that inspires them, motivates and challenges them to be creative on a both a small and large scale.
- will be provided with creative learning opportunities that will be developed and extended through first hand experiences that are open ended, and allow the children to use individualism and freedom of expression.
- have opportunities to develop an understanding of and enthusiasm and enjoyment for music in all its forms.
- have opportunities to develop their musical expression, both indoors and outdoors, through a wide range of activities that are constantly available to them to encourage individual exploration and nurture self-confidence..
- are acknowledged to develop at different rates, in their own ways, in their preferred style.
- are respected and encouraged at all times and their creative expressions celebrated and praised, thereby promoting self-esteem and a desire to keep trying.
- take part in outdoor learning sessions where the children have the opportunity to be creative with nature and use a range of tools and techniques for a purpose.

By the end of Nursery (stage 5) children should reach the following:

- Explores and learns how sounds and movements can be changed
- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
- Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
- Taps out simple repeated rhythms
- Develops an understanding of how to create and use sounds intentionally
- Uses movement and sounds to express experiences, expertise, ideas and feelings
- Experiments and creates movement in response to music, stories and ideas
- Sings to self and makes up simple songs
- Creates sounds, movements, drawings to accompany stories
- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously

By the end of Reception (stage 6) children should reach the following:

- Begins to build a collection of songs and dances
- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to
- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth

By the end of the Early Years Foundation Stage (Reception), children should reach the following Early Learning Goal in:

- **Being Imaginative -**
Sing a range of well-known nursery rhymes and songs
Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in with the music

	Pupils should be taught about:
KS1	<p>Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
KS2	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p>

Curriculum End Points and Key Knowledge

These indicate what we want the children to know and the key musical skills and knowledge we want them to be confident in by the end of each unit. They are organised around the key areas identified in the National Curriculum.

Blyth WISE Music Curriculum Overview- End Points and Key Skills/Knowledge						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 Yr Old Provision	<p>Exploring voice sounds Join in with familiar songs and refrains during the daily routine To learn new songs which relate to the season and celebrations To move whole body to rhythm of music</p>		<p>Untuned percussion (exploring sounds) Gain sounds from untuned percussions instruments Used tuned percussion to produce sounds To initiate songs by using the song bag during play or requesting more To follow activities which involve the instructions.. to start and stop</p>		<p>Untuned percussion (exploring sounds) Exploring voice sounds Body percussion Use voice to create different sounds Use untuned and tuned percussion Sing familiar songs from memory Use resources such as ribbons, pom pom to explore creative movements with whole body</p>	
Nursery	<p>Exploring voice sounds linked to All about Me Performing linked to the Nativity Use voice to create sounds and rhythms Use percussion to accompany rhythm Join in with familiar songs</p>		<p>Untuned percussion (exploring sounds and the names of the instruments) performing Untuned percussion- understanding of rhythm beat and starting and stopping Gain sounds from untuned percussions instruments</p>		<p>Untuned percussion and performing- embedding names and uses of each instruments Performing using all aspects of the curriculum this year. Singing untuned percussion, voice sounds other than singing.</p>	

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	Listening- to sounds in the local school environment	Use untuned percussion to keep a rhythm Used tuned percussion to produce sounds and keep a beat Use signals to start and stop	Use voice to create different sounds Use untuned and tuned percussion to keep rhythm Sing familiar songs from memory Know the names of- tambourine, castanets, guiro, triangle, cymbal, maracas
Reception	Exploring body percussion linked to “All about me” Performing linked to Nativity Body percussion to accompany a rhythm and keep the beat Untuned percussion to produce sounds Sing songs to retell stories Movements in response to music Listening- to sounds in the wider school environment and comparing high and low sounds	Designing and making a musical instrument to use to accompany theme based songs Tuned percussion instruments - simple tunes. Understanding of pitch, duration, rhythm and tempo Untuned percussion to produce different sounds in order of the notes played Experiment with sounds Changes of tempo Represent feelings using tuned percussion	Representing music with simple notation Use voice to produce a number of different sounds Instruments and voices used to keep a beat Build up a full repertoire of songs Used tuned percussion to play songs we sing Follow notation written by others Represent music with simple notation
Year 1	Listening, imitating and performing phrases and short songs. Perform: imitate song phrases, sing quietly and accurately and collectively in the same pitch higher and lower when singing with different pitch hum a melody phrase accurately and sign to a given pitch/volume level recall song phrases Describe (listen): listen to others sing and recorded sound,	Performing using voice and percussion instruments focussing on pitch, beat and dynamics. <i>Instrument focus: Percussion instruments: Beat / tap</i> Perform: Hold and play percussion instruments correctly Use tonal quality to improve performing Use breathing at the end of phrases Describe (listen): Use the proper makes for instruments Identify sound differences	Song melodies; pulse and rhythm in songs using voices and percussion instruments. <i>Instrument focus: Percussion instruments: scrape / move</i> Perform: Sing known melodies from memory Perform song rhythms Perform actions to the feel of pulse Play rhythm phrases on percussion Describe (listen): Recognise the start and finish of phrases Identify the length of phrases
Year 2	Demonstrating pitch change, metre, phrase. <i>Instrument focus: Glockenspiels & steel pans</i> Perform: Perform phrases internally using their thinking voices Describe (listen): Explain that dynamic levels can be compared Explain how pitch can be compared Explain how tempo speeds can be compared	Improvisation using voices and percussion instruments. Using ‘soh’ and ‘me’ as representations of a scale. <i>Instrument focus: Chime bars</i> Perform: Perform the pattern of two notes within one pulse Perform song rhythms using ta and teh-teh Perform songs and actions with a 4- beat repetitive sequence Create different dynamics on percussion instruments Perform songs to different tempos Compose: Begin to improvise rhythms Transcribe: Know the performing names ta and teh-teh Describe (listen): Identify music with a 4-beat metre. Identify pitch intervals with singing-names (soh and me) Distinguish between rhythm and pulse and identify songs from rhythm only	Written notation focussing on time and rhythm. Using ‘lah,’ ‘soh’ and ‘me’ as representations of a scale <i>Instrument focus: Steel pans (Craftway) Glockenspiels (MR and MC)</i> Perform: Sing the same song starting at different pitches Know the singing names for lah,soh and me Compose: Improvise pitch to given rhythm notation Transcribe: Use stick notation for ta and teh-teh Draw four beat phrases use the ta rest to simple time rhythm Read and write the tah rest Describe (listen): Use spoken rhythm names ta and teh-teh

		Identify and compare phrases, count beats in them and compare	
Year 3	<p>Identifying the purpose of music Singing Development and pitch matching <i>Instrument Focus: Brass instruments - Trumpet</i></p> <p>Perform:Sing a number of new songs Pitch match the leader Establish pitch Show that posture is important to the act of singing and breath control Aware that the dynamics of musical sound varies and can be controlled when singing. Describe (listen): Aware of the rise and fall of pitch within a melody</p>	<p>Posture for standing and sitting Pitch, timbre, and phrase marks <i>Instrument Focus: Woodwind instruments - Oboe</i></p> <p>Perform:Show awareness of their inner Singing voice when recalling familiar melodic phrases Can switch forward and backwards form the thinking and singing voice Compose: Transcribe:Can demonstrate the start, duration and finish of a song phrase through movement (phrase mark) Describe (listen): Can aurally detect large and small difference of timbre of singers</p>	<p>Identifying, playing and taking care of instruments Breathing techniques in singing. <i>Instrument Focus: String instruments - cello</i> <i>ment Focus: Brass instruments - Trumpet</i></p> <p>Perform:Can use one sustained breath for a melodic phrase Compose: Transcribe:Can explain the duration of phrases can vary from melody to melody and within a melody Describe (listen):Can identify the timbre of untuned instruments and use proper names Can recall that essentially the voice is a wind instrument (as the sound is air exhaled)</p>
Year 4	<p>Rhythm, pulse and metre Dynamics, phrase and tempo <i>Instrument focus: Brass instruments - trombone</i></p> <p>Perform:Can the children tap the rhythm of song melody Can the children mark the pulse as they sing a song Describe (listen):Can the children distinguish between pulse and rhythm Can the children explain and compare pitch, dynamic and tempo</p>	<p>Written notation - time rhythm Identifying and using untuned percussion <i>Instrument focus: Woodwind instruments - clarinet/saxophone</i></p> <p>Perform:Can the children perform one sound per pulse and 2 sounds of equal duration per pulse Children are aware that sound quality is a feature of performing Compose: Transcribe:Children can identify and demonstrate movement of pitch in song phrases Describe (listen):Can the children name the precision instruments in the Young Person’s Guide to the Orchestra Know that the soh-me interval is a common feature of melody</p>	<p>Performing song rhythms on untuned percussion. <i>Instrument focus: String instruments - Violin</i></p> <p>Perform: To sing in tune Play song phrases on tuned percussion Compose: Can spontaneously respond with a rhythm phrase that is different to an initial phrase Can improvise on tuned percussion, a pitch element to a given rhythm Transcribe: Describe (listen):Can recognise and identify a known song from its rhythm</p>
Year 5	<p>Pitch and Tempo and Stick notation <i>Instrument focus: Brass instruments - horns</i></p> <p>Perform:Adjust the starting pitch of a song in repeat performances Read and perform short rhythm performances with stick notation Compose: Transcribe:Read and perform short rhythm performances with stick notation Describe (listen):</p>	<p>Two part melody, Pitch percussion and drone <i>Instrument focus: Woodwind - Flute/piccolo</i></p> <p>Perform:The children are familiar with Lah soh and me and can work aurally with them Participate in a two part melody with drone ta rest (quarter note rest) Z play on pitch percussion song melodies using 3 different notes Describe (listen):identify the silent crotchet rest in song phrases and also read and notate phrases using it</p>	<p>Notation - combine rhythm and pitch symbols producing melodic notation, two-part music and using noteheads to compose <i>Instrument focus: String instruments - Viola</i></p> <p>Perform:explain the meaning of ostinato Children can perform in two-part music (melody with ostinato rhythm) Compose:Improvise 4 beat phrases to a chosen structure Transcribe:Children can notate rhythms with noteheads Can read and write rhythm sol-fa notation</p>

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	<p>Identify compare the phrases in a song melody as same, different or repeated Identify the phrase length by identifying the number of beats Will be aware that tempo is an important element in musical expression</p>		<p>Describe (listen): Identify the phrases in a melody, count them and label them.</p>
<p>Year 6</p>	<p>Performing: Two-part singing So-Me-Doh, rhythm (note values) <i>Instrument Focus - Brass instruments - Tuba</i></p> <p>Perform:Children can read and perform rhythms using soh,me,doh Read, and perform rhythm notation with time signatures and bar lines To sing in two-part music, song melody and melodic ostinato To read and sing rhythm sol-fa notation containing the new singing name ray Compose: Transcribe:To identify, read and notate the minim rhythm Describe:Are aware of metre, time signatures, bar lines and bars</p>	<p>Performing: Two-part singing, two part pitch percussion playing instruments. <i>Instrument Focus - Woodwind instruments - bassoon</i></p> <p>Perform:Sing vocally in two-parts using overlapping phrases and melodic ostinato Play a simple song melody and a drone on two pitch percussion instruments Learn new music with the help of notation Apply technical knowledge and experience to performance Compose: Transcribe: Describe:Know that the pitch of the different notes used in a melody can't be collated and identified in sol-fa names as a tone set Listen to recorded music using the drone</p>	<p>Revision and Performance <i>Instrument Focus -String instruments - Double bass</i></p> <p>Perform: Summer KS2 performance Compose:Musical accompaniment to the KS2 performance Transcribe: To identify and read and notate rhythms for the musical accompaniment to the kS2 performance Describe: Children can describe the musical intention, effects and dynamics that enable the performance to convey different emotions and actions.</p>

Characteristics of Effective Learning

All Knowledge and Skills maps are underpinned by the Characteristics of Effective Learning
 The pre-requisite for the Characteristics of Effective learning are:-
Children’s ability to learn and think for themselves.

Unique Child

The best preparation for the future is to promote positive dispositions by providing living experiences of making choices, innovating, taking responsibility, facing challenges, thinking flexibly and critically, and knowing **how** to learn so that they will be able to respond to their unfolding futures. Supporting children in the Characteristics of Effective Learning, a statutory element of the EYFS, is a central responsibility in early years provision.

Each unique child is an active agent of their own development.

The Characteristics of Effective Learning represent the active role children adopt as they follow their curiosity and push themselves to become more competent and to understand more, and are rewarded by the inner satisfaction of mastering new skills and feeling their independence grow.

While the Areas of Learning and Development outline different elements of what children may learn during their first years, the Characteristics of Effective Learning describe how children learn. These learning dispositions, behaviours and habits of mind are particularly important in the EYFS because they build the foundations needed to support children to become lifelong strong learners and independent thinkers.

Wellbeing

Children’s emotional wellbeing is the first necessity for effective learning.
 Children need to feel safe within warm, loving and caring relationships.
 When children’s primary need for emotional safety is met, they can then relax and move into exploring, taking risks, making discoveries, and experiences of the deep involvement through which they learn.

Adults can help children to feel confident and at ease by providing environments that meet children’s need for tenderness and affection, relaxation, inner peace, enjoyment, openness, safety and belonging

Effective learners develop self-regulation, which is the ability to be aware of and to manage their feelings, their actions, and how they are thinking. Self-regulation includes both emotional self regulation developed through emotionally supportive relationships, and cognitive self-regulation.

When there is support for children’s sense of agency – knowing they have control of their own decisions, goals and actions rather than simply being passive in their experiences – they are likely to be effective in their learning.

Play

Play and self-initiated activities are opportunities to build Characteristics of Effective Learning.
 In play, children can follow their own innate curiosity and drive to find things out, to relate to others, and to be in charge of their own actions.

Adults provide an enabling environment for Playing and Exploring through experiences and interactions that respect children’s ideas, autonomy and interests.
 In play, children decide what they will do – often in collaboration with others -- what it is about, who they will play with and for how long. They follow their own curiosity and find their own challenges, using their senses to explore the world and their imaginations to act out what they know and how they feel. They are free to take a risk with new experiences, in open-ended activity.

In play children also have opportunities to engage in Active Learning, as they are intrinsically motivated toward their own goals. Adults can foster children’s growing powers to concentrate with deep involvement, support resilience by helping children to develop a view that not getting the result they (or others) wanted or were expecting is not a failure, but an opportunity to try again, learn and develop, and that they can keep on trying and persisting even in the face of challenge or difficulties.

Thinking Creatively and Critically. Children think of their own ideas, imagine possibilities, and can creatively combine ideas in spontaneous ways. They make meaning as they notice patterns and build their own working theories to make sense of their experiences, then make predictions and test them to refine their understanding. Problems are identified, possible solutions invented, and with support children become increasingly able to monitor their efforts, to alter their approach flexibly when needed, and to review how well it went and what they have learned. This critical thinking becomes more conscious and under children’s control especially through talking with others about their thoughts, sharing and developing ideas together.

Inclusion and Equalities

Valuing and respecting the diversity of individuals, families and communities is at the heart of early years practice. Inequalities persist in society, with far-reaching effects on children’s education, health and life chances. We must explicitly addressing issues of discrimination and in doing so will meet the Equalities Act 2010 requirement that no child or family is discriminated against in terms of the protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership. Equalities and inclusion apply to all children and families.

Each child and family brings their own identity, values, and their unique fund of knowledge influenced by the practices of their community. By becoming aware of and challenging any misconceptions, practitioners can work with families in an equal partnership that requires actively listening to the realities, experiences and perspectives of each individual. Creating an ethos of equality involves being aware of how all the practices and environments in an early years setting appear through the lens of each unique child.

Equity requires more than treating everyone the same. Equality provides fairness through treating everyone the same regardless of need, while **equity** achieves this through treating people differently depending on need. While it is vital for all children and their families to be included and difference celebrated, it is also important that there is awareness of the significant physical, emotional and cognitive barriers many children encounter in accessing early education. Sometimes children and their families may require extra support, and sensitive conversations to develop trust. Talking about race is a first step in countering racism. When adults are silent about race, children’s racial prejudice and misconceptions can be maintained or reinforced. Encouraging dialogue and conversation about difference can evoke children’s strong sense of fairness, and break down false assumptions about everyone being able to succeed on their merits, so that children can develop anti-racist views.

Building awareness through first-hand experiences has lasting impact. While it is important for children to see their own identity reflected in positive ways in the setting, it is equally important for children in settings where there is little diversity to become aware of and to appreciate difference. Visits to places where children can be involved with other cultures and see ways people live and worship can be memorable. Ensure children can see themselves and their families in the environment. Children need to see a representation of ‘someone who looks like me’, or has a family structure like mine, or lives somewhere like where I live, etc.

Focus on the child at the centre. All children are unique. Interests should be central to the offer of high quality learning opportunities. Developing a sense of belonging is an important part of inclusive practice. Feeling different or being marginalised can lead.

Parents

Parents and carers make a crucial difference to children’s outcomes. The benefits are greatest when practitioners and families work in partnership to develop ways to support children both at home and in the setting. Working together ensures a good understanding of a child’s needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home. Parents are children’s first and most enduring educators.

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Partnerships with parents can be truly effective only when parents and practitioners work together to enable children to create meaningful connections to their wider world and to foster a love of learning. Parents must feel included, listened to and trusted within their own teaching role.

Clear leadership regarding partnership with parents will provide the right foundation. Leaders should show commitment to developing a genuine interest in each family. Regularly reviewing the experience of families is essential for settings to develop their vision and practice.

- Characteristics of Effective Learning
- Thinking creatively and critically - thinking
- Personal, Social and Emotional Development - Making Relationships; Sense of Self; Understanding Emotion;
- Communication and Language- Listening and Attention; Understanding; Speaking
- Physical Development - Moving and Handling; Health and Self Care
- Literacy- Reading; Writing; Mathematics;
- Understanding the World- People and Communities; The World; Technology
- Expressive Arts and Design- Exploring and using Media and Materials; Benign Imaginative `

EYFS							
Knowledge concepts	2 Year Old Provision	Nursery			Reception		
	<p>Throughout the Year</p> <p>Exploring voice sounds Untuned percussion (exploring sound) Body Percussion</p>	<p>Autumn 1 and 2 Exploring voice sounds linked to All about me</p> <p>Performing linked to Nativity</p>	<p>Spring 1 and 2 Untuned percussion (exploring sounds and the name of instruments) performing</p> <p>Untuned percussion - understanding of rhythm, beat and starting and stopping</p>	<p>Summer 1 and 2 Untuned percussion and performing - embedding names and uses of each instrument.</p> <p>Performing using all aspects of the curriculum this year. Singing untuned percussion, voice sounds other than singing.</p>	<p>Autumn 1 and 2 Exploring body percussion linked to 'All about me'</p> <p>Performing linked to Nativity</p>	<p>Spring 1 and 2 Designing and making a musical instrument to use to accompany theme based songs.</p> <p>Tunes percussion instruments- simple tunes . Understanding of pitch, duration, rhythm and tempo</p>	<p>Summer 1 and 2 Representing music with simple notation</p>
Knowledge							
Perform	<p>To know that we can use our voice to create different sounds. To know that we can gain different sounds from untuned percussion instruments. To know that we can use our body for percussion.</p>	<p>To know that we can use our voice to create different sounds. To know that I can join in the parts of familiar songs that I know. To know the difference between singing and speaking. To know that we can use our voice to sing a familiar song from memory. To know that we can use voice sounds to create and continue a simple repeated rhythm.</p>	<p>To know that we can gain different sounds from untuned percussion instruments. To know that we can use untuned percussion to accompany a rhythm of a song or piece of music. To know that untuned percussion instruments can be used to produce a number of different sounds depending on how they are played.</p>	<p>To know that we can gain different sounds from untuned percussion instruments. To know that we can use untuned percussion to accompany a rhythm of a song or piece of music.</p>	<p>To know that we can use body percussion to accompany a rhythm of a song or piece of music. To know that parts of the body can be used to produce a sound. To know that parts of the body can be used to keep a beat. To know that our voice can be used to produce a sound.</p>	<p>To know that we can use untuned percussion to accompany a rhythm of a song or piece of music, or tap out a simple repeated rhythm. To know that untuned percussion instruments can be used to produce a number of different sounds depending on how they are played.</p>	<p>To know that instruments and our voices can be used to produce a number of different sounds depending on how they are played and in what order the notes are played. To know that instruments and our voices can be used to keep a beat. To know that we can sing songs and build up a full repertoire of songs.</p>

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		<p>To know that we can use percussion to accompany a rhythm of a song or piece of music.</p> <p>To know that our voice sounds can be used to produce and control a number of sounds.</p> <p>To know that our voice sounds can help us keep a steady beat.</p> <p>To know that our voice sounds can be used to produce and control a number of sounds.</p>	<p>To know that untuned percussion instruments can be used to keep a beat.</p>	<p>To know that untuned percussion instruments can be used to produce a number of different sounds depending on how they are played.</p> <p>To know that we can use our voice to create different sounds.</p> <p>To know that I can join in the parts of familiar songs that I know.</p> <p>To know that we can use our voice to sing a familiar song from memory.</p> <p>To know that we can use voice sounds to create and continue a simple repeated rhythm.</p> <p>To know that we can use percussion to accompany a rhythm of a song or piece of music</p> <p>To know that our voice sounds can be used to produce and control a number of sounds.</p>	<p>To know that we can use body percussion to accompany songs we sing.</p> <p>To know that we can sing songs to retell stories and religious festivals.</p>	<p>To know that untuned percussion instruments can be used to keep a beat.</p> <p>To know that tuned percussion instruments can be used to produce a number of different sounds depending on how they are played and in what order the notes are played.</p> <p>To know that we can adapt sounds to make them fit what we want them to accompany.</p> <p>To know that we can use tuned percussion instruments to play the same tunes as we can sing</p>	<p>To know that we can use tuned percussion instruments to play the same tunes as we can sing.</p> <p>To know that we can use tuned percussion instruments to play the same tunes as we can sing</p>
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				To know that our voice sounds can help us keep a steady beat.			
Compose			To know that we use signals to conduct others - start, stop, keeping in time.		To know that we can change the sounds and experiment with them when making music and singing songs.	To know that we can experiment with musical instruments, sounds and ways of playing instruments to change the sounds that they make. To know that we can experiment with sounds and the way we use them.	To know that we can experiment with sounds and the way we use them.
Transcribe	To know that we can use untuned percussion or our bodies to tap out sounds		To know that we can use untuned percussion to tap out a simple repeated rhythm.	To know that we can use untuned percussion to tap out a simple repeated rhythm.	To know that we can change the sounds and experiment with them when making music and singing songs.	To know that we can represent our music with simple notation. To know that we can follow notation written by others.	To know that we can represent our music with simple notation. To know that we can follow notation written by others.
Describe	To know that movements can be created in response to music.	To know that movements can be created in response to music.		To know the name of some familiar musical instruments that we have used consistently throughout the year so far: tambourine, castanets, guiro, triangle, cymbal, maracas	To know that we can represent our own thoughts and feelings through the way we play music. To know that movements can be created in response to music.	repeat, percussion, make, design, plan, sounds, tap, shake, strum, rhythm, tempo, sound, start, stop, rest, conduct, together, dynamic tune, play, start, stop, together, sing, song, compose, pitch, high, low, rhythm, tempo, slow, fast, tune, note chime bars, glockenspiel, xylophone, timbre, rhythm structure	To know that we can represent feelings using tuned percussion, making people aware if we feel happy, sad, angry and our own representations of how these feelings would / could sound.

Blyth WISE Music Curriculum Mapping

						drum, tambourine, castanets, guiro, triangle, cymbal, maracas	
Core vocabulary:	Loud, quiet, whisper, shout, clap, bang	fast, slow, loud soft sing, rhythm, voice, shout, whisper, control, stop, go, song, dynamic feelings words - happy, sad, angry, worried, high, low, loud, quiet, fast, slow	percussion, tap, stroke, shake, music, pattern, rhythm, sound, start, stop, together, beat, dynamic, rhythm, drum, tambourine, castanets, guiro, triangle, cymbal, maracas	drum, tambourine, castanets, guiro, triangle, cymbal, maracas start, stop, together, beat, percussion, tap, stroke, shake, music, pattern, rhythm, sound, start, stop, together, beat, pulse, dynamic, tempo	body, percussion, clap, stamp, tap, stroke, pop, song, music, pattern, rhythm, sound, sing feelings words - happy, sad, angry, worried, anxious, excited, dynamic Core vocabulary related to Christmas Nativity - angels, Jesus, birth, Mary, Joseph, stable, wise men, shepherds etc, tempo, phrase	repeat, percussion, make, design, plan, sounds, tap, shake, strum, rhythm, tempo, sound, start, stop, rest, conduct, together, dynamic tune, play, start, stop, together, sing, song, compose, pitch, high, low, rhythm, tempo, slow, fast, tune, note chime bars, glockenspiel, xylophone, timbre, rhythm structure drum, tambourine, castanets, guiro, triangle, cymbal, maracas	body, percussion, clap, stamp, tap, stroke, pop, song, music, pattern, rhythm, sound, repeat, make, design, plan, sounds, tap, shake, strum, tempo, start, stop, rest, conduct, together, dynamic note, instrument, music, notation drum, tambourine, castanets, guiro, triangle, cymbal, maracas , chime bars, glockenspiel, xylophone
Skills							
Use of voice	Moves while singing Joins in singing songs Sings a limited range of well known nursery rhymes and songs	Moves while singing/vocalising Expresses self and make believe through sound Uses the voice to make higher lower, louder softer sounds Echo short phrases sung by a leader Joins in singing songs using different tempo's Uses sound to express experiences ideas, feelings and sound effects to accompany stories Sings made up songs Sings a range of well known nursery rhythms and songs Perform songs, rhymes, poems and stories with others in time with the music Moving to music with resources to enhance the experience					To perform songs at different speeds To perform solo singing and lead group echo songs and response songs To perform counting songs

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<p>Use of instruments</p>	<p>Creates sounds by rubbing, shaking, tapping, striking or blowing</p>		<p>Moves while playing with sound makers/instruments Use objects to make different sounds: wood, pans, Keep the pulse on instruments Creates sounds by rubbing, shaking, tapping, striking or blowing Chooses particular instruments / sounds for their own purpose</p>	<p>Play along to the beat of the song they are listening to/singing Use instruments to create sound effects in stories</p>	<p>Explore how sounds can be changed on instruments Explores the different sounds of instruments (Timbre)</p>	<p>Use instruments to perform repetitive phrases in songs</p>
<p>Composing</p>			<p>Create a sound line using a variety of objects strung safety Shows an interest in the way sound makers and instruments sound and experiments with playing them loud/quiet fast/slow Combines moving singing and playing instruments Creates rhythms</p>	<p>Explore how sounds can be changed Creates sounds by banging, shaking, tapping or blowing Makes up and taps out simple rhythms Explores the different sounds of instruments Create new verses for known songs</p>		
<p>Transcribing and musical notation</p>		<p>Sometimes gives meaning to marks they draw and distinguishes between marks they make</p>	<p>Taps out simple repeated rhythms To use auctions to identify phrases in songs Represent ideas through music and feeling through dance</p>			
<p>Listening, Appreciation, evaluating and understanding</p>	<p>Is introduced to range of musical genres and can say whether they like it or not.</p>	<p>Keep the pulse through clapping and actions Anticipates repeated sounds, signs and actions Moves their body to sounds such as music or a regular beat Sings whilst listening to music or playing with instruments/sound makers To reproduce actions to know songs Making toys work to achieve sound effects. Listen to music and focus on how sound and movement develop from feelings and ideas Describe sounds and music imaginatively-scary Imitates movement in response to music Thinking abstractly about music and expression of this (music sounds like dinosaurs) Associates genres of music with characters and stories Be introduced to language to describe sounds and rhythm- fast/slow, loud/soft Taps rhythms along to songs Listen to rhymes with different dynamics (louder/quieter)</p>		<p>Mirrors movement in response to music Builds a collection of songs Imitates movement in response to music Thinking abstractly about music and expression of this (music sounds like dinosaurs) Associates genres of music with characters and stories Identify how many times ‘something’ is heard in a song or phrase Learn core songs using 2 or 3 pitch levels to develop singing in tune To recognise other children’s voices from the sounds they make (timbre) To identify instruments from the sounds they make Use movement to identify phrases Identify how many syllables there are in words (children’s names)</p>		

Blyth WISE Music Curriculum Mapping


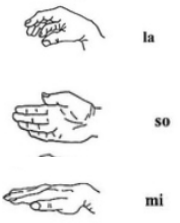
		Listening to a range of music from known composers- Tchaikovsky, Leroy Anderson, Bach					
Composers and Music Styles							
Composers and musical styles	Draw on a wide range of musicians from a variety of cultural backgrounds to extend children’s knowledge	Draw on a wide range of musicians from a variety of cultural backgrounds to extend children’s knowledge All About Me Teaching Text -Traditional Tales - Goldilocks Vivaldi - Four seasons Autumn/Winter Nursery Rhymes - include When Goldilocks went to the House of the Bears	Here There and Everywhere Teaching text - The Train Ride <u>Villa-Lobos 'Little Train of the Caipira' - Goossens conducts</u>	All Creatures Great and Small Teaching text - I love Animals Flight of the Bumble bee	All About Me - people who help us Teaching Text - Peace at Last Brahms Lullaby	Here There and Everywhere Teaching Text - Whatever Next <u>2001: A Space Odyssey Theme song</u>	All Creatures Great and Small Circle of Life from the Lion King
End Point Assessment							
End points to be assessed against these statements at the end of each unit	Exploring voice sounds Join in with familiar songs and refrains Untuned percussion (exploring sounds) Gain sounds from untuned percussions instruments Used tuned percussion to produce sounds Use signals to start and stop Untuned percussion (exploring sounds) Exploring voice sounds Body percussion Use voice to create different sounds	Exploring voice sounds linked to All about Me Performing linked to the Nativity Use voice to create sounds and rhythms Use percussion to accompany rhythm Join in with familiar songs Listening- to sounds in the local school environment	Untuned percussion (exploring sounds and the names of the instruments) Untuned percussion- understanding of rhythm beat and starting and stopping Gain sounds from untuned percussions instruments Use untuned percussion to keep a rhythm Used tuned percussion to produce sounds and keep a beat	Untuned percussion and performing- embedding names and uses of each instruments Performing using all aspects of the curriculum this year. Singing untuned percussion, voice sounds other than singing. Use voice to create different sounds Use untuned and tuned percussion to keep rhythm	Exploring body percussion linked to “All about me” Performing linked to Nativity Body percussion to accompany a rhythm and keep the beat Untuned percussion to produce sounds Sing songs to retell stories Movements in response to music Listening- to sounds in the wider school environment and comparing high and low sounds	Designing and making a musical instrument to use to accompany theme based songs Tuned percussion instruments - simple tunes. Understanding of pitch, duration, rhythm and tempo Untuned percussion to produce different sounds in order of the notes played Experiment with sounds Changes of tempo Represent feelings using tuned percussion	Representing music with simple notation Use voice to produce a number of different sounds Instruments and voices used to keep a beat Build up a full repertoire of songs Used tuned percussion to play songs we sing Follow notation written by others Represent music with simple notation

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	Use untuned and tuned percussion Sing familiar songs from memory		Use signals to start and stop	Sing familiar songs from memory Know the names of- tambourine, castanets, guiro, triangle, cymbal, maracas			
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SMSC		
Cultural Capital	Invite musicians from theatre groups locally/nationally so children can experience live performances Listen regularly to different types of music alongside continuous provision	Have opportunities to explore and listen to a wide variety of instruments by visiting musicians or attending a show/performance To create their own instruments to perform
British Values, SMSC and Equalities (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	Being creative — responding to experiences and music, expressing and communicating ideas about what they hear and listen to, exploring media, instruments and materials, creating music and dance developing imagination and imaginative play through music	Children develop self-awareness of what they like to listen to and how it makes them feel, children develop self-knowledge and self-esteem of their capabilities and strengths; Children develop resilience to keep trying; Reflection on experience; They develop their own Ideas and aspirations in relation to music; Develop sensitivity and responsiveness to how the music makes others feel

SAFEGUARDING						
	Nursery			Reception		
Knowledge concepts	<p><u>Autumn 1 and 2</u> Exploring voice sounds linked to All about me</p> <p>Performing linked to Nativity</p>	<p><u>Spring 1 and 2</u> Untuned percussion (exploring sounds and the name of instruments) performing</p> <p>Untuned percussion - understanding of rhythm, beat and starting and stopping</p>	<p><u>Summer 1 and 2</u> Untuned percussion and performing - embedding names and uses of each instrument.</p> <p>Performing using all aspects of the curriculum this year. Singing untuned percussion, voice sounds other than singing.</p>	<p><u>Autumn 1 and 2</u> Exploring body percussion linked to 'All about me'</p> <p>Performing linked to Nativity</p>	<p><u>Spring 1 and 2</u> Designing and making a musical instrument to use to accompany theme based songs.</p> <p>Tunes percussion instruments- simple tunes . Understanding of pitch, duration, rhythm and tempo</p>	<p><u>Summer 1 and 2</u> Representing music with simple notation</p>
Mental Health & Wellbeing	<p>Feelings: How sounds/instruments/music make you feel. Discuss how the sounds can be felt in the body.</p>					
Personal & Physical	<p>Body Awareness: voice and body percussion, personal space and safe touch</p>	<p>Teamwork: taking turns, working together, personal space</p>		<p>Body Awareness: voice and body percussion, personal space and safe touch</p>	<p>Teamwork: taking turns, working together, personal space</p>	

Key Stage One						
Knowledge concepts	Year 1			Year 2		
	<u>Autumn 1 and 2</u> <u>Units 1-7</u>	<u>Spring 1 and 2</u> <u>Units 8-10</u>	<u>Summer 1 and 2</u> <u>Units 11-13</u>	<u>Autumn 1 and 2</u> <u>Unit 14-16</u>	<u>Spring 1 and 2</u> <u>Units 17-25</u>	<u>Summer 1 and 2</u> <u>Units 26-30</u>
Knowledge						
Perform	<p>Perform (Unit 1 & 2) To know quieter singing improves accuracy and sound quality. (Unit 2 & 4) To know that pitch is how high notes are in comparison. (Unit 5) To know each melody has distinctive features that helps to identify it. (To know the melody is the tune) (Unit 6) To know that pitch is how high notes are in comparison. To know that dynamics are how loud or quiet the music is within a melody. (Unit 7) To know that the thinking voice is inside your head) To know that thinking voice and the singing voice are different. To know that pulse is the heartbeat of the music. To know that a musical phrase is a stage in a melodic journey. It sets out, travels and arrives.</p>	<p>Perform (Unit 8) To know a tambour is a small framed untuned drum To know claves are short wooden untuned percussion instruments To know Indian bells are metal untuned percussion instruments. To know the body can be used as an instrument. (Unit 9) To know timbre is the tone, colour or the characteristic quality of sounds To know that male and female voices have a different timbre (Unit10) To know that diaphragm breathing when singing improves the quality of sound. To know to take a breath at the end of each phrase. To know how to hum To know that Humming is a sound made by producing a wordless tone with the mouth closed, forcing the sound to emerge from the nose).</p>	<p>Perform (Unit 11) To know each melody has distinctive features that helps to identify it. (To that the melody is the tune) To know that the thinking voice is inside your head) (Unit 12) To know rhythm is the pattern of long and short sounds in songs. To know metre is the combination of pulse with stronger and less strong beats. To know the identifiable pattern of strong and weak beats produces a metre. To know tempo is the speed at which a song is performed. To know that music gives rise to regular pulsation (pulse) (Unit 13) To know that notated songs show the phrase lengths by using phrase marks</p>	<p>Perform (Unit 14) To know that tempo, pitch and dynamic are changeable in music <i>To know that dynamics are how loud or quiet the music is within a melody.</i> <i>To know that pitch is how high notes are in comparison.</i> <i>To know tempo is the speed at which a song is performed.</i> (Unit 15) <i>To know that a musical phrase is a stage in a melodic journey. It sets out, travels and arrives.</i> (Unit 16) To know that simple time signatures means how many beats there are in a bar :-2/4 bar and 4/4 bar beats (A bar is a section of the melody that separates the beats given within the bar. A way of organizing music into small sections separated with bar lines)</p>	<p>Perform (Unit 17) To know that xylophones and chime bars are metal tuned percussions which pitch can be performed on (Unit 19) To know that pitch distance is the specific interval between two levels of pitch in song melodies (Unit 23) To know how to use fingers to mark the pulse (Unit 24) To know that height and speed determine loudness. Low bounce = quiet and high bounce= loud (Unit 25) To know that the tempo (speed of the music) is important to music.</p>	<p>Perform (Unit 26) To know that pitch distance is the specific interval between two levels of pitch in song melodies (Unit 27) To know rhythm is the pattern of long and short sounds in songs. To know the simple stick notation for ta and tehteht (crotchet and quaver)</p>  <p>(Unit 28) To know soh, lah and me and their associated hand signs.</p> 

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			<p>Phrase mark: (the lines going across the notes)</p> 			<p>(Unit 29) To know that the ta z is used for 1 beat of silence.</p>
Compose	Compose	Compose	Compose	Compose	Compose	<p>Compose (Unit 28) To know that Improvising is producing a sound(s) that has not been planned beforehand To know you can improvise a song using soh me lah to create a melodic phrase. To know that rests can be used when making music</p>
Transcribe	Transcribe	Transcribe	<p>Transcribe (Unit 12) To know the identifiable pattern of strong and weak beats produces a metre shown as a time signature.</p> 	<p>Transcribe (Unit 13) To know a rainbow shape represent a phrase mark</p>	<p>Transcribe (Unit 19) To know that soh and me are singing names for pitch (Unit 19) To know that teh and ta represent rhythms</p>	<p>Transcribe (Unit 27) To know the simple stick notation for ta and tehteh (crotchet and quaver)</p>  <p>(Unit 29) To know the ta is used for 1 beat of silence To know that Z is used to represent a ta rest</p>
Describe	Describe (Unit 1)	Describe	Describe	Describe (Unit 13) To know that song melodies have different numbers of phrases.	Describe (Unit 17) To know that melody has a pitch-shape (Unit 18)	Describe (Unit 28) To know that melodic phrases are sung to singing names (lah, soh me)

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	<p>To know that a musical phrase is a stage in a melodic journey. It sets out, travels and arrives.</p> <p>(Unit 3) To know sound can identify creators and humans.</p>				<p>To know that in some songs the pulse has a recurring 4-beat pattern (Unit 20) To know that pulse is a consequence of rhythm (Unit 22) To know that a refrain is a line or lines repeated in music (Unit 23) To know that phrases can be different lengths (Unit 24) To know that skinned instruments are most appropriate for creating dynamics. To know that djembe drums originate from Africa.</p>	
Core vocabulary:	<p>Unit 1-7 pitch melody dynamics thinking voice singing voice pulse phrase</p>	<p>tambour claves Indian bells untuned percussion timbre diaphragm</p>	<p>pattern beats metre tempo phrase mark time signature</p>	<p>Revision of previous vocabulary</p>	<p>Xylophone chime bar tuned percussion interval tempo soh me teh tah djembe drums 4 beat pattern</p>	<p>stick notation lah beat of silence improvising melodic phrase</p>
Skills						
Use of voice	<p>To sing collectively at the same pitch</p> <p>To imitate song phrases and melodies</p> <p>To repeat a song at different pitch levels</p> <p>To repeat a song with changing dynamic levels</p>	<p>To recognise different voices by sound quality</p> <p>To recognise different instruments by sound alone</p> <p>To be able to sign with on breath per song phrase</p>	<p>To be able to hum melodies and phrases</p> <p>To perform song rhythms</p> <p>To perform actions to feel the pulse</p>	<p>To be able to tap the rhythm of melody</p> <p>To use thinking voice to highlight particular features in a melody</p> <p>To perform songs using ta and teh-teh</p>	<p>To sing songs that employ the soh-me interval</p>	<p>To be able sing the same song with changed starting pitch in consecutive performances</p>

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	<p>To use memory and thinking to hear the inner singing voice</p> <p>To perform songs using singing voice or thinking voice</p> <p>To recall song phrases using their thinking voice</p> <p>To perform rhymes.</p> <p>To perform speaking chants</p>	<p>To be able to sing with the correct posture</p> <p>To recognise and identify known songs from melodic phrases (no words)</p> <p>To perform speaking chants</p>				
Use of instruments		<p>To be aware percussion instruments: how to hold and how to play them</p> <p>To know instruments are held and played</p> <p>To know the correct posture and comfort for holding and playing</p> <p>To use a tambour to keep the pulse</p> <p>To use claves to play the rhythm</p>	<p>To use the body as an instrument to create rhythm</p> <p>To play rhythms on percussion instruments</p> <p>To use an instrument to beat rhythm phrases</p>		<p>To perform songs with a 4 beat rhythm</p> <p>To use a skinned instrument to create dynamics</p>	
Composing					<p>To tap 4 beat rhythms spontaneously</p> <p>To improvise pitch to given rhythm notation</p>	<p>To improvise tunes using me, soh, lah</p> <p>To use ta rests when composing rhythms</p>
Transcribing and musical notation			<p>To use rainbow arms to identify phrases</p>	<p>To recognise dynamics using 1-4 (1 quietest and 4 loudest)</p>	<p>To associate soh and me with their supporting handsigns</p>	<p>To read and write phrases using stick notation</p>

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			<p>To recognise the start and finish of phrases</p> <p>To identify the length of phrases</p> <p>To draw a rainbow to represent a phrase mark</p>	<p>To use hearts to represent tempo</p> <p>To use ta and teh-teh to identify rhythm</p>	<p>To use s and m to represent soh and me (and to use hand signals for soh and me)</p>	<p>To use stick notation for ta and teh teh</p> <p>To use the hand signs for lah, soh and me</p> <p>To use a z to represent a z rest</p>
<p>Listening, Appreciation, evaluating and understanding</p>	<p>To recognise individual voices</p> <p>To use hand signs to identify pitch levels</p> <p>To be able to recognise known song melody</p>			<p>To describe music using pitch, tempo and dynamic</p>	<p>To listen to pitch changes in a song phrase</p> <p>To show melodic lines through hand movement</p> <p>To identify and show pitch</p> <p>To identify music with a 4-beat metre</p> <p>To recognise a song from its rhythmic pattern</p> <p>To listen to longer pieces of recorded music</p> <p>To compare melodic or rhythmic phrases in a song as being the same or different</p> <p>To compare the speed of the pulse in songs</p>	<p>To compare the starting pitch of consecutive performances of the same song as higher or lower</p>
Instruments						
<p>Instruments-focus for listening activities</p>	<p>Percussion instruments: Shake</p> <p>Maracas, shakers, bells John Santos Alex Acuna</p>	<p>Percussion instruments:Beat / tap Drum / cymbals - bongos, snare, djembe</p> <p>- Large cymbals on drum-kit, handheld</p>	<p>Percussion instruments:scrape / move</p> <p>Cabassa, guiro</p>	<p>Tuned: Steel pans (MR and MC) Glockenspiels (Croftway)</p>	<p>Tuned: Chime bars</p>	<p>Tuned: Steel pans (Croftway) Glockenspiels (MR and MC)</p>

		Claves				
Composers and Music Styles						
Composers and musical styles	<p><u>Listen and Appraise Suggestions</u></p> <p>1970s Jazz Funk Fusion Herbie Hancock & The Headhunters “<i>Shekere & Chameleon</i>” https://www.youtube.com/watch?v=NQKzNIGphL8</p>	<p><u>Significant Individuals</u> 1960s - Rock/pop 1990s - Rock/hard rap 1980s plus - Rock 1980s - Soft rock 1970s - Jazz/Afro Cuban Jazz - Ringo Star, Dave Grohl, Roger Taylor, Phil Collins, Alex Acuna</p> <p><u>Listen and Appraise Suggestions</u> <i>Gon Bops Traditional Rosewood Claves</i> - Featuring Alex Acuna https://www.youtube.com/watch?v=cOfKTIAY1CE</p> <p>Roger Taylor - Queen Medley https://www.youtube.com/watch?v=-OJMwCL8XSE</p> <p>The Beatles (Ringo Star) - <i>Twist and Shout</i> https://www.youtube.com/watch?v=b-VAxGJdJeQ</p>	<p><u>Listen and Appraise suggestions</u> 1960s - Soul RandB Ben E King - ‘Stand by Me’ https://www.youtube.com/watch?v=hwZNL7QVJjE</p>	<p><u>Listen and Appraise Suggestions</u> 1990s - Musical/Calypso The Little Mermaid - ‘<i>Under the sea</i>’ https://www.youtube.com/watch?v=GC_mv1IpiWA</p>	<p><u>Listen and Appraise Suggestions</u> 1970s - Progressive Rock Mike Oldfield - ‘Tubular Bells’ https://www.youtube.com/watch?v=bv_4sZCLlr0</p> <p>1990s - Jazz Keiko Abe - Marimba</p>	<p><u>Listen and Appraise Suggestions</u> 1886 - Classical Fossils - Saint Saens https://www.youtube.com/watch?v=0TSkIG9IFvY</p>
End Point Assessment						
End points to be assessed against these statements at the end of each unit	<p>Listening, imitating and performing phrases and short songs. Perform: imitate song phrases, sing quietly and accurately and collectively in the same pitch higher and lower when singing with different pitch</p>	<p>Performing using voice and percussion instruments focussing on pitch, beat and dynamics. <i>Instrument focus:</i> Percussion instruments: Beat / tap</p>	<p>Song melodies; pulse and rhythm in songs using voices and percussion instruments. <i>Instrument focus:</i> Percussion instruments: scrape / move</p>	<p>Demonstrating pitch change, metre, phrase. <i>Instrument focus:</i> Glockenspiels & steel pans</p> <p>Perform: Perform phrases internally using their thinking voices</p>	<p>Improvisation using voices and percussion instruments. Using ‘soh’ and ‘me’ as representations of a scale. <i>Instrument focus:</i> Chime bars</p> <p>Perform: Perform the pattern of two notes within one pulse</p>	<p>Written notation focussing on time and rhythm. Using ‘lah,’ ‘soh’ and ‘me’ as representations of a scale <i>Instrument focus:</i> Steel pans (Croftway) Glockenspiels (MR and MC) Perform: Sing the same song starting at different pitches</p>



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	<p>hum a melody phrase accurately and sign to a given pitch/volume level recall song phrases Describe (listen): listen to others sing and recorded sound,</p>	<p>Perform: Hold and play percussion instruments correctly Use tonal quality to improve performing Use breathing at the end of phrases Describe (listen): Use the proper makes for instruments Identify sound differences</p>	<p>Perform: Sing known melodies from memory Perform song rhythms Perform actions to the feel of pulse Play rhythm phrases on percussion Describe (listen): Recognise the start and finish of phrases Identify the length of phrases</p>	<p>Describe (listen): Explain that dynamic levels can be compared Explain how pitch can be compared Explain how tempo speeds can be compared</p>	<p>Perform song rhythms using ta and teh-teh Perform songs and actions with a 4- beat repetitive sequence Create different dynamics on percussion instruments Perform songs to different tempos Compose: Begin to improvise rhythms Transcribe: Know the performing names ta and teh-teh Describe (listen): Identify music with a 4-beat metre. Identify pitch intervals with singing-names (soh and me) Distinguish between rhythm and pulse and identify songs from rhythm only Identify and compare phrases, count beats in them and compare</p>	<p>Know the singing names for lah,soh and me Compose: Improvise pitch to given rhythm notation Transcribe: Use stick notation for ta and the-teh Draw four beat phrases use the ta rest tp simple time rhythm Read and write the tah rest Describe (listen): Use spoken rhythm names ta and teh-teh</p>
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SMSC						
	<u>Autumn 1 and 2 Units 1-7</u>	<u>Spring 1 and 2 Units 8-10</u>	<u>Summer 1 and 2 Units 11-13</u>	<u>Autumn 1 and 2 Unit 14-16</u>	<u>Spring 1 and 2 Units 17-25</u>	<u>Summer 1 and 2 Units 26-30 and</u>
British Values (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	Individual liberty- pupils make their own choices. Make better decisions Mutual respect for each other and the work children are doing. Questioning to encourage and develop these skills through discussions and problem solving	Individual liberty- Empowering our pupils to make their own choices. Tolerance- enhancing pupils' understanding of their place in a culturally diverse society. Mutual respect- showing and receiving. Foster mutual respect for each other's work	Individual liberty- pupils make their own choices. Mutual respect for each other and the work children are doing.	Empowering children to make their own choices. Making better decisions. Mutual respect for each other and the work children are doing.	Mutual respect for each other and the work children are doing. Empowering children to make their own choices. Making better decisions.	Mutual respect for each other and the work children are doing. Empowering children to make their own choices. Making better decisions. Mutual respect- showing and receiving. Foster mutual respect for each other's work
Equalities (SMSC, protected characteristics, race, gender, safeguarding etc.)	Allowing children to show their delight and curiosity in creating their own sounds By considering how music makes one feel and can move us deeply	Allowing children to show their delight and curiosity in creating their own sounds	Allowing children to show their delight and curiosity in creating their own sounds	Allowing children to show their delight and curiosity in creating their own sounds	Allowing children to show their delight and curiosity in creating their own sounds By appreciating the self discipline required to learn a musical instrument.	Allowing children to show their delight and curiosity in creating their own sounds By appreciating the self discipline required to learn a musical instrument. By exploring how music can convey human emotions
Linked Careers						
	Band member, songwriter, Recording studio manager			Music editor, jingle writer, Opera singer, Orchestrator		

SAFEGUARDING						
Key Concepts	Year 1 Autumn 1 and 2 Units 1-7	Year 1 Spring 1 and 2 Units 8-10	Year 1 Summer 1 and 2 Units 11-13	Year 2 Autumn 1 and 2 Unit 14-16	Year 2 Spring 1 and 2 Units 17-25	Year 2 Summer 1 and 2 Units 26-30 and
Mental Health & Wellbeing	Feelings and emotions: Discuss how different sounds and music impact our emotions. Discuss the differences between a song that makes us feel sad and one that makes us excited or happy. Discuss how music can change our mood.					
Personal & Physical	Personal space: Discuss personal space and when singing or using instruments. Being aware of those around us.					

Lower Key Stage 2						
Knowledge concepts	Year 3			Year 4		
	<u>Autumn 1 and 2</u> <u>Unit 1 and 2</u>	<u>Spring 1 and 2</u> <u>Unit 3 and 4</u>	<u>Summer 1 and 2</u> <u>Unit 5 and 6</u>	<u>Autumn 1 and 2</u> <u>Unit 7 and 8</u>	<u>Spring 1 and 2</u> <u>Unit 9 and 10</u>	<u>Summer 1 and 2</u> <u>Unit 11 and 12</u>
Knowledge						
Perform	<p>Perform Revision (Unit 1) To know in an echo song or chant the leader performs a musical phrase that is then echoed by the ensemble. To know what pitch matching is singing the same note as each other (one first and then match) (Unit 2) To know that pitch is how high notes are in comparison.</p>	<p>Perform (Unit 3) To know that singing stems from the exhalation of air in the lungs To know that good posture assists the breath control and supports the singing voice To know that song melodies can be sung at more than one pitch level To know that each successive note in a melody will be a repeat pitch or go to a higher or lower pitch To know that the pitch distance between 2 consecutive notes is called an interval (Unit 4) To know that timbre is a word used in music to describe the tone or sound quality of a voice or instrument. To know that the thinking voice enables us to record, recall and create and be musicians To know that timbre can differ between different voices and instruments</p>	<p>Perform (Unit 5) To know that maracas are to be used in pairs and not singularly. (Unit 6) To know the duration of phases can vary from melody to melody and within a melody To know that essentially the voice is a wind instrument (as the sound is air exhaled)</p>	<p>Perform (Unit 7) To know metre is the combination of pulse with stronger and less strong beats. To know the identifiable pattern of strong and weak beats produces a metre. (Unit 8) Revision <i>Pitch dynamic and tempo</i></p>	<p>Perform (Unit 10) To know that chime bars can be used to indicate a pitch change To know that voca tone is the sound of your voice as you sing Revision</p>	<p>Perform To know that tuned percussion have bars that are made of wood or metal and can play different pitches To know that a glockenspiel is made of wooden bars and played with a mallet</p>
Compose	Compose	Compose	Compose	Compose	Compose To know that soh-me is a common feature of melody	Compose

						To know that known phrases form the basis of opportunities for choice and spontaneity
Transcribe	Transcribe	Transcribe	<p>Transcribe (Unit 6) To know that a phrase mark shows the length of the phrase</p>  <p>To know that melody is structured as several individual phrases.</p> <p>To know the identifiable pattern of strong and weak beats produces a metre shown as a time signature.</p> 	Transcribe	Transcribe	Transcribe
Describe	Describe	Describe	<p>Describe (Unit 5) To know that untuned percussion instruments do not play melody (pitch)</p>	Describe	<p>Describe (Unit 9) To know that a Timpani is a tuned 17th century that has a membrane stretched over a copper bowl To know that a Base drum is a large unturned drum and produces a note of a low pitch To know that a Cymbals is a 7th century BC untuned precision instrument made of metal</p>	<p>Describe Unit 12 To know that tocatta is an Italian word and is associated with music that is showy</p>

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					<p>To know that a Tambourine is an untuned with its origin based in France</p> <p>To know that a Snare drum is a untuned percussion instrument that produces a staccato sound (Short sound)</p> <p>To know that a Wood block is an untuned small slit drum made from a single piece of wood</p> <p>To know that a Xylophone is a tuned percussion instrument that is made from wooden bars struck by wooden mallets</p> <p>To know Castanets are a untuned Spanish percussion instrument made of wood</p> <p>To know Gong is an Indonisian percussion instrument made of metal</p> <p>To know a Whip is a wooden untuned percussion instrument that is played by hitting 2 wooden slats together.</p>	
Skills						
Use of voice	<p>To be able to pitch match</p> <p>To be able to do echo singing</p>	<p>To use the correct posture when singing (balanced standing or sitting position with no cross legs)</p> <p>To control dynamics to aid performance</p>	<p>To achieve singing with one breath per melodic phrase</p>	<p>To perform the rhythm of individual song phrases</p> <p>To feel and mark the pulse as a consequence of rhythm</p> <p>To control pitch, dynamics and tempo</p>	<p>To perform the pattern of two note within one pulse</p>	

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		To switch backwards and forwards from the Singing Voice and the Thinking Voice				
Use of instruments			<p>To use the preferred hand when striking an instrument</p> <p>To use a beater or stick to create dynamics on untuned percussion</p> <p>To identify timbre of untuned percussion</p>		<p>To play song rhythms on untuned percussion</p> <p>To perform two sounds of equal duration per pulse</p> <p>To tap the rhythm of song melody</p>	<p>To use basic coordination and playing skills on pitch percussion</p> <p>To play known song phrase</p> <p>To improvise melodic phrases on pitch percussion</p> <p>To play the notes D,E,F,G and A on tuned percussion</p>
Composing						<p>To improvise melodic phrases on pitch percussion using a given rhythm</p> <p>To respond with a rhythm phrase that is different to an initial phrase</p>
Transcribing and musical notation		To use levels 1-4 to indicate dynamics levels	To use phrase marks to show phrase lengths	To mark the pulse as you sing a song	<p>To associate soh and me with their hand signs</p> <p>To demonstrate movement of pitch with hand signals</p>	
Listening, Appreciation, evaluating and understanding		To be able to aurally detect large and small differences between singers	To identify the start duration and finish of a song phrase	<p>To clearly distinguish between pulse and rhythm</p> <p>To identify the metre in music</p>	To recognise the interval with singing-names soh for higher pitch, me for the lower pitch	To compare pitch, dynamic and tempo and identify changes

Vocabulary




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<p>Core Vocabulary:</p> <p>pitch-match echo chant musical phrase melody posture dynamics</p>	<p>timbre, maracas (use in pairs not singularly), supportive posture Dholak drums wind instrument phrase mark</p> <p>Revision singing and thinking voice untuned percussion pitch claves</p>	<p>sustained breath Revision djembe (African drums) pulse metre pulse</p>	<p>rhythm tempo dynamic</p>	<p>Timpany, Bass drum Cymbals Tambourine Snare drum Wood block Xylophone Castanets Gong Whip interval</p>	<p>spontaneous improvise glockenspiel tocatta</p>	
Instruments						
<p>Instruments</p>	<p>Brass instruments - Trumpet</p>	<p>Woodwind instruments - Oboe</p>	<p>String instruments - cello</p>	<p>Brass instruments trombone</p>	<p>Woodwind:clarinet/saxoph one</p>	<p>String instruments - Violin</p>
Composers and Musical Styles						
<p>Composers and Musical Styles</p>	<p>Louis Armstrong Ingrid Jenson</p> <p>Listen and Appraise Suggestions</p> <p>1920-1960s - Jazz 1987-now - Jazz 1700s - Jeremiah Clark 1939 - Joaquin Rodrigo Trumpet Voluntary https://www.youtube.com/watch?v=SR0i170noHY Concerto de aranjuez https://www.youtube.com/watch?v=zo8hlc7DpuE</p>	<p>Motzart Liang Wang Diana Doherty</p> <p>Listen and Appraise Suggestions</p> <p>1760 20th Century 1990s - Classical 1875 - Tchaikovsky 2011 - Pop 2009 - Pop</p> <p>Swan Lake https://www.youtube.com/watch?v=HzmJhVuhLzU A thousand years https://www.youtube.com/watch?v=mfbs5D1AwQ Fireflies https://www.youtube.com/watch?v=sL8hgKkzXFA</p>	<p>Luigi Boccherini Julian Llyod Webber Alisa Weilerstein</p> <p>Listen and Appraise Suggestions</p> <p>End of 18th Century - Classical 1970 to now - classical Early 21st Century - classical 1861 - John Mason Neale - Religious/classical 1886 - Humorous musical</p> <p>O Come O Come Emmanuel - Inspiration https://www.youtube.com/watch?v=b-VAxGJJeQ</p> <p>The Swan (Carnival of the Animals) - Saint Saens https://www.youtube.com/watch?v=3qrKjvwjo7Q</p>	<p>Trombone Shorty Annie Whitehead</p> <p>Listen and Appraise Suggestions</p> <p>21st Century - Jazz/funk 1970s - Jazz 1920s - Holst 1886 - Humorous musical</p> <p>Holst - 'The Planets' https://www.youtube.com/watch?v=cXQanvv4pLU</p> <p>The Elephant (Carnival of the Animals) - Saint Saens https://www.youtube.com/watch?v=b4B3fvRWygs</p> <p>Jazz https://www.youtube.com/watch?v=1ZG9U1HxNds</p>	<p>Acker Bilk Sabine Meyer</p> <p>Listen and Appraise Suggestions</p> <p>954- 2013 - trad jazz 1983 to present - classical/contemporary 1990s - pop 1789 - Mozart - classical</p> <p>Take That - <i>Million Love Songs</i> https://www.youtube.com/watch?v=-98w8bO6PXo</p> <p>Clarinet quintet K581 in A major https://www.youtube.com/watch?v=xTNbclgU3h4</p>	<p>Vanessa Mae Nigel Kennedy Esko Jävela</p> <p>Listen and Appraise Suggestions</p> <p>1990s - classical 1980s - Classical Early 21st Century - Folk 1990s - Alternative rock</p> <p>Coldplay - <i>Viva la Vida</i> https://www.youtube.com/watch?v=dvgZkm1xWPF</p> <p>Nigel Kennedy - 'The Four Seasons' https://www.youtube.com/watch?v=d2XM1EMzaWs</p> <p>Vanessa Mae - Storm https://www.youtube.com/watch?v=frtuXA9HUWM</p>

						Vankarin Polska - Baltic Crossing Live from Astonefield https://www.youtube.com/watch?v=7UNLDht-XtE
End Point Assessment						
End points to be assessed against these statements at the end of each unit	<p>Identifying the purpose of music Singing Development and pitch matching <i>Instrument Focus: Brass instruments - Trumpet</i></p> <p>Perform: Sing a number of new songs Pitch match the leader Establish pitch Show that posture is important to the act of singing and breath control Aware that the dynamics of musical sound varies and can be controlled when singing. Describe (listen): Aware of the rise and fall of pitch within a melody</p>	<p>Posture for standing and sitting Pitch, timbre, and phrase marks <i>Instrument Focus: Woodwind instruments - Oboe</i></p> <p>Perform: Show awareness of their inner Singing voice when recalling familiar melodic phrases Can switch forward and backwards form the thinking and singing voice Compose: Transcribe: Can demonstrate the start, duration and finish of a song phrase through movement (phrase mark) Describe (listen): Can aurally detect large and small difference of timbre of singers</p>	<p>Identifying, playing and taking care of instruments Breathing techniques in singing. <i>Instrument Focus: String instruments - cello</i> <i>ment Focus: Brass instruments - Trumpet</i></p> <p>Perform: Can use one sustained breath for a melodic phrase Compose: Transcribe: Can explain the duration of phases can vary from melody to melody and within a melody Describe (listen): Can identify the timbre of untuned instruments and use proper names Can recall that essentially the voice is a wind instrument (as the sound is air exhaled)</p>	<p>Rhythm, pulse and metre Dynamics, phrase and tempo <i>Instrument focus: Brass instruments - trombone</i></p> <p>Perform: Can the children tap the rhythm of song melody Can the children mark the pulse as they sing a song Describe (listen): Can the children distinguish between pulse and rhythm Can the children explain and compare pitch, dynamic and tempo</p>	<p>Written notation - time rhythm Identifying and using untuned percussion <i>Instrument focus: Woodwind instruments - clarinet/saxophone</i></p> <p>Perform: Can the children perform one sound per pulse and 2 sounds of equal duration per pulse Children are aware that sound quality is a feature of performing Compose: Transcribe: Children can identify and demonstrate movement of pitch in song phrases Describe (listen): Can the children name the precision instruments in the Young Person's Guide to the Orchestra Know that the soh-me interval is a common feature of melody</p>	<p>Performing song rhythms on untuned percussion. <i>Instrument focus: String instruments - Violin</i></p> <p>Perform: To sing in tune Play song phrases on tuned percussion Compose: Can spontaneously respond with a rhythm phrase that is different to an initial phrase Can improvise on tuned percussion, a pitch element to a given rhythm Transcribe: Describe (listen): Can recognise and identify a known song from its rhythm</p>

SMSC						
	<u>Autumn 1 and 2</u> <u>Unit 1 and 2</u>	<u>Spring 1 and 2</u> <u>Unit 3 and 4</u>	<u>Summer 1 and 2</u> <u>Unit 5 and 6</u>	<u>Autumn 1 and 2</u> <u>Unit 7 and 8</u>	<u>Spring 1 and 2</u> <u>Unit 9 and 10</u>	<u>Summer 1 and 2</u> <u>Unit 11 and 12</u>
British Values (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	Individual liberty- pupils make their own choices. Make better decisions Mutual respect for each other and the work children are doing. Questioning to encourage and develop these skills through discussions and problem solving	Individual liberty- Empowering our pupils to make their own choices. Tolerance- enhancing pupils' understanding of their place in a culturally diverse society. Mutual respect- showing and receiving. Foster mutual respect for each other's work	Individual liberty- pupils make their own choices. Mutual respect for each other and the work children are doing.	Empowering children to make their own choices. Making better decisions. Mutual respect for each other and the work children are doing.	Mutual respect for each other and the work children are doing. Empowering children to make their own choices. Making better decisions.	Mutual respect for each other and the work children are doing. Empowering children to make their own choices. Making better decisions. Mutual respect- showing and receiving. Foster mutual respect for each other's work
Equalities (SMSC, protected characteristics, race, gender, safeguarding etc.)	By discussing what would happen if musicians in a band/group didn't cooperate By considering how music makes one feel and can move us deeply	Allowing children to show their delight and curiosity in creating their own sounds By appreciating how music is used in different ways in different settings	Allowing children to show their delight and curiosity in creating their own sounds By appreciating the self discipline required to learn a musical instrument. By exploring how music can convey human emotions	Allowing children to show their delight and curiosity in creating their own sounds By appreciating how music is used in different ways in different settings Respond positively to musical opportunities. Interest in exploring, improving understanding of and showing respect for others.	Allowing children to show their delight and curiosity in creating their own sounds By appreciating the self discipline required to learn a musical instrument. Respond positively to musical opportunities. Interest in exploring, improving understanding of and showing respect for others.	Allowing children to show their delight and curiosity in creating their own sounds By appreciating the self discipline required to learn a musical instrument. By exploring how music can convey human emotions By encouraging pupils to listen and respond to traditions from around the world Respond positively to musical opportunities. Interest in exploring, improving understanding of and showing respect for others.
Linked Careers						
Performer, Pop singer, Music Producer, copyist, arranger				Concertmaster, DJ, Performer, Jazz singer, sound technician		

SAFEGUARDING						
	Year 3 Autumn 1 and 2 Unit 1 and 2	Year 3 Spring 1 and 2 Unit 3 and 4	Year 3 Summer 1 and 2 Unit 5 and 6	Year 4 Autumn 1 and 2 Unit 7 and 8	Year 4 Spring 1 and 2 Unit 9 and 10	Year 4 Summer 1 and 2 Unit 11 and 12
Mental Health & Wellbeing	Feelings and emotions: Discuss how music impacts our mood and emotions. How we can all like different types of music (individuality)					
Personal & Physical	Cross-contamination: Being aware of using and cleaning instruments and not sharing (wind instruments)					

Upper Key Stage 2						
Knowledge concepts	Year 5			Year 6		
	Autumn Unit 13 and 14	Spring Unit 15 and 16	Summer Unit 17 and 18	Autumn Units 19 and 20	Spring Units 21 and 22	Summer KS2 Performance
Knowledge						
Perform	Perform (Unit 13) To know a song is performed to various tempos (Speeds) Will be aware that tempo is an important element in musical expression	Perform (Unit 15) To know the hand sign for lah is  To know that harmony is the playing or singing of musical notes that go well together	Perform (Unit 17) To know that legato to perform music in a smooth manner To know that Ostinato (constantly repeated pattern or phrase)	Perform (Unit 19) To know the hand sign for doh is;  To know a melodic ostinato is a repeated song melody	Perform	Perform
Compose	Compose (Unit 13) To know rhythm phrases are read and performed To know composition can consist of stick notation	Compose	Compose	Compose	Compose	Compose
Transcribe	Transcribe (Unit 14) To know tah is the speaking name for a crochet To know that tehteh is the speaking name for 2 quavers	Transcribe (Unit 15) To know the hand sign for lah is  To know that the rest symbol for tah is a Z	Transcribe	Transcribe (Unit 19) To know bar lines are used in notation to place the music into bars To know a time signature shows how many beats per bar (Unit 20) To know the minim is worth two beats	Transcribe (Unit 21) To know that two-part music is where there are two simultaneous performing parts and that the musical content is different	Transcribe

				<p>To know the hand sign for ray is</p> 		
<p>Describe</p>	<p>Describe</p> <p>To know a horn is a brass instrument which when uncoiled can be 12-13ft long</p>	<p>Describe (Unit 15)</p> <p>To know that 'drone' is a minimalist genre that emphasizes the use of sustained sounds, notes, or tone clusters (e.g. bagpipes)</p> <p>(Unit 16)</p> <p>To know rhythm n can be both sound and silence</p> <p>To know a flute is a woodwind instrument...</p> <p>To know a piccolo is a woodwind instrument..</p>	<p>Describe (Unit 17)</p> <p>To know it is possible to identify the composition of phrases in the melody by labelling by alphabetical letters</p> <p>(Unit 18)</p> <p>To know that rhythm sol-fa notation is a combination of rhythm symbols and sol-fah names shortened to the initial letter</p>	<p>Describe (Unit 19)</p> <p>To know that lah is a lower pitched sound than soh and me</p>	<p>Describe (Unit 21)</p> <p>To know a tone-set is a group of sol-fa singing names used within a song melody</p> <p>To know a bassoon is a 4ft long wind instrument made from hard maple wood</p> <p>(Unit 22)</p> <p>To know a marimba is rosewood percussion instrument similar to a xylophone that originated in South America and West Africa</p> <p>To know a conga drum originated in Cuba and also know as the tumbadora</p>	<p>Describe (revision unit)</p> <p>To know a double bass has four strings and is made from maple and the strings are made from steel</p>
Core Vocabulary						
<p>Core vocabulary:</p>	<p>Revision</p> <p>Pitch</p> <p>Rhythm</p> <p>tehteh</p> <p>tah</p> <p>horn</p>	<p>Drone</p> <p>Lah</p> <p>Harmony</p> <p>ta rest (quarter rest)</p> <p>silent crotchet rest</p> <p>flute</p> <p>piccolo</p> <p>Texture</p>	<p>legato</p> <p>Ostinato</p> <p>Notation (sol-fah (</p> <p>Texture</p>	<p>bar lines</p> <p>notation</p> <p>doh</p> <p>time signature</p> <p>ray</p> <p>melodic ostinato</p>	<p>simultaneous</p> <p>tone-set</p> <p>melodic phrase</p> <p>ostinato (repetitive rhythm)</p> <p>conga drum</p> <p>marimba</p> <p>gong</p>	<p>revision of vocabulary unit 13-22</p> <p>double bass</p>

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					woodblocks	
Skills						
Use of voice	<p>To control the starting pitch of a song</p> <p>To open up the singing sound and sustain the vowels</p> <p>To adjust the start pitch of the same song , higher, or lower in repeat performances</p>	<p>To sing in two groups where each sings a different musical part but share the same song.</p> <p>To perform using the hand signals for lah,soh and me</p>	<p>To sing with sustained sounds that connect smoothly and easily (legato)</p> <p>To perform in two- part music (melody with ostinato rhythm)</p>	<p>To sing with melodic ostinato</p> <p>To sing songs with metres of 2 or 4 with appropriate actions identifying strong and weak pulses</p>	<p>To perform two-part singing of a melody with a drone</p> <p>To learn a song with known notation</p>	
Use of instruments		<p>To play melodic phrases on tuned percussion</p>			<p>To work vocally and with pitched instruments on tone sets formed with l-s-m-r-d</p> <p>To play song phrases on pitch percussion instruments.</p> <p>To play music with two instrumental parts</p> <p>To play a song melody with a drone</p>	

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<p>Composing</p>	<p>To read and write using stick notation</p>	<p>To improvise pitch using lah soh and me</p>	<p>To compose using the tah rest (silent crotchet rest)</p> <p>To compose a four-phrase rhythm piece</p> <p>To combine rhythm and pitch symbols to produce melodic notation known as rhythm sol-fa</p>	<p>To use the tone set s-m-d when improvising</p> <p>To use the tone set m-r-d to improvise</p>		
<p>Transcribing and musical notation</p>	<p>To use stick notation for ta and teh-teh</p>	<p>To use the signals for lah, soh and me</p>	<p>Draw stick notation of a short rhythm phrase and perform it</p> <p>To identify, count and label phrases in songs</p> <p>To use crotchet and quaver to refer to rhythm</p> <p>To write a four-phrase rhythm piece with notation</p>	<p>To use the tone set s-m-d when improvising, memorising and reading</p> <p>To understand bar lines and time signatures</p> <p>To use the tone set m-r-d to write rhythm phrases</p> <p>To compose in Treble Cleff</p>		
<p>Listening, Appreciation, evaluating and understanding</p>	<p>To compare phrases and identify similarities and differences or repetitions</p> <p>To identify the phrase length by counting the number of beats</p> <p>To know that tempo is an important element in musical expression</p>	<p>To identify the tah rest in pieces of music</p>	<p>To identify phrases using alphabetical letters in both melodic and rhythmic examples</p> <p>To listen to music that uses ostianto as part of its structure</p>	<p>To identify the 'doh' sound</p> <p>To identify the minim (half note) rhythm value</p>	<p>To identify drone in music</p>	

Instruments						
Instruments focused on in listening	Brass instruments - horns	Woodwind - Flute/piccolo	String instruments - Viola	Brass instruments - Tuba	Woodwind instruments - bassoon	String instruments - Double bass
Composers and Musical Styles						
Composers and music styles	<p>Sarah Willis - French horn Franz Strauss - French horn Anthony Galinier - Tenor horn</p> <p><u>Listen and Appraise suggestions</u></p> <p>Film and Movie Music 21st Century</p> <p>Super Mario - French horn https://www.youtube.com/watch?v=HCJ17eesHx8 Over the rainbow - Tenor horn https://www.youtube.com/watch?v=8KLyftmTKIY</p>	<p>James Galway Viviana Guzmán Ernesto Kohler</p> <p><u>Listen and Appraise suggestions</u></p> <p><u>Celtic music, film music, 20th Century</u> <i>Lord of the dance</i> - Ronan Hardiman https://www.youtube.com/watch?v=93f0BumqfSU</p> <p><i>My Heart Will Go on</i> - Celine Dion https://www.youtube.com/watch?v=Qz9RTOKpLSM</p> <p><i>Flight of the Bumblebee</i> - James Galway - https://www.youtube.com/watch?v=LI3wIHFQkAk</p>	<p>Beethoven Kim Kashkashian</p> <p><u>Listen and Appraise suggestions</u> <u>Beethoven-18th century classical</u> <u>Berlioz-19th century classical</u> <u>Pop music-20th century</u></p> <p>Bohemian Rhapsody https://www.youtube.com/watch?v=aCFnzSCzoYA Berlioz https://www.youtube.com/watch?v=VWt2glnlCe4</p>	<p>Velvet Brown Øystein Baadsvik</p> <p><u>Listen and Appraise Suggestions</u></p> <p>21st century film music <i>Havana</i> - Tuba solo cover https://www.youtube.com/watch?v=Mwu0RIRUjfo</p> <p>John Williams - Concerta for Tuba and orchestra https://www.youtube.com/watch?v=GyiDwtve-LY</p> <p>Star Wars - <i>The Throne Room and End Titles</i> https://www.youtube.com/watch?v=KjaWd79H3vQ</p> <p><i>Potiphar</i> - Joseph and his Amazing Technicolour Dreamcoat https://www.youtube.com/watch?v=Gtp47uQZxhg</p>	<p>Tariq Masri Karen Geoghegan</p> <p><u>Listen and Appraise Suggestions</u> <u>20th Century classical</u> <i>Peter and the Wolf</i> https://www.youtube.com/watch?v=TeCITmdji9o</p> <p><i>Uptown Funk</i> - Bassoon Trio https://www.youtube.com/watch?v=fdZdmwBadLI</p> <p>Film music-20th Century The Lion King - 'The Lion Sleeps Tonight' (example of parts) https://www.youtube.com/watch?v=I82PFHKgY2c&list=PLGYGe2PKknX2kydiv28aq8dBXBWeJfxgg&index=11</p>	<p>Duncan Lyall/Antti Järvelä - folk Ray Brown</p> <p><u>Listen and Appraise Suggestions</u> <u>20th Century film music</u> <i>'The Pink Panther' theme tune</i> - Double Bass Quintet https://www.youtube.com/watch?v=SRIO408at 21st Century- Irish folk music</p> <p>Baltic Crossing - Hopska https://www.youtube.com/watch?v=QAqb3Bdu8XQ</p>

End Point Assessment						
<p>End points to be assessed against these statements at the end of each unit</p>	<p>Pitch and Tempo and Stick notation <i>Instrument focus: Brass instruments - horns</i> Perform three part rounds Understand differences in time notations, Follow staff notation</p> <p>Perform: Adjust the starting pitch of a song in repeat performances Read and perform short rhythm performances with stick notation</p> <p>Compose: Transcribe: Read and perform short rhythm performances with stick notation Describe (listen): Identify compare the phrases in a song melody as same, different or repeated Identify the phrase length by identifying the number of beats Will be aware that tempo is an important element in musical expression</p>	<p>Two part melody, Pitch percussion and drone <i>Instrument focus: Woodwind - Flute/piccolo</i> Songs with vtwo phrases Improvise over a drone Perform a song in 2 parts with a drone Perform using lah, soh, me hand signals</p> <p>Perform: The children are familiar with Lah soh and me and can work aurally with them Participate in a two part melody with drone ta rest (quarter note rest) Z play on pitch percussion song melodies using 3 different notes Describe (listen): identify the silent crotchet rest in song phrases and also read and notate phrases using it</p>	<p>Notation - combine rhythm and pitch symbols producing melodic notation, two-part music and using noteheads to compose <i>Instrument focus: String instruments - Viola</i> Play melodies on tuned percussion and follow staff notation Identify triads Play short rhythmic phrases</p> <p>Perform: explain the meaning of ostinato Children can perform in two-part music (melody with ostinato rhythm) Compose: Improvise 4 beat phrases to a chosen structure Transcribe: Children can notate rhythms with noteheads Can read and write rhythm sol-fa notation Describe (listen):</p>	<p>Performing: Two-part singing So-Me-Doh, rhythm (note values) <i>Instrument Focus - Brass instruments - Tuba</i></p> <p>Perform: Children can read and perform rhythms using soh,me,doh Read, and perform rhythm notation with time signatures and bar lines To sing in two-part music, song melody and melodic ostinato To read and sing rhythm sol-fa notation containing the new singing name ray Compose: Transcribe: To identify, read and notate the minim rhythm Describe: Are aware of metre, time signatures, bar lines and bars</p>	<p>Performing: Two-part singing, two part pitch percussion playing instruments. <i>Instrument Focus - Woodwind instruments - bassoon</i></p> <p>Perform: Sing vocally in two-parts using overlapping phrases and melodic ostinato Play a simple song melody and a drone on two pitch percussion instruments Learn new music with the help of notation Apply technical knowledge and experience to performance Compose: Transcribe: Describe: Know that the pitch of the different notes used in a melody can't be collated and identified in sol-fa names as a tone set Listen to recorded music using the drone</p>	<p>Revision and Performance <i>Instrument Focus -String instruments - Double bass</i></p> <p>Perform: Summer KS2 performance Compose: Musical accompaniment to the KS2 performance Transcribe: To identify and read and notate rhythms for the musical accompaniment to the KS2 performance Describe: Children can describe the musical intention, effects and dynamics that enable the performance to convey different emotions and actions.</p>

SMSC						
	Autumn Unit 13 and 14	Spring Unit 15 and 16	Summer Unit 17 and 18	Autumn Units 19 and 20	Spring Units 21 and 22	Summer Revision

Blyth WISE Music Curriculum Mapping

British Values (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	Opportunities provided for pupils to express themselves freely in composition and performing tasks.	Students learn to cooperate and listen to each other's viewpoints.	Children are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it.	Students are taught how to be an appreciative and supportive audience who listen attentively whilst others perform.	We look at Modern art music and ask whether it is still elitist.	Students review their learning and share their views on the curriculum and how it can be improved.
Equalities (SMSC, protected characteristics, race, gender, safeguarding etc.)	By exploring how music can convey human emotions. By appreciating musical expression from different times and places.	By discussing what would happen if musicians in a band/group didn't cooperate. By appreciating how music is used in different ways in different settings.	By allowing pupils to show their delight and curiosity in creating their own sounds. By exploring how an orchestra works together.	By exploring how an orchestra works together. By appreciating how music is used in different ways in different settings.	By allowing pupils to show their delight and curiosity in creating their own sounds. By appreciating the self-discipline required to learn and musical instrument.	

Linked Careers

Section member, lyricist, Music therapist, arranger, video game composer	Conductor, section leader, music teacher, Music video director, music editor
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SAFEGUARDING

Key Concepts	Year 5 Autumn Unit 13 and 14	Year 5 Spring Unit 15 and 16	Year 5 Summer Unit 17 and 18	Year 6 Autumn Units 19 and 20	Year 6 Spring Units 21 and 22	Year 6 Summer Revision
Mental Health & Wellbeing	Inappropriate music and music videos (age ratings) Discuss the impact that music can have on our mood, mental health and wellbeing					
Personal & Physical	Cross-contamination: Being aware of not sharing wind instrument/cross contamination					

