**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** | **Week 1** | **Lesson 1: Moving to music** | **Lesson 2: Using instruments to represent character** | **Lesson 3: Storytelling with actions** | **Lesson 4: Using instruments to represent actions** | **Lesson 5: Musical story composition** |
| Musical stories |  | Flash back:  What is Diwali the festival of? | Flash back:  Can you name some traditional Jewish musical instruments? | 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? |
|  | I will be able to listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story.  I will be able to move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.  I will be able to talk about how a piece of music makes you feel | I will be able to listen to the classical piece and narrated story of “Peter and the Wolf” by Sergei Prokofiev and recall the characters from the story.  I will be able to understand that music and instruments can be used to convey moods or represent characters.  I will be able to talk about how a piece of music makes you feel. | I will be able to use actions to retell a story to music  I will be able to sing and perform a group song | I will be able to learn how instruments can represent a certain mood, character or action  I will be able to experiment with the sounds of different instruments | I will be able to create a musical story based upon a familiar routine  I will be able ot use instruments to represent moods or actions  I will be able to play an instrument as part of a group story |
|  | Key Question:  Was the tempo fast or slow?  Was the pitch high or low?  Was the dynamic loud or quiet?  Do you like the song? How does it make you feel? | Key Questions:  Do you like the piece of music? How does it make you feel?  Do you think the music matches the characters? | Key observations:  Do the children join in with the actions and try to sing the lyrics?  Are they able to move in time to the music, responding appropriately to changes in tempo?  Are children able to sing along to the song, changing volume when necessary?  Are any of the children able to recall the story behind the song? | Key observations:  Do the children join in with the actions and try to sing the lyrics?  Are they able to move in time to the music, responding appropriately to changes in tempo?  Are children able to sing along to the song, changing volume when necessary?  Are any of the children able to recall the story behind the song? | Key observations:  Are the children able to suggest ideas for the morning routine and sequence them correctly?  Can they work together to use and test out the instruments?  Are the children able to make suggestions about which sounds might suit certain parts of the story?  Can they suggest how the instruments might need to be played?  Are the children able to use correct musical vocabulary: pitch, tempo, dynamic etc.? |
|  | Key Vocabulary:  Classical music  Pitch  High  Low  Tempo  Fast  Slow  Dynamic  Loud  Quiet  Musical story  Lyrics  Melody | Key Vocabulary:  Classical music  Sergei Prokofiev  Peter and the Wolf  Character  Instrument  Pitch  Quiet  Musical story  High  Low  Tempo  Fast  Slow  Dynamic  Loud | Key Vocabulary:  Character  Song  Lyrics  Tempo  Fast  Slow  Dynamic  Loud  Quiet  Musical story | Key Vocabulary:  Character  Instrument  Pitch  High  Low  Tempo  Fast  Slow  Dynamic  Loud  Quiet  Musical story  Percussion  Names of percussion instruments | Key Vocabulary:  Compose  Instrument  Pitch  High  Low  Tempo  Fast  Slow  Dynamic  Loud  Quiet  Musical story  Percussion  Names of percussion and other instruments |

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| **Year 2 and Year 3** | **Lesson 1: Once a man fell in a well** | **Lesson 2: Dynamics and timbre** | **Lesson 3: Melody** | **Lesson 4: My own melody** | **Lesson 5: Group composition** | **Lesson 6:** |
| Orchestral instruments | Flash back:  Can you name three instruments that would be in the same instrument family? | Flash back:  What does the word tempo mean?  What doe the word pitch mean? | Flash back:  What are dynamics? | Flash back:  Can you explain what call and response is in music? | Flash back:  Listen to this piece of film music (have a piece ready) and analyse what is happening with the music. | Finish the composition from last week and perform. |
| I will be able to sing and play an instrument at the same time. | I will be able to choose and play appropriate dynamics and timbres for a piece of music. | I will be able to use musical notation to play melodies. | I will be able to use letter notation to write my own melody. | I will be able to use timbre and dynamics in musical composition. |
| Key Question:  What is it called when we clap the pattern of our name? (Rhythm.)  What is it called when we play a steady beat? (Pulse.) | Key Question:  How did each rhythm change? (It got louder/quieter.)  What is it called when we change the volume? (Dynamics.) | Key Question:  What is it called when we use many different pitches in a row? (Melody.) | Key Question:  Did you get each other’s tune right?  Did you play in time? | Key Question:  What is different about my voice?  What is it called when we change the volume? (Dynamics.)  What is it called when we change the sound? (Timbre.)  What was the best bit?  What would you do differently next time? |
| Key Vocabulary:  pulse  rhythm | Key Vocabulary:  beat  dynamics  timbre | Key Vocabulary:  melody  notation | Key Vocabulary:  pulse  rhythm  beat  dynamics  timbre  melody  notation | Key Vocabulary:  pulse  rhythm  beat  dynamics  timbre  melody  notation | Key Vocabulary:  pulse  rhythm  beat  dynamics  timbre  melody  notation |

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| **Year 4, Year 5 & Year 6** | **Lesson 1**  **Here comes the Egyptians** | **Lesson 2**  **The White Cliffs of Dover** | **Lesson 3**  **Pitch up** | **Lesson 4**  **Harmonise** | **Lesson 5**  **Let’s notate** | **Lesson 6** |
| Composition notation – Egypt | Flash back:  How many different notes values do you know?  Name the following: | Flash back:  What was your favourite piece of music you listened to last year? Explain why.  What do the following symbols mean? | Flash back:  How many different musical instruments can you name in 2 minutes? What does improvisation mean? | Flash back:  What does 114bpm mean? | Flash back:  Can you tap a rhythm in 3/4 time?  Can you tap a rhythm in 4/4 time? | I will be able to use hieroglyphs and stave notation to write a piece of music  Finish the composition from last week and perform |
| I will be able to sing with accuracy, fluency, control, and expression | I will be able to explore and use different forms of notation | I will be able to understand note length | I will be able to read simple pitch notation | I will be able to use hieroglyphs and stave notation to write a piece of music |
| Consider:  Whether everyone was in time and in tune.  Whether you could hear all the words.  Whether everyone looked like they were enjoying themselves. | Key Questions:  How easy is it to follow someone else’s graphic notation? Why? | Consider:  Was everyone playing or singing at the same tempo, with no rushing ahead or lagging behind?  Could all the parts be heard, or were some too loud or too quiet? | Key Questions:  Can anyone read music already?  What happens to the pitch when the notes move up?  Do the notes go on the lines, or in the spaces? (Both)  What notes do we use in ‘Gift of the Nile’? | Key Questions:  What do you think this music is for?  What makes it appropriate for a funeral? (Slow tempo, sad melody, minor key.)  What instruments can you hear?  How does the music make you feel? |
| Key vocabulary:  Features  Notation  Repeating  Unison | Key vocabulary:  Composition  Notation  Structure  Repetition | Key vocabulary:  Composition  Melody  Notation  Tempo | Key vocabulary:  Composition  Melody  Notation  Tempo | Key vocabulary:  Compose  Ensemble  Notation  Melody  Minor key  Tempo | Key vocabulary:  Compose  Ensemble  Notation  Melody  Minor key |