

Finlay Community School

Music

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. This correlates with our whole school vision of Aspire, Belong and Achieve. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Music Intent

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality Music teaching should “engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.”

We feel our music curriculum links with our ‘SMILE’ values, as music is known to help improve our mental health and wellbeing and allows children to aspire to being a musician, composer or performer. Our music curriculum focuses on a range of musical genres from traditional folk songs to modern day rap music as well as covering the interrelated dimensions of music.

Whole School Curriculum Overview: Thematic Overview

Reception

1. Me!
2. My Stories
3. Everyone!
4. Our World
5. Big Bear Funk
6. Reflect, Rewind, Replay

Year 1

1. Hey You!
2. Rhythm In The Way We Walk and Banana Rap
3. In The Groove
4. Round And Around
5. Your Imagination
6. Reflect, Rewind, Replay

Year 2

1. Hands, Feet, Heart
2. Ho Ho Ho
3. I Wanna Play In A Band
4. Zootime
5. Friendship Song
6. Reflect, Rewind, Replay

Year 3

1. Music Lessons - Recorder 5 weeks
2. Music Lessons - Recorder 5 weeks
3. Let Your Spirit Fly
4. Glockenspiel Stage 1
5. Three Little Birds
6. The Dragon Song

Year 4

1. Mamma Mia
2. Glockenspiel Stage 2
3. Music Lessons - Violin 5 weeks
4. Music Lessons - Violin 5 weeks
5. Stop!
6. Lean On Me

Year 5

1. Livin' On A Prayer
2. Classroom Jazz 1
3. Make You Feel My Love
4. The Fresh Prince of Bel Air
5. Music Lessons - Ukulele 5 weeks
6. Music Lessons - Ukulele 5 weeks

Year 6

1. Happy
2. Classroom Jazz 2
3. A New Year Carol
4. You've Got A Friend In Me
5. Music And Me
6. Songs for Production

Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
<i>Musical content</i>	• Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place	• Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place	• Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place	• Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place	• Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place	• Listen and Appraise • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Sing and revisit nursery rhymes and action songs • Play instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place

Year 1	Hey you!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind, Replay
Musical content	- Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. - As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.	- All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). - Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.	- Uses a song that was specially written for classroom use to teach children about different styles of music. - This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. - Each week you will listen and learn a different style of In The Groove. - Listen to a well-known song in that week's style.	- Uses the song Round And Round, a Bossa Nova Latin style. - The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	- Listen and Appraise the song Your Imagination Learn and build on the interrelated dimensions - Perform and share the song Your Imagination	- Listen and Appraise Classical music - Continue to embed the foundations of the interrelated dimensions of music using voices and instruments - Singing - Play instruments within the song - Improvisation using voices and instruments - Composition - Share and perform the learning that has taken place
Year 2	Hands, Feet and Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind, Replay
Musical content	- All the learning is focused around one song: Hands, Feet, Heart. - The material presents an integrated	- All the learning is focused around one song: Ho Ho Ho - a Christmas song. - You will Listen & Appraise	I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing	All the learning is focused around one Reggae song: Zootime. The material presents an integrated approach to	- Listen and appraise songs around the theme of friendship - Build on the interrelated	- Listen and Appraise Classical music - Continue to embed the foundations of the interrelated

	approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. - As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music .	other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.	and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.	music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	dimensions of music	dimensions of music using voices and instruments - Singing - Play instruments within the song - Improvisation using voices and instruments - Composition - Share and perform the learning that has taken place
Year 3	Glos Music Music Lessons - Peripatetic Teacher	Glos Music Music Lessons - Peripatetic Teacher	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song

Musical content	Recorder lessons	Recorder lessons	All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	- The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder. - Can start to use the scores provided in this unit. Having an understanding of the language of music is important.	- All the learning is focused around one song: Three Little Birds. - The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. - As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs	- This focuses on a song about kindness, respect, friendship, acceptance and happiness - Listen and appraise traditional tunes/folk songs. - Using instruments to accompany the vocals
Year 4	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Glos Music Music Lessons - Peripatetic Teacher	Glos Music Music Lessons - Peripatetic Teacher
Musical Content	- The learning is focused around timeless pop songs from the 70s group, ABBA - As well as learning to sing, play, improvise and	- This learning builds on the learning from Glockenspiel 1. - Start to use the scores provided in this unit. - Having an understanding of the language	- This unit builds on previous learning. All the learning is focused around one song: Stop! - a rap/song about bullying. - You will learn about the	- All the learning is focused around one gospel/soul song: Lean On Me. - The material presents an integrated approach to	Violin lessons	Violin lessons

	compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.	of music is important.	interrelated dimensions of music through games, singing and composing.	music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.		
Year 5	Livin' On A Prayer	Classroom Jazz I	Glos Music Music Lessons - Peripatetic Teacher	Glos Music Music Lessons - Peripatetic Teacher	Make you Feel My Love	The Fresh Prince of Bel-Air
Musical Content	All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other	- Song focus; Three Note Bossa and Five Note Swing - Listen and appraise - Playing instruments - Including improvisation	Violin Lessons	Violin Lessons	- All the learning is focused around one song: Make You Feel My Love. - The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. - As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.	- All the learning is focused around one song: The Fresh Prince Of Bel-Air. - The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

	<i>classic rock songs.</i>					
Year 6	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music And Me	Songs to support the Year 6 Production
Musical Content	- All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams - Listen and appraise songs around the theme of being happy	- This learning builds on previous learning. - All the learning is focused around two tunes and improvising: - Bacharach Anorak and Meet The Blues.	All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol.	All the learning in this unit is focused around one song: You've Got A Friend by Carole King	- This unit focuses on inspirational women working in music - Students will explore the concept of 'identity' - the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. - They will try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.	- Listen and Appraise Classical music - Continue to embed the foundations of the interrelated dimensions of music using voices and instruments - Singing - Play instruments within the song - Improvisation using voices and instruments - Composition - Share and perform the learning that has taken place

Progression of Knowledge, Skills and Understanding in the National Curriculum Curriculum

Listen and appraise

	Birth -3 years	3-4 years	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge		Recognize a range of noises, songs, rhymes	Recognise/ know a range of rhymes and songs	Know 5 songs off by heart	Know 5 songs off by heart	Know 5 songs from memory and who sang/wrote them	Know 5 songs from memory and who sang/wrote them	Know 5 songs from memory and who sang/wrote them, when they were written and if possible, why?	Know 5 songs from memory and who sang/wrote them, when they were written and if possible, why?
		Know which songs they like/dislike	Recognise/ know rhymes/songs and actions/ movements	Know what the songs are about	Know that some songs have a chorus or a response/answer part	Know the style of the 5 songs	Know the style of the 5 songs	Know the style of the 5 songs and to name other songs from the units in those styles	Know the style of the 5 songs and to name other songs from the units in those styles
			Know that music can create feelings and responses	Know and recognize the sound and names of some instruments	Know that songs have a musical style	Choose one song and be able to talk about; the lyrics, musical dimensions, identify the main sections of the song, name the instruments	Choose one song and be able to talk about; some of the style indicators, the lyrics, musical dimensions and where they are used (texture, dynamics,	Choose two or three other songs and be able to talk about; some of the style indicators, the lyrics, musical dimensions and where they are used (texture,	Choose three or four other songs and be able to talk about: the style indicators, the lyrics, musical dimensions (texture, dynamics, tempo, rhythm,

						they hear in the song	tempo, rhythm, pitch), identify the main sections of the song and name some of the instruments they heard in the song	dynamics, tempo, rhythm, pitch), identify the main sections of the song, name some of the instruments they heard in the song and the historical context of the songs - what else was going on at this time?	pitch and timbre), identify the structure of the songs, name some instruments used, the historical content - what else was going on at this time musically and historically, and know and talk about the fact we each have a musical identify
Skills		Listen with increased attention to sounds	Listen carefully to rhymes and songs, paying attention to how they sound		Enjoy moving to music by dancing, marching and being animals or popstars	Confidently identify and move to the pulse	Confidently identify and move to the pulse	Identify and move to the pulse with ease	Identify and move to the pulse with ease
		Respond to what they have heard, expressing their thoughts and feelings	Listen attentively, move to and talk about music, expressing their feelings and responses		Learn how songs can tell a story or describe an idea	Think about what the words of a song mean	Talk about the musical dimensions working together in the unit songs	Think about the message of songs	Think about the message of songs
						Take it in turns to discuss how the song makes them feel	Talk about the music and how it makes them feel	Compare 2 songs in the same style, talking about what stands out musically in each of them, their similarities and differences	Compare 2 songs in the same style, talking about what stands out musically in each of them, their similarities and differences

						<i>Listen carefully and respectfully to other peoples thoughts about the music</i>	<i>Listen carefully and respectfully to other peoples thoughts about the music</i>	<i>Listen carefully and respectfully to other peoples thoughts about the music</i>	<i>Listen carefully and respectfully to other peoples thoughts about the music</i>
							<i>When talking about the music, use musical words</i>	<i>When talking about the music, use musical words</i>	<i>Use musical words when talking about the songs</i>
								<i>Talk about the musical dimensions working together in the unit songs</i>	<i>Talk about the musical dimensions working together in the unit songs</i>
								<i>Talk about the music and how it makes you feel</i>	<i>Talk about the music and how it makes you feel using musical language to describe the music</i>

Progression of Knowledge, Skills and Understanding in the National

Singing/using your voice

	Birth -3 years	3-4 years	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Know/recognize some songs	Know a large repertoire of songs	Know a range of rhymes, poems and songs	Confidently sing or rap 5 songs from memory in unison	Confidently know and sing 5 songs from memory	Know that singing in a group can be called a choir	Know that singing in a group can be called a choir	Know and confidently sing 5 songs and their parts from memory and to sing them with a strong internal pulse	Know and confidently sing 5 songs and their parts from memory and to sing them with a strong internal pulse
	Know that some toys make sounds	Know some rhymes and recite by heart	Know that singing can be done in a group or on their own		Know that unison is everyone singing at the same time	Know that the leader/conductor is a person who the choir/group follow	Know that the leader/conductor is a person who the choir/group follow	Choose a song and be able to talk about; its main features, singing in unison, solo, lead vocal, backing vocals or rapping, know what the song is about and the meaning of the lyrics, know and explain the importance of warming up your voice	Know about the style of songs so you can represent the feeling and context to your audience

	Know that our voices can make different sounds	Know when to join in with songs, rhymes			Know that songs include other ways of using the voice e.g. rapping (spoken word)	Know that songs can make you feel different things; happy, sad, energetic	Know that songs can make you feel different things; happy, sad, energetic		Choose a song and be able to talk about; its main features, singing in unison, solo, lead vocal, backing vocals or rapping, know what the song is about and the meaning of lyrics, know and explain the importance of warming up your voice
		Know some words in songs and rhymes			Know that we need to warm up our voices	Singing as part of an ensemble/large group is fun, but that you must listen to each other	Singing as part of an ensemble/large group is fun, but that you must listen to each other		
		Know how to sing/say rhymes independently				Know why you must warm up your voice	Know that a solo singers makes a thinner texture than a large group		
		Know how to sing an entire song					Know why you must warm up your voice		
		Know the pitch and melodic							

		shape of a familiar song							
Skills	Enjoy singing, music and toys that make sounds	Sing a large repertoire of songs	Learn, rhymes, poems and songs	Learn about pitch (high and low)	Learn about voices singing notes of different pitches (high and low)	Sing in unison and in simple two-parts	Sing in unison and in simple two-parts	Sing in unison and to sing backing vocals	Sing in unison and to sing backing vocals
	Use intonation, pitch and changing volume when talking	Know some rhymes and recite by heart	Sing in a group or on their own, increasingly matching the pitch and following the melody	Learn that you can make different types of sounds with their voices and you can rap/say words in rhythm	Learn that you can make different types of sounds with their voices and you can rap/say words in rhythm	Demonstrate a good singing posture	Demonstrate a good singing posture	Enjoy exploring singing solo	Demonstrate a good singing posture
		Join in with songs and rhymes, copying sounds, rhymes, tunes and tempo		Learn to start and stop singing when following a leader	Learn to find a comfortable singing position	Learn to follow a leader when singing	Learn to follow a leader when singing	Listen to the group when singing	Follow a leader when singing
		Say some of the words in song and rhymes			Learn to start and stop singing when following a leader	Enjoy exploring singing solo	Enjoy exploring singing solo	Demonstrate a good singing posture	Experience rapping and solo singing
		Sing songs and say rhymes independently for example				Sing with an awareness of being in tune	Sing with an awareness of being in tune	Follow a leader with singing	Listen to each other and be aware of how you fit

		singing whilst playing							into the group
		Remember and sing entire songs				Have an awareness of the pulse internally when singing	Rejoin the song if lost	Experience rapping and solo singing	Sing with an awareness of being in tune
		Sing the pitch of a one sung by another person					Listen to the group when singing	Listen to each other and be aware of how you fit into the group	
		Sing the melodic shape of familiar songs						Sing with an awareness of being in tune	

Progression of Knowledge, Skills and Understanding in the National Curriculum

Playing instruments

	Birth -3 years	3-4 years	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge		Know that some objects/instruments make a noise why you hit, pluck, blow them	Know that instruments make noises and can be played in various ways	Learn the names of the notes they are playing in their instrumental from memory or when written down	Learn the names of the notes they are playing in their instrumental from memory or when written down	Know and be able to talk about the instruments used in class (e.g. glockenspiel/recorder)	Know and be able to talk about the instruments used in class (e.g. glockenspiel/recorder/xylophone)	Know and be able to talk about the different ways of writing music down - e.g. staff notation, symbols	Know and be able to talk about the different ways of writing music down - e.g. staff notation, symbols
				Learn the names of the instruments they play	Know the names of untuned percussion instruments played in class		Know and be able to talk about other instruments they might play or be played in a band or orchestra by their friends	Know and be able to talk about the notes C D E F G A B + C on the treble stave	Know and be able to talk about the notes C D E F G A B + C on the treble stave
								Know and be able to talk about other instruments they might play or be played in a band or orchestra by their friends	Know and be able to talk about instruments they might play or be played in a band or orchestra or

									by their friends
Skills		Play instruments with increasing control to express their feelings and ideas	Explore and engage in music making and dance	Treat instruments with care and respect	Treat instruments with care and respect	Treat instruments with care and respect	Treat instruments with care and respect	Play a musical instrument with the correct technique within the context of the unit song	Play a musical instrument with the correct technique within the context of the unit song
				Play a tuned instrumental part with the song they perform	Learn to play an instrumental part that matches their musical challenge (a one note part, a simple part, medium part)	Play any one, four or all of four differentiated arts on a tuned instrument - a one note, simple or medium part of the melody of the song from memory or using notation	Play any one, four or all of four differentiated arts on a tuned instrument - a one note, simple or medium part of the melody of the song from memory or using notation	Select and learn and instrument part that matches their musical challenge using one of the differentiated parts - a one note, simple or medium part or the melody of the song from memory or using notation	Select and learn and instrument part that matches their musical challenge using one of the differentiated parts - a one note, simple or medium part or the melody of the song from memory or using notation
				Learn to play an instrumental part that matches their musical challenge (a one note part, a simple part, medium part)	Play the part in time with the steady pulse	Rehearse and perform their part within the context of the unit song	Rehearse and perform their part within the context of the unit song	Rehearse and perform their part within the context of the unit song	Rehearse and perform their part within the context of the unit song
				Listen to and follow	Listen to and follow	Listen to and follow	Listen to and follow	Listen to and follow musical	Listen to and follow

				<i>musical instructions from a leader</i>	<i>musical instructions from a leader</i>	<i>musical instructions from a leader</i>	<i>musical instructions from a leader</i>	<i>instructions from a leader</i>	<i>musical instructions from a leader</i>
							<i>Experience leading the playing by making sure everyone plays in the playing section of the song</i>	<i>To lead a rehearsal session</i>	<i>To lead a rehearsal session</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Improvisation

	Birth -3 years	3-4 years	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge		<i>Know that they can make up songs or sing songs similar to ones they already know</i>		Know that improvisation is making up our own tunes on the spot	Know that improvisation is making up our own tunes on the spot	Know that improvisation is making up our own tunes on the spot	Know that improvisation is making up our own tunes on the spot	Know that improvisation is making up our own tunes on the spot	Know that improvisation is making up our own tunes on the spot
				Know that improvisation, is something never been hear before, that it is not written down and belongs to them	Know that improvisation, is something never been hear before, that it is not written down and belongs to them	Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them	Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them	Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them	Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
				Know that everyone can improvise!	Everyone can improvise and you can use one or two notes	Know that using one or two notes confidently is better than using five	Know that using one or two notes confidently is better than using five	Know that using one or two notes confidently is better than using five	Know that using one or two notes confidently is better than using five
						Know that if you	Know that if you improvise	Know that if you improvise	Know that if you improvise

						improvise using the notes you are given you cannot make a mistake	using the notes you are given you cannot make a mistake	using the notes you are given you cannot make a mistake	using the notes you are given you cannot make a mistake
							Know that you can use some of the riffs you have heard in the challenges in your improvisations	Know that you can use some of the riffs you have heard in the challenges in your improvisations	Know that you can use some of the riffs and licks you have heard in the challenges in your improvisations
								Know three well-known improvising composers	Know three well-known improvising composers
Skills		Create their own songs or improvise a song around one they know		Listen and clap back a rhythm	Listen and clap back	Improvise using instruments in the context of the song they are learning to perform	Improvise using instruments in the context of the song they are learning to perform	Improvise using instruments in the context of a song to be performed	Improvise using instruments in the context of a song to be performed
				Listen and clap own rhythm	Listen and clap own answer	Bronze Challenge (see Knowledge and Skills Y3)	Bronze Challenge (see Knowledge and Skills Y4)	Bronze Challenge (see Knowledge and Skills Y5)	Bronze Challenge (see Knowledge and Skills Y6)
				Using voices and instruments,	Using voices and instruments,	Silver challenge (see Knowledge	Silver challenge (see Knowledge and Skills Y4)	Silver challenge (see Knowledge and Skills Y5)	Silver challenge (see Knowledge and Skills Y6)

				<i>listen and sing back</i>	<i>listen and sing back</i>	<i>and Skills Y3)</i>			
				<i>Using voices and instruments, listen and play your own answer using one or two notes</i>	<i>Using voices and instruments, listen and play your own answer using one or two notes</i>	<i>Gold challenge (see Knowledge and Skills Y3)</i>	<i>Gold challenge (see Knowledge and Skills Y4)</i>	<i>Gold challenge (see Knowledge and Skills Y5)</i>	<i>Gold challenge (see Knowledge and Skills Y6)</i>
				<i>Improvise using one or two notes</i>	<i>Improvise using one or two notes</i>			<i>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D E G A + B (pentatonic scales/a five note pattern)</i>	<i>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D E G A + B (pentatonic scales/a five note pattern)</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Composition

	Birth -3 years	3-4 years	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge				Composing is like writing a story	Composing is like writing a story with music	Composition is music that is created by you and kept in some way. It's like writing a story. It can be performed again to your friends	Composition is music that is created by you and kept in some way. It's like writing a story. It can be performed again to your friends	Composition is music that is created by you and kept in some way. It's like writing a story. It can be performed again to your friends	Composition is music that is created by you and kept in some way. It's like writing a story. It can be performed again to your friends
				Everyone can compose	Everyone can compose	There are different ways of recording a composition (letter names, symbols, audio etc)	There are different ways of recording a composition (letter names, symbols, audio etc)	A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
								For notation: recognize the connection between sound and symbol	For notation: recognize the connection between sound and symbol
Skills				Help to create a simple melody using one,	Help create three simple melodies with the units using	Help create at least one simple melody using one, three or	Help create at least one simple melody using one, three or	Create simple melodies using up to five different notes and simple	Create simple melodies using up to five different notes and simple

				<i>two or three notes</i>	<i>one, three or five different notes</i>	<i>five different notes</i>	<i>five different notes</i>	<i>rhythms that work musically with the style of the unit song</i>	<i>rhythms that work musically with the style of the unit song</i>
				<i>Learn how notes can be written down and changed if necessary</i>	<i>Learn how notes can be written down and changed if necessary</i>	<i>Plan and create a section of music that can be performed within the context of the unit song</i>	<i>Plan and create a section of music that can be performed within the context of the unit song</i>	<i>Explain the keynote or home note and the structure of the melody</i>	<i>Explain the keynote or home note and the structure of the melody</i>
						<i>Talk about how it was created</i>	<i>Talk about how it was created</i>	<i>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</i>	<i>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</i>
						<i>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</i>	<i>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</i>	<i>Record the composition in an way appropriate that recognizes the connection between sound and symbol (e.g. graphic/pictorial notation)</i>	<i>Record the composition in an way appropriate that recognizes the connection between sound and symbol (e.g. graphic/pictorial notation)</i>
						<i>Record the composition in an way appropriate that recognizes the connection between sound and symbol (e.g.</i>	<i>Record the composition in an way appropriate that recognizes the connection between sound and symbol (e.g.</i>		

						graphic/pictorial notation)	graphic/pictorial notation)		
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Performance

	Birth -3 years	3-4 years	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge			A performance is sharing music.	A performance is sharing music with other people, called an audience	A performance is sharing music with other people, called an audience	Performing is sharing music with other people, an audience	Performing is sharing music with other people, an audience	Performing is sharing music with other people, an audience	Performing is sharing music with an audience with belief
					A performance can be for a special occasion and involve a class, a year group or a whole school	A performance doesn't have to be a drama! It can be to one person or to each other	A performance doesn't have to be a drama! It can be to one person or to each other	A performance doesn't have to be a drama! It can be to one person or to each other	A performance doesn't have to be a drama! It can be to one person or to each other
					An audience can include your parents and friends	You need to know and have planned everything that will be performed	You need to know and have planned everything that will be performed	Everything that will be performed must be planned and learned	Everything that will be performed must be planned and learned

						You must sing or rap words clearly and play with confidence	You must sing or rap words clearly and play with confidence	You must sing or rap words clearly and play with confidence	You must sing or rap words clearly and play with confidence
						A performance can be a special occasion and involve an audience including people you don't know	A performance can be a special occasion and involve an audience including people you don't know	A performance can be a special occasion and involve an audience including people you don't know	A performance can be a special occasion and involve an audience including people you don't know
						It is planned and different for each occasion	It is planned and different for each occasion	It is planned and different for each occasion	It is planned and different for each occasion
						A performance involves communicating feelings, thoughts and ideas about the song/music	A performance involves communicating feelings, thoughts and ideas about the song/music	A performance involves communicating feelings, thoughts and ideas about the song/music	A performance involves communicating feelings, thoughts and ideas about the song/music
Skills			Perform solo or in groups	Choose a song and perform it	Choose a song from the scheme and perform it	Choose what to perform and create a programme	Choose what to perform and create a programme	Choose what to perform and create a programme	Choose what to perform and create a programme
			Perform any of the nursery rhymes by singing and adding actions or dance.	Add own ideas to the performance	Add own ideas to the performance	Communicate the meaning of the words and clearly articulate them	Present a musical performance designed to capture the audience	Communicate the meaning of the words and clearly articulate them	Communicate the meaning of the words and clearly articulate them

			Perform any nursery rhymes or songs adding a simple instrumental part.	Record the performance and say how they were feelings about it	Record the performance and say how they were feelings about it	Talk about the best place to be when performing and how to stand or sit	Communicate the meaning of the words and clearly articulate them	Talk about the venue and how to use it to best effect	Talk about the venue and how to use it to best effect
			Record the performance to talk about			Record the performance and say how they were feeling, what they were pleased with, what they would change and why	Talk about the best place to be when performing and how to stand or sit	Record the performance and compare it to a previous performance	Record the performance and compare it to a previous performance
							Record the performance and say how they were feeling, what they were pleased with, what they would change and why	Discuss and talk musically about the performance - "What went well?" and "It would have been better if..."	Discuss and talk musically about the performance - "What went well?" and "It would have been better if..."

Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Vocabulary to be embedded across the units</i>	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics,	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

				rights, racism, equality.	timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
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The Interrelated Dimensions of Music (Dimensions)

- Pulse - the regular heartbeat of the music; its steady beat.
- Rhythm - long and short sounds or patterns that happen over the pulse.
- Pitch - high and low sounds.
- Tempo - the speed of the music; fast or slow or in-between.
- Dynamics - how loud or quiet the music is.
- Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture - layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation - the link between sound and symbol.

Knowledge Organisers

Knowledge organisers should be shared with the children at the beginning of each block of work.

In Music, the children will have one knowledge organiser per half term.

The children should take a copy of this home.

The children should have quizzes based on the information on their knowledge organisers on a regular basis and use this as a tool for learning.

Knowledge Organisers should show:

- Vocabulary*
- An overview of the learning journey*
- How learning may link to previous learning*

1 — Listening: Hey You!

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: Male vocal, bass guitar, drums, decks. Can you recognise any of these instruments in the other songs?



2 — Musical Activities

Find the pulse!

- March in time with the pulse
- Be an animal that finds the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing

- Rap and sing Hey You! in groups
- Have fun!

Playing instruments using one or two notes – C or C + G. Which part did you play?

Improvise using the notes C + G:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

3 — Perform & Share

A class performance of Hey You! – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?

Singing?



Rapping?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform



Knowledge Organiser – Hands, Feet, Heart – Year 2, Unit 1

1 – Listening: Hands, Feet, Heart

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.



2 – Musical Activities

Find the pulse!

- What animal can you be finding the pulse?

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing

- Sing Hands, Feet, Heart in groups
- Have fun!

Playing instruments using up to three notes

– G or G, A + C. *Which part did you play?*

Improvise using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

3 – Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?

Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



This unit is about South Africa and South African music

Words you need to know: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

Knowledge Organiser – Three Little Birds – Year 3, Unit 3

1 – Listen & Appraise: Three Little Birds (Reggae)

Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals.

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Themes: Reggae, happiness and animals.

Facts/info: Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

Listen to 5 other reggae songs:

- Jamming by Bob Marley
- Small People by Ziggy Marley
- 54-46 Was My Number by Toots and The Maytals
- Ram Goat Liver by Pluto Shervington
- Our Day Will Come by Amy Winehouse

Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Reggae music?
How do you know this is Reggae music?

Knowledge Organiser – Mamma Mia – Year 4, Unit 1

1 – Listen & Appraise: Mamma Mia (Pop)

Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

Find the pulse as you are listening.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – G + A.

Bronze: no notes | Silver: G, sometimes A |

Gold: G + A challenge.

Which challenge did you get to?

Singing in unison

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

Improvise using up to 3 notes – G, A + B.

Bronze: G | Silver: G, sometimes A | Gold: G, A + B challenge. *Which challenge did you get to?*

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: ABBA's music.

Facts/info: ABBA was a Swedish pop group formed in 1972.

Listen to 4 other ABBA songs/pieces:

- Mamma Mia
- Dancing Queen
- The Winner Takes It All
- Waterloo
- Super Trouper
- Thank You For The Music

Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

Knowledge Organiser – Livin' On A Prayer – Year 5, Unit 1

1 – Listen & Appraise: Livin' On A Prayer (Rock)

Structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.

Instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard.

Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B. challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G

Which part did you play?

Improvise using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: Rock anthems.

Facts/info:

- Livin' on a Prayer is a Rock song that was released in 1986.
- The words tell us about life in the 1980's.

Listen to 5 other rock songs:

- We Will Rock You by Queen
- Smoke On The Water by Deep Purple
- Rockin' All Over The World by Status Quo
- Johnny B. Goode by Chuck Berry
- I Saw Her Standing There by The Beatles

Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Rock music?

How do you know this is Rock music?

Knowledge Organiser – Happy – Year 6, Unit 1

1 – Listen & Appraise: Happy (Pop/Neo Soul)

What style indicators can you hear?

Describe the structure?

What instruments/voices can you hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Warm-up Games play and copy back using up to 3 notes – A, G + B.

Bronze: A | Silver: A + G | Gold: A, G + B challenge.

Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B.

Which part did you play?

Improvise using up to 3 notes – A, G + B.

Bronze: A | Silver: A + G | Gold: A, G + B challenge.

Which challenge did you get to?

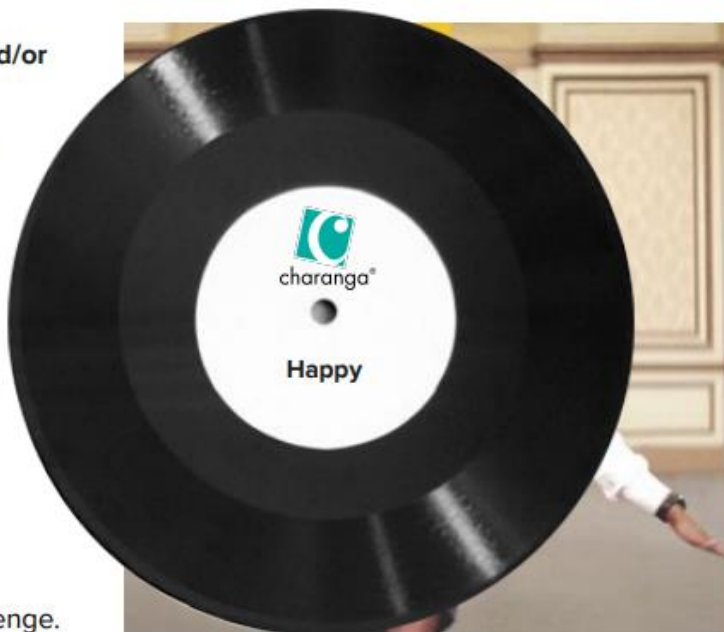
Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: Being Happy!

Facts/info:

- Happy is a song written, produced and performed by Pharrell Williams.
- Happy is a Pop song that has a Soul music sound and groove from the 1960s; very much like a Motown song.
- What else can you find out?

Listen to five other songs in different styles. What are their styles?:

- Top Of The World sung by The Carpenters
- Don't Worry, Be Happy sung by Bobby McFerrin
- Walking On Sunshine sung by Katrina And The Waves
- When You're Smiling sung by Frank Sinatra
- Love Will Save The Day sung by Brendan Reilly

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.

Reflection

What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?

Do you have any strong thoughts or feelings you would like to share about it?

Characteristics of Effective Music Teaching

What would I see in a unit of Music? What would I see in a Lesson?

<i>Recap at the beginning of the term to teach children how this unit links to their previous learning.</i>	<i>Elements of listen and appraise, sing, play, improvise, compose, perform in each lesson</i>	<i>Asking and answering musical questions</i>
<i>Use musical terminology/interrelated dimensions of music</i>	<i>5-minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</i>	<i>Development of knowledge, skills and understanding in line with the National Curriculum.</i>
	<i>Use the Charanga Music scheme</i>	