**National Curriculum:**

Music is a universal language that embodies one of the highest forms of creativity. A highquality music education 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.

**Aims**

The national curriculum for music aims to ensure that all pupils:

* perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
* learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
* understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**EYFS**

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**Expressive Arts and Design**

**ELG:**

Creating with Materials Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

- Share their creations, explaining the process they have used;

- Make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;

- Sing a range of well-known nursery rhymes and songs;

- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

**Key stage 1**

**Pupils should be taught:**

* use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

**Pupils should be taught:**

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.

**Cycle A, Spring 1**

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| **EYFS and Year 1** | **Lesson 1: Pulse and rhythm: My favourite things** | **Lesson 2: Pulse and rhythm: You’ve got a friend** | **Lesson 3: Pulse and rhythm: Dance, dance, dance** | **Lesson 4: Pulse and rhythm: My favourite things** | **Lesson 5: Pulse and rhythm: Practise makes perfect** |
| Musical stories | Flash back:  Is this tempo fast / slow?  Is this pitch high / low?  Is this dynamic loud or quiet? | Flash back:  How does this piece of music make you feel (Play a sad/happy/excitable piece) | Flash back:  Can you clap back the same rhythm? | Flash back:  Can you hit a drum in time with the class? | Flash back:  Can you use your body to make a sound?  Can you repeat my body percussion rhythm?  Can you make your own up? |
| I will be able to use my voice and hands to make music. | I will be able to clap and play in time to the music. | I will be able to play simple rhythms on an instrument. | I will be able to listen to and repeat short rhythmic patterns. | I will be able to understand the difference between pulse and rhythm. |
| Key Questions:  How many sounds are in your name?  What is meant by the pulse? | Key Questions:  How many sounds are in your name?  What is meant by the pulse? | Key Questions:  How many sounds are in your name?  How does the song make you feel?  Can you hear any drums or clicks? | Key observation:  Check the children’s understanding of the difference between pulse and rhythm. | Key Questions:  Are you clapping the rhythm or the pulse?  Challenge  them with a call and response game, using simple phrases with different rhythms for them to copy. Nursery rhymes or well known songs work well here, e.g. ‘Twinkle, twinkle little star’, ‘Three blind mice’ or ‘Hickory, dickory, dock’. |
| Key Vocabulary:  pulse  rhythm | Key Vocabulary:  pulse  rhythm | Key Vocabulary:  pulse  rhythm | Key Vocabulary:  pulse  rhythm | Key Vocabulary:  pulse  rhythm |

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| **Year 2 and Year 3** | **Lesson 1: Telling stories through music** | **Lesson 2: Creating a soundscape** | **Lesson 3: Story sound effects** | **Lesson 4: Adding rhythm** | **Lesson 5: Musical countain** |
| Creating compositions for an animation | Flash back:  What is it called when we clap the pattern of our name? (Rhythm.)  What is it called when we play a steady beat? (Pulse.) | Flash back:  What is it called when we use many different pitches in a row? (Melody.) | Flash back:  What is it called when we change the volume? (Dynamics.)  What is it called when we change the sound? (Timbre.) | Flash back:  Can you clap a rhythm back in 4 / 4  Can you clap a rhythm back in 3 /4  Can the class clap both at the same time | Flash back:  As last week, but children to conduct.  Think about rhythm / tempo / dynamics etc… |
| I will be able to tell a story from a piece of music through movement | I will be able to create a soundscape using percussion instruments | I will be able to create a range of sounds to accompany a story | I will be able to compose and perform a rhythm to accompany a story | I will be able to compose and notate a short melody to accompany a story |
| Key Questions:  What does the music make you think of?  How does the music make you feel?  Do you like the music?Why/Why not?  What instruments/dynamics/layers can you hear?  What could the story be about? | Key Questions:  What sounds can you hear?  Where might you be?  What do we call this type of music? (Soundscape – like a landscape but with sounds rather than sight.) | Key Questions:  What sort of sounds/music will we need to show what is happening in the film?  How can we improve our work | Key Questions:  What sort of sounds/music will we need to show what is happening in the film?  How can we improve our work? | Key Questions:  What sort of sounds/music will we need to show what is happening in the film?  How can we improve our work?  How can you play in time with your group? |
| Key Vocabulary:  Influence  Listen  Dynamics  Timbre  Pitch | Key Vocabulary:  Influence  Listen  Dynamics  Timbre  Pitch  Repeated rhythm  Pattern  Notation  Ensemble  Compose | Key Vocabulary:  Influence  Listen  Dynamics  Timbre  Pitch  Repeated rhythm  Pattern  Notation  Ensemble  Compose | Key Vocabulary:  Influence  Listen  Dynamics  Timbre  Pitch  Repeated rhythm  Pattern  Notation  Ensemble  Compose | Key Vocabulary:  Influence  Listen  Dynamics  Timbre  Pitch  Repeated rhythm  Pattern  Notation  Ensemble  Compose |

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| **Year 4, Year 5 & Year 6** | **Lesson 1: History of the Blues** | **Lesson 2: Playing a chord** | **Lesson 3: The 12-bar Blues** | **Lesson 4: Blues scale** | **Lesson 5: Improvisation and the Blues** |
| Blues | Flash back:  What does the word improvisation mean? | Flash back:  How many note values can you name?  Can you describe what each means? | Flash back:  How many rest values can you name? Can you describe what they mean? | Flash back:  Can you clap a rhythm back in 4 / 4  Can you clap a rhythm back in 3 /4  Can the class clap both at the same time | Flash back:  As last week, but children to conduct.  Think about rhythm / tempo / dynamics etc… |
| I will know the key features of Blues music | I will be able to play the first line of the 12-bar Blues | I will be able to play the 12-bar Blues | I will be able to play the 12-bar Blues | I will be able to improvise with notes from the Blues scale |
| Key Questions:  What do we mean by feeling blue?  Where and why did blues music start? (In America, by black African slaves singing to help them with their work and to pass the time)  What can make people feel blue?  What other words could we use instead of sad? | Key Questions:  What is a chord? (Two or more notes played at the same time)  What is the 12-bar blues? (Twelve bars of three chords,  played in a specific order each chord being played four times) | Key Questions:  What is blues music?  What is a chord?  What are the notes in the 12-bar blues?  When might someone ‘sing the blues’? | Key Questions:  What is the 12-bar blues?  What is the blues scale? (A set of notes that is used to play along with the 12-bar Blues) | Key Questions:  What is improvising? (Making it up as you go along)  What is the blues scale? (A series of specific notes) |
| Key vocabulary:  Blues | Key vocabulary:  Chord  Blues  12-bar Blues  Bar | Key vocabulary:  Chord  Blues  12-bar Blues  Bar | Key vocabulary:  Chord  Blues  12-bar Blues  Bar  Scale  Blues scale  Bent notes  Ascending scale  Descending scale | Key vocabulary:  Chord  Blues  12-bar Blues  Bar  Scale  Blues scale  Bent notes  Ascending scale  Descending scale  Improvisation |