

# Music

Use model music curriculum alongside this document, for details and suggestions about which music to use.						
•Singing • Listening • Composing • Performing/Instrumental Performance or musicianship in KS1						
KS1			LKS2		UKS2	
	Autumn 1 How could we represent people who live in a castle? Autumn 2 Nativity Performance to an audience		How did singing lift spirits in wartime?  How could we use different materials to create different sounds? STOMP  <a href="https://www.beatgoeson.co.uk/wp-content/uploads/2017/08/Junk-Percussion-Guide-Beat-Goes-On-download.pdf">https://www.beatgoeson.co.uk/wp-content/uploads/2017/08/Junk-Percussion-Guide-Beat-Goes-On-download.pdf</a>		Learn a brass instrument. How did singing lift the spirits of slaves?	
C O N F L I C T	Children learn how to:	Children perform by:	Children learn how to :	Children perform by :	Children learn how to :	Children perform :
	Autumn 1 Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.  Understand the difference between creating a rhythm pattern and a pitch pattern.  Autumn 2 To sing simple songs with increasing vocal control.  Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)	Creating musical sound effects and short sequences of sounds in response to stimuli, e.g. the king, the jester, a knight in battle.  Combining effects to make a story, choosing and playing classroom instruments.  Inventing, retaining and recalling rhythm and pitch patterns and performing these for others, taking turns.  Autumn 2 Performing songs with increasing control and volume to an audience.  Taking part in singing, accurately following the melody.  Following instructions on how and when to sing or play an instrument.  Making and controlling long and short sounds, using voice and instruments.	Autumn 1  Develop an understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.  Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.  Autumn 2  Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.  Become more skilled in improvising (using untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.	Autumn 1  Singing from memory with accurate pitch.  Singing in tune.  Maintaining a simple part within a group.  Pronouncing words within a song clearly.  Showing control of voice.  Autumn 2  Use sound to create abstract effects.  Create repeated patterns with a range of instruments.  Create accompaniments for tunes.  Choose, order, combine and control sounds to create an effect.	Learn a brass instrument Introduce and understand the differences between minims, crotchets, paired quavers and rests.  Read and perform pitch notation within a defined range (e.g. C–G/do–so).  Develop facility in the basic skills of a selected musical instrument over a sustained learning period.  Spirit of the slaves  Develop knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.  Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	Learn a brass instrument Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.  Play from memory with confidence.  Perform solos or as part of an ensemble.  Play expressively and in tune.  Perform with skillful playing.  Spirit of the slaves  Sing or play from memory with confidence.  Perform solos or as part of an ensemble.  Sing or play expressively and in tune.  Hold a part within a round.  Sing a harmony part confidently and accurately.
	How can music make stories come to life? Which songs remind us of the weather?		Learn to play the recorder. Can we use music to represent extreme weather?		Learn a brass instrument. How might musicians use music to highlight issues of climate change?	
	Children learn how to :	Children Perform :	Children learn how to :	Children perform:	Children learn how to :	Children perform:
P L A N E T E A R T H	Spring 1  Make different sounds (long and short, loud and quiet, high and low).  Sequence sounds to create an overall effect.  Record short, musical patterns on paper.  Spring 2  Identify the beat of a tune.  Recognise changes in timbre, dynamics and pitch.	Spring 1  Short, rhythmic phrases to represent parts of the story to an audience  Spring 2  Create a mixture of different sounds (long and short, loud and quiet, high and low).  Choose sounds to create an effect.  Sequence sounds to create an overall effect.  Create short, musical patterns.  Create short, rhythmic phrases.	Spring 1  Develop facility in playing tuned percussion or a melodic instrument such as recorder.  Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.  Introduce and understand the differences between crotchets and paired quavers.  Spring 2  Appreciate that music is created through a number of techniques.  Begin to make compositional decisions about the overall structure of improvisations.	Spring 1 Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets)  By playing notes on an instrument with care so that they are clear.  With control and awareness of others.  Spring 2  Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  Evaluate music using musical vocabulary to identify areas of likes and dislikes.  Understand layers of sounds and discuss their effect on mood and feelings.	Learn a brass instrument Introduce and understand the differences between minims, crotchets, paired quavers and rests.  Read and perform pitch notation within a defined range (e.g. C–G/do–so).  Develop facility in the basic skills of a selected musical instrument over a sustained learning period.  Climate change  Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, cultural context.  Describe how lyrics often reflect the cultural context of music and have social meaning.	Learn a brass instrument Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.  Play from memory with confidence.  Perform solos or as part of an ensemble.  Play expressively and in tune.  Perform with skillful playing.  Climate change  Creating rhythmic patterns with an awareness of timbre and duration.  Combining a variety of musical devices, including melody, rhythm and chords.  Thoughtfully selecting elements for a piece in order to gain a defined effect.

Music

				<div>Compose and perform melodic songs.</div> <div>Use sound to create abstract effects.</div> <div>Create repeated patterns with a range of instruments.</div>		
	How is percussion used in traditional British music? e.g. Morris/ Country dancing. How does Music make us feel?		How do musicals tell a story? Perform at Summer show		How do musicals represent emotions? Learn a brass instrument Leavers performance	
	Children learn how to :	Children Perform :	Children learn how to :	Children perform:	Children learn how to :	Children perform:
B R I T A I N	<div>Summer 1</div> <div>Show shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</div> <div>Identify the beat of a tune.</div> <div>Recognise changes in timbre, dynamics and pitch.</div> <div>Summer 2</div>	<div>Summer 1</div> <div>Short rhythmic phrases with percussion along to the beat of a tune.</div> <div>By creating a sequence of long and short sounds.</div> <div>By clapping rhythms.</div> <div>By creating a mixture of different sounds (long and short, loud and quiet, high and low).</div> <div>Summer 2</div>	<div>Summer 1</div> <div>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</div> <div>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</div> <div>Summer 2</div> <div>Sing from memory with accurate pitch.</div> <div>Perform with control and awareness of others.</div> <div>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so</div> <div>Perform actions confidently and in time to a range of action songs.</div> <div>Perform as a choir to parents.</div>	<div>Summer 1</div> <div>By understanding layers of sounds and discussing their effect on mood and feelings.</div> <div>Summer 2</div> <div>Sing from memory with accurate pitch.</div> <div>Sing in tune.</div> <div>Maintain a simple part within a group.</div> <div>Pronounce words within a song clearly.</div> <div>Show control of voice.</div>	<div>How do musicals represent emotions?</div> <div>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: lyrics and melody, sense of occasion, expressiveness.</div> <div>Learn a brass instrument</div> <div>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</div> <div>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</div> <div>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</div> <div>Leavers performance</div> <div>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</div>	<div>How do musicals represent emotions?</div> <div>By evaluating songs and the emotions they represent. What effects do they use?</div> <div>Learn a brass instrument</div> <div>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</div> <div>Play from memory with confidence.</div> <div>Perform solos or as part of an ensemble.</div> <div>Play expressively and in tune.</div> <div>Perform with skillful playing.</div> <div>Leavers performance</div> <div>Sing from memory with confidence.</div> <div>Perform solos or as part of an ensemble.</div> <div>Sing expressively and in tune.</div> <div>Perform with controlled breathing (voice).</div>
	Autumn 1-How would you represent Mr Men using music? AUtumn 2 - Christmas Performance.		Autumn 1 How would fishermen tell the story of Dunwich through song?  Autumn 2 - How are stories told through music in other cultures?		Autumn 1- Learn a brass instrument. Autumn 2- Which singers or bands changed music in the UK? (Independent study of a singer/band and their influence.)	
	Children learn how to :	Children Perform by:	Children know how to :	Children perform by :	Children learn to :	Children perform:
H U M A N K I N D	<div>Autumn 1</div> <div>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</div> <div>Following pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</div> <div>Autumn 2</div> <div>Knowing the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions</div>	<div>Autumn 1</div> <div>Create a sequence of long and short sounds.</div> <div>Clap rhythms.</div> <div>Create a mixture of different sounds (long and short, loud and quiet, high and low).</div> <div>Choose sounds to create an effect.</div> <div>Sequence sounds to create an overall effect.</div> <div>Create short, musical patterns.</div> <div>Create short, rhythmic phrases.</div> <div>Autumn 2</div> <div>Take part in singing, accurately following the melody.</div> <div>Follow instructions on how and when to sing or play an instrument.</div> <div>Make and control long and short sounds, using voice and instruments.</div>	<div>Autumn 1</div> <div>Continue to sing a broad range of unison songs with the range of an octave (do–do)(e.g. One More Day–a traditional sea shanty) pitching the voice accurately and</div> <div>following directions for getting louder (crescendo) and quieter (decrescendo).</div> <div>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</div> <div>Autumn 1 and 2</div> <div>Developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to.</div>	<div>Autumn 1</div> <div>Singing from memory with accurate pitch.</div> <div>Singing in tune.</div> <div>Maintain a simple part within a group.</div> <div>Pronouncing words within a song clearly.</div> <div>Autumn 2</div> <div>Using the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</div> <div>Evaluating music using musical vocabulary to identify areas of likes and dislikes.</div> <div>Understanding layers of sounds and discussing their effect on mood and feelings.</div>	<div>Brass</div> <div>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</div> <div>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</div> <div>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</div> <div>Singers and bands</div> <div>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</div>	<div>Brass</div> <div>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</div> <div>Singers and bands</div> <div>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, cultural context.</div> <div>Describe how lyrics often reflect the cultural context of music and have social meaning.</div>

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	How does Disney use classical music to create emotion? How do we sing in rounds?		How do films use music to portray emotion? Learn an instrument: Recorder.		Learn a brass instrument. How do we sing in more than one part?	
	Children learn how to :	Children perform by :	Children learn how to :	Children perform :	Children learn how to :	Children perform by:
I N V E N T I O N S	Spring 1  Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	Spring 1  Identifying the beat of a tune.  Understand that the speed of the beat can change, creating a faster or slower pace  Recognising changes in timbre, dynamics and pitch and how these affect the mood of the music.	Spring 1  Develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	Spring 1  Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  Evaluate music using musical vocabulary to identify areas of likes and dislikes.	Learn a brass instrument  Introduce and understand the differences between minims, crotchets, paired quavers and rests.  Read and perform pitch notation within a defined range (e.g. C–G/do–so).  Develop facility in the basic skills of a selected musical instrument over a sustained learning period.	Learn a brass instrument Playing and performing melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform with controlled breathing (voice) and skillful playing (instrument).  Singing or playing from memory with confidence.
	Spring 2  Sing songs regularly with a pitch range of do-so with increasing vocal control.	Spring 2  Take part in singing, accurately following the melody.	Spring 2  Develop facility in playing tuned percussion or a melodic instrument such as recorder.	Spring 2  Understand layers of sounds and discuss their effect on mood and feelings.	Singing in more than one part	Performing solos or as part of an ensemble.
	Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.	Follow instructions on how and when to sing or play an instrument.	Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.	Spring 2  Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.	Playing expressively and in tune.
	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)	Make and control long and short sounds, using voice and instruments.  Imitate changes in pitch.	Introduce and understand the differences between crotchets and paired quavers.	Play notes on an instrument with care so that they are clear.  Perform with control and awareness of others.	Sing three-part rounds, partner songs, and songs with a verse and a chorus.  Perform a range of songs in school assemblies and in school performance opportunities.	Singing in more than one part  Singing from memory with confidence.  Performing solos or as part of an ensemble.  Singing expressively and in tune.  Holding a part within a round.  Singing a harmony part confidently and accurately.
	How can you perform music without tuned instruments? Are all National Anthems the same?		How did the Anglo-Saxons use music in warfare?  Summer performance.		Learn a brass instrument. Can you make music with technology? Leavers performance.	
	Children learn how to :	Children perform:	Children learn how to :	Children perform:	Children learn how to :	Children perform:
	Summer 1 Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.  Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.	Summer 1  Create a sequence of long and short sounds.  Clap rhythms.  Create a mixture of different sounds (long and short, loud and quiet, high and low).  Choose sounds to create an effect.	Summer 1  Developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to.	Summer 1  Evaluate music using musical vocabulary to identify areas of likes and dislikes.  Understand layers of sounds and discuss their effect on mood and feelings.	Summer term  Can you make music with technology?  Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).	Summer term  Can you make music with technology?  Create rhythmic patterns with an awareness of timbre and duration.
	Summer 2 Develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	Sequence sounds to create an overall effect.  Create short, musical patterns.  Create short, rhythmic phrases.	Summer 2  Sing from memory with accurate pitch.	Summer 2  Sing from memory with accurate pitch.	Learn a brass instrument  Introduce and understand the differences between minims, crotchets, paired quavers and rests.	Combine a variety of musical devices, including melody, rhythm and chords.
			Perform with control and awareness of others.	Sing in tune.	Read and perform pitch notation within a defined range (e.g. C–G/do–so).	Thoughtfully select elements for a piece in order to gain a defined effect.
			Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so	Maintain a simple part within a group.	Develop facility in the basic skills of a selected musical instrument over a sustained learning period.	Use digital technologies to compose, edit and refine pieces of music.
C I V I L I S A T I O N S			Perform actions confidently and in time to a range of action songs.	Pronounce words within a song clearly.		Learn a brass instrument
		Summer 2	Perform as a choir to parents..	Show control of voice.		Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.
		Recognise changes in timbre, dynamics and pitch.				Play from memory with confidence.
		Evaluate music using musical vocabulary to identify areas of likes and dislikes.			Leavers performance	Perform solos or as part of an ensemble.
					Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.	Play expressively and in tune.
						Perform with skillful playing.
						Leavers performance
						Sing from memory with confidence.
						Perform solos or as part of an ensemble.
						Sing expressively and in tune.

# Music

						Perform with controlled breathing (voice).
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