

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. 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. Chant to the Animals
3. Our World
4. Lulling Lullaby
5. Rhythm Adventure
6. Wellbeing Matters

Year 1

1. Learning to Listen
2. Exploring Rhythm Patterns
3. Music Inspired by the World Around Us
4. In The Groove
5. Your Imagination
6. Exploring Sounds

Year 2

1. Recognising Different Sounds
2. Ho Ho Ho
3. Around the World
4. Exploring Improvisation
5. Sound and Symbol 1
6. Sound and Symbol 2

Year 3

1. Music Lessons
2. Music Lessons
3. Music and Sound: Seasons for Change
4. Sound Exploration: Sounds of the Deep
5. Three Little Birds
6. Glockenspiel Stage 1

Year 4

1. Feelings Through Music
2. Mamma Mia!
3. Music Lessons
4. Music Lessons
5. FX Sound Effects
6. Stop!

Year 5

1. Freedom to Improvise
2. Fresh Prince of Bel Air
3. Decoding and Sound Notation
4. YuStudio Hip Hop Project
5. Music Lessons
6. Music Lessons

Year 6

1. Musical Styles Connect Us
2. YuStudio Grime Project
3. Music Reimagined
4. Classroom Jazz 2
5. Happy
6. Farewell Tour

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!	Chant to the Animals	Our World	Lilting Lullaby	Rhythm Adventure	Wellbeing Matters
Musical content	• 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	• Explore and learn chants that tell a story. • Embedding foundations of the interrelated dimensions of music • Know that a chant uses speaking voices musically. • 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	• Pitch match with accuracy when singing. • Feel the lilt of a 2-3 pattern of beats in music with five beats. • Embedding foundations of the interrelated dimensions of music • Share and perform the learning that has taken place	• Sing songs rhythmically. • Combine words to compose rhythms. • Embedding foundations of the interrelated dimensions of music • Share and perform the learning that has taken place	• Learn to explore and share emotions. • Follow a leader to play loudly and quietly. • Embedding foundations of the interrelated dimensions of music • Share and perform the learning that has taken place

Year 1	Learning to Listen	Exploring Rhythm Patterns	Music Inspired by the World Around Us	In the Groove	Your Imagination	Exploring Sounds
Musical content	- Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. - Move in time with a steady beat/pulse. - Understand and demonstrate the difference between pulse, rhythm and pitch. - Copy back simple long and short rhythms with clapping.	- Find patterns in music that happen again and again, and join in by clapping, singing, or playing. - Know repeated patterns are called <i>ostinatos</i>. - Make up my own beat patterns using long sounds, short sounds, and rests. - Read rhythms made from symbols or blobs, and I can write my own rhythms down too.	- Listen to music and tell you if it sounds happy, sad, or exciting, and what story it might be telling. - Dance, sing along, or make sounds that go with a song's words and tune. - Get ideas for making music from the world around me, like the sound of rain or a busy street. - Make music using my voice, my body (like clapping!), or the instruments in our classroom. - Share my music with other people. - Talk about how music makes me feel and describe the sounds that I hear.	- 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.	- Listen and Appraise the song Your Imagination - Learn and build on the interrelated dimensions - Perform and share the song Your Imagination	- Talk about any instruments they might hear and perhaps identify them. - Recognise some band and orchestral instruments - Understand the meaning of the song. - Follow the instructions of a leader or conductor

Year 2	Recognizing Different Sounds	Ho Ho Ho	Around the World	Exploring Improvisation	Sound and Symbol 1	Sound and Symbol 2
Musical content	- Understand the difference between creating a rhythm pattern and a pitch pattern. - Identify loud and quiet sounds as an introduction to understanding dynamics - Begin to understand the concept of there being different styles of music. - Sing with more pitching accuracy.	- All the learning is focused around one song: Ho Ho Ho - a Christmas song. - You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.	- Listen to songs from all over the world and talk about the sounds I hear, like if it's fast or slow or if the speed changes. - Know that tempo means speed. - Sing songs using high and low notes and the right beat. I can even add my own dance moves! - Name the different instruments I hear in a song. - Play simple tunes on instruments by following a pattern. - Make music with my friends by singing and playing together as a team. - Talk about how performing music makes me feel and what I like about a song.	- Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo). - Mark the beat of a listening piece (eg Bolero by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. - Listen for being 'in time' or 'out of time'. - Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat. - Understand that improvisation is about making up your own very	- Play short pieces using one, two and three notes. - Tell which note is the highest pitch, which is the lowest and which is in the middle. - Tell you how instruments make sound: a part of them has to vibrate. - Recognise the sound of a brass instrument, a percussion instrument, a string instrument and a woodwind instrument. - Know you can make sound by using a bow or plucking a violin's strings, buzzing your lips for a trumpet, blowing air in a recorder, or	- Make up my own music using our classroom instruments. - Write and play from dots, sticks and stave notation. - Write and play patterns using the Rhythm Grid tool/printouts. - Follow the music we have written using Music Notepad. - Demonstrate changes in dynamics, singing quietly and loudly, and follow instructions for getting louder (crescendo) or softer (decrescendo).

				simple tunes on the spot.	hitting a drum to make them all vibrate.	
Year 3	Glos Music Music Lessons - Peripatetic Teacher	Glos Music Music Lessons - Peripatetic Teacher	Sound and Music: Seasons for Change	Sound Exploration	Three Little Birds	Glockenspiel Stage 1
Musical content	Instrument lessons	Instrument lessons	- Listen carefully to different pieces of music and identify similarities, differences, and can describe the pieces in relation to timbre, tempo, structure and dynamics. - Know Vivaldi composed during the Baroque era. - Contribute ideas to my group's composition, creating a short melody or a repeating rhythm pattern, called an ostinato. - Help create a structure for our music by putting our ideas into different sections and help notate them on a graphic score. - Rehearse with my group,	- Listen to different pieces of music and confidently use musical vocabulary linked to pitch, tempo, dynamics, and timbre to describe what I hear. - Respond to music in different ways, such as by creating artwork or using movement to show changes in the sound. - Make my own music, like fanfares or sea shanties, using instruments, sounds, and my ideas related to	- 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	- 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.

			helping to improve our piece by adjusting the tempo and dynamics, and choosing instruments with the right timbre. Perform our composition confidently as part of an ensemble, using music and movement to communicate our theme to the audience.	melody and pitch. - Notice changes in the music, such as tempo and dynamics, and use my voice, body, or instruments to show them. - Perform a show using music, movement, and art to share a story or idea with my friends or audience.		
Year 4	Feelings Through Music	Mamma Mia	Glos Music Music Lessons - Peripatetic Teacher	Glos Music Music Lessons - Peripatetic Teacher	FX Sound Effects: Underwater Projects	Stop!
Musical Content	- Start learning about basic music theory: staves, lines and spaces, clefs, crotchets, minims, paired quavers - Play and sing in the time	The learning is focused around timeless pop songs from the 70s group, ABBA. As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.	Instrument lessons	Instrument lessons	- Choose and perform sound effects to enhance a video scene. - Record natural or digital sounds and layer them to create a	- 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 interrelated dimensions of music through games, singing and composing.

	signatures of 2/4, 3/4 and 4/4. - Identify: call and response, solo vocal or instrumental line and the rest of the ensemble, change in texture, articulation of certain words - Describe legato and staccato				dramatic effect. - Experiment with timing, volume, and texture to match actions on screen. - Collaborate with others to create a cohesive soundscape. - Evaluate my sound effects and make adjustments to improve mood and realism.	
Year 5	Freedom to Improvise	The Fresh Prince of Bel-Air	Decoding and Sound Notation	YuStudio Hip Hop Project	Glos Music Music Lessons - Peripatetic Teacher	Glos Music Music Lessons - Peripatetic Teacher
Musical Content	Understand some formal, written notation which includes semibreves, triplets and dotted crotchets, recognising	- 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.	- Listen carefully to different pieces of music and identify their key features, purpose, and emotional impact. - Read and play notated	- Program a foundational drum beat using kicks, snares, and hi-hats. - Compose a chord sequence, original melodies	Instrument Lessons	Instrument Lessons

	their position on a staff. • Explain what a bridge passage is and identify its position within a song. • Play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of one octave. • Improvise using a wider range of dynamics, including pianissimo, mezzo piano, mezzo forte and fortissimo.		melodies accurately using classroom instruments. • Explore musical contrasts such as dynamics, tempo changes, and note articulation. • Compare pieces of music, discussing similarities and differences in style and structure. • Work collaboratively to perform melodies and instrumental parts with control and expression.	and basslines that fit a chosen key using virtual instruments and the piano roll. • Import audio samples and apply sound effects, such as risers, EQ, and delay, to enhance my track. • Arrange my composition by looping, duplicating, and removing sections. • Mix my track by adjusting the volume of each element to create a clear and balanced final sound. • Take creative control over music.		
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Year 6	Musical Styles Connect Us	YuStudio Grime Project	Music Reimagined	Classroom Jazz 2	Happy	Farewell Tour
Musical Content	- Recognise and explore a range of musical styles and traditions and discuss their style indicators, referring to the musical elements. - Recognise the difference between major and minor tonalities, primary chords and intervals within a major scale. - Discuss how a song connects to the world and its relevant culture. - Play with accuracy as part of an ensemble, keeping a steady beat.	- Arrange and mix compositions in a Grime style using YuStudio - Have complete creative control and make musical decisions - Create drum beats, melodies and basslines with note guidance, which will prepare them for further exploration in composition and production - Build chords and melodies based on a chosen musical key and scale - Use articulation (staccato/legato/pizzicato) - Use different instruments in YuStudio - Use sound effects eg EQ and delay	- Listen to different pieces of music and discuss how they represent a theme like climate change. - Use digital software (YuStudio) to arrange musical loops and samples to begin creating a composition. - Add own ideas to a musical piece by selecting sounds, recording audio, and changing the pitch and dynamics. - Experiment with and apply special effects (FX) to enhance and complete my digital soundscape. - Complete, save, and share the finished digital music composition with others.	- 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 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	- Talk about the emotions I feel when I listen to a piece of music and pinpoint specific elements within the music that heightened the emotion - Understand the importance of a musical introduction/cod a (outro) and the information it offers. - Compose a ternary form piece, showing variation between my A and B sections, and discuss how these contrast.

Progression of Knowledge, Skills and Understanding in the National 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 they hear in the song	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, tempo, rhythm, pitch), identify the main sections of the song and name some of	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, dynamics, tempo, rhythm, pitch), identify the main sections of the song, name	Choose three or four other songs and be able to talk about: the style indicators, the lyrics, musical dimensions (texture, dynamics, tempo, rhythm, pitch and timbre), identify the structure of the songs, name some

							the instruments they heard in the song	some of the instruments they heard in the song and the historical context of the songs - what else was going on at this time?	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 identity
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
						Listen carefully and respectfully to other peoples thoughts about the music	Listen carefully and respectfully to other peoples thoughts about the music	Listen carefully and respectfully to other peoples thoughts about the music	Listen carefully and respectfully to other peoples thoughts about the music

							When talking about the music, use musical words	When talking about the music, use musical words	Use musical words when talking about the songs
								Talk about the musical dimensions working together in the unit songs	Talk about the musical dimensions working together in the unit songs
								Talk about the music and how it makes you feel	Talk about the music and how it makes you feel using musical language to describe the music

Progression of Knowledge, Skills and Understanding in the National Curriculum

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	Know about the style of songs so you can represent the feeling and context to your audience

								importance of warming up your voice	
	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 singing whilst playing				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 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		Know that they can make up songs or sing songs similar to ones they already know		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>		

						<i>graphic/pictorial notation)</i>	<i>graphic/pictorial notation)</i>		
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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	A performance can be a	A performance can be a	A performance can be a

						special occasion and involve an audience including people you don't know	special occasion and involve an audience including people you don't know	special occasion and involve an audience including people you don't know	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 ideas, 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	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

			<i>part.</i>						
			<i>Record the performance to talk about</i>			<i>Record the performance and say how they were feeling, what they were pleased with, what they would change and why</i>	<i>Talk about the best place to be when performing and how to stand or sit</i>	<i>Record the performance and compare it to a previous performance</i>	<i>Record the performance and compare it to a previous performance</i>
							<i>Record the performance and say how they were feeling, what they were pleased with, what they would change and why</i>	<i>Discuss and talk musically about the performance - "What went well?" and "It would have been better if..."</i>	<i>Discuss and talk musically about the performance - "What went well?" and "It would have been better if..."</i>

Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary to be embedded across the units	Pulse Pitch Rhythm Melody Voice Untuned percussion Tempo Dynamics Chorus Verse Blues Baroque Latin Bhangra Folk Funk Improvise Compose Perform Instrumental Tempo Dynamics	Tempo Rhythm Pitch Pulse Rap Audience Improvise Posture Articulation Harmony Timbre Texture Structure Note Glockenspiel Notation Beater Dynamics Forte (loud) Piano (quiet)	Baroque Notation Ostinato Timbre Dynamics Tempo Texture Melody Reggae Hook Riff Chorus Verse Structure Pulse	Staff Clef Crotchet Minim Quaver Paired quaver Lyrics Compose Improvise Layering Sound effects (FX) Digital media Solo Synthesizers Unison Grime	Time signature Bridge passage Pentatonic Blues scale Old School Hip Hop Structure Texture Rap Notation Dynamics Style Chord sequence Arranging Samples	Minim Crotchet Quaver Semiquaver Rest Bar Tempo Octave Structure Compose Orchestra Contrast Vivaldi Blues Jazz Dimensions of music Ostinato Motown Style indicators Syncopation Ternary form (ABA) Accompaniments

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 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:

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

Knowledge Organiser - Year 1 Unit 4

Musical Spotlight: Learning to Listen

Social Question: How Does Music Help Us to Understand Our Neighbours?

Name:

Class:

Understanding Music	Improvise Together	Listen and Respond
Let's find and keep a steady beat.	Keep a steady beat when improvising.	Listen carefully and copy back the actions.
Play or clap simple rhythmic patterns using long and short sounds.	Clap four-beat rhythms, creating long and short sounds.	Respond to the questions, thinking about the music.
Respond to different high and low pitches. 	Improvise using one, two or three notes, using F, G and A.  F G A  How many notes did you improvise with?	Enjoy some 'Did You Know?' facts about the song. 

SONG 1 Days Of The Week Style: Jazz: Swing	SONG 2 Name Song Style: Pop	SONG 3 Cuckoo Style: Waltz	SONG 4 Upside Down Style: Pop	SONG 5 Hush Little Baby Style: Lullaby	SONG 6 Who Took The Cookie? Style: Pop
Vocal Sing a melody that has long and short rhythms, and high and low sounds. Instrumental Which part did you play?  Part 1: F, G, A Part 2: F, G Improvise/Compose Which notes or symbols did you improvise and/or compose with?	Vocal Sing a melody that travels up and down (ascending and descending) in tiny steps. Instrumental Which part did you play?  Part 1: C, D, E Part 2: C, D Improvise/Compose Which notes or symbols did you improvise and/or compose with?	Vocal Sing clearly and rhythmically with the Waltz backing track. Did you hear a cuckoo sound in the melody? Instrumental Which part did you play?  Part 1: C, D, E Part 2: C, D Improvise/Compose Which notes or symbols did you improvise and/or compose with?	Vocal Sing clearly and rhythmically with the Pop backing track. What did the lyrics mean to you? What was your favourite line in the song? Did you think of some actions to go with the song? What were they? Compose Which notes or symbols did you compose with?	Vocal Sing gently and quietly with the Lullaby backing track. Did you stand nicely when performing the song? What did the words mean to you?	Vocal Sing clearly and rhythmically with the Pop backing track. Did you call out the names of the different animal characters? Perform Which songs did you perform? Which was your favourite?



1 – Listening: Ho Ho Ho (A fun song about Christmas)

Find the pulse as you are listening to the music: Move to the music and feel the groove.

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.



2 – Musical Activities

Find the pulse!

- You can march and find the pulse
- You can be rapper and find the pulse

Clapping Rhythms

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

Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

Playing instruments using up to three notes – G or G, A and B. *Which part did you play?*

Singing: Rap and sing Ho Ho Ho. Have fun!

Improvise using words

3 – Perform & Share

A class performance. 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?



Dancing?



Playing?



Listening?



This unit is about Christmas and having fun!

Words you need to know: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo

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 - Unit 4 Year 4



Musical Spotlight: Feelings Through Music

Social Question: How Does Music Teach Us About Our Community?

Name:

Class:

Understanding Music

Tempo:	Andante — at a walking pace (97bpm)
Time signature:	2/4 — there are two crotchet beats in a bar
Key signature:	G major — there is one sharp in the key signature (F#)
Rhythmic patterns using:	Minims, dotted crotchets, crotchets, quavers and semiquavers

Improvise Together

Time signature:	4/4
Key signature:	C major
Notes:	C, D, E, G, A (C pentatonic)

SONG 1

Let Your Spirit Fly

Style: Contemporary R&B

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no flats or sharps in the key signature



Circle the part you played:

Part 1: C, D, E, F, G, A

Part 2: C, D, E, F, G

(Recorder): C, D, G, A, B

Part 3: C, D, E, F, G

(Recorder): G, A

Part 4: C

(Recorder): G, A

Circle the notes you improvised with:

C, D, E, F, G

Circle the notes you composed with:

C, D, E, F, G, A, B

SONG 2

Frère Jacques

Style: Jazz

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

Part 1: C, D, E, F, G, A

Part 2: C, D, E, F, G

(Recorder): C, A, G

Part 3: C, D, E, F, G

(Recorder): C, G

Part 4: C

(Recorder): G

SONG 3

The Other Side Of The Moon

Style: Rock

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: B minor — there are two sharps in the key signature

Then alternating between B major (three sharps) and G# minor (five sharps)



Discuss together what this song was about. Write down three words about the song:

1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)

Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending

Instruments/sounds you can hear: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.

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 – D, E + F.

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

Which challenge did you get to?

Singing/rapping 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 – D, G + A.

Which part did you play?

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

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

Which challenge did you get to?

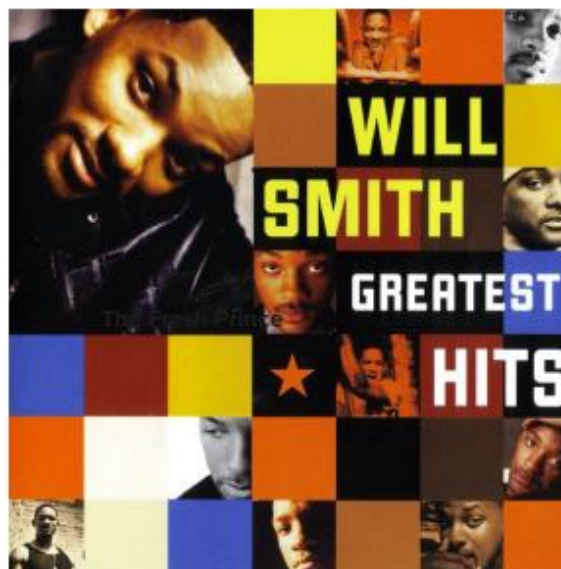
Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

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: Old-school Hip Hop.

Facts/info:

The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones.

Listen to 5 other hip hop songs:

- Me Myself and I by De La Soul
- Ready or Not by Fugees
- Rapper's Delight by The Sugarhill Gang
- U Can't Touch This by MC Hammer
- It's Like That by Run DMC

Vocabulary: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

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 Hip Hop?

How do you know this is Hip Hop?

Are there other hip hop artists do you know or like listening to? Any young female rappers?

Musical Spotlight: Farewell Tour

Social Question: How Does Music Connect Us with the Environment?

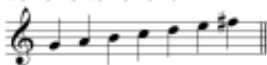
Name:

Class:

Understanding Music

Tempo:	Adagio — at a slow speed (66bpm)
Time signature:	2/4 — there are two crotchet beats in a bar
Key signature:	C major — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, crotchets, quavers and semiquavers

Improvise Together

Time signature:	5/4
Key signature:	G major
Notes:	G, A, B, C, D, E, F# 

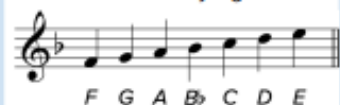
SONG 1

Heal The Earth

Style: Reggae

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: F major — there is one flat in the key signature



Circle the part you played:

Part 1: F, G, A, Bb, C, D

Part 2: F, G, A, Bb, C, D

(Recorder): F, G, A, Bb, C

Part 3: F, G, A, Bb, C, D

(Recorder): F, G, A, Bb, C

Part 4: F

Circle the notes you improvised with:

F, G, A, C, D

Circle the notes you composed with:

F, G, A, Bb, C, D, E

SONG 2

Let's Go Surfin'

Style: Pop

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — There are no sharps or flats in the key signature



Discuss together what this song was about. Write down three words about the song:

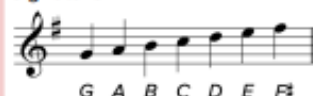
SONG 3

So Amazing

Style: Soul

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: G major — There is one sharp in the key signature



Discuss together what this song was about. Write down three words about the song:

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 schemes</i>	