**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, Autumn Term 2**

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| **EYFS and Year 1** | **Lesson 1**  **Diwali Music** | **Lesson 2**  **Hanukkah Music** | **Lesson 3**  **Kwanzaa Music** | **Lesson 4**  **Traditional Christmas Music** | **Lesson 5**  **Christmas Action Songs** |
| Celebration Music | Flash back:  Is this rhythm fast or slow… | Flash back:  Is this pitch high or low… | Flash back:  Can you clap back the same rhythm? | Flash back:  Can you name some of the percussion instruments? | Flash back:  Can you use your body to make a sound? |
| I will learn about music from another culture, particularly when related to the festival of Diwali  I will be able to respond to music with movement | I will learn about music from another culture, particularly when related to the festival of Hanukkah.  I will be able to say the names of some traditional Jewish musical instruments.  I will be able to play and move to traditional Jewish Hanukkah music. | I will learn about music from another culture, particularly when related to the festival of Kwanzaa  I will be able to take part in a traditional call and response song  I will be able to find classroom objects to use as drums and play in response to African music | I will learn about traditional Christmas music  I will be able to take part in a group song involving singing, voice sounds and playing instruments  I will be able to sing and move to a Christmas song | I will be able to suggest appropriate actions to match song lyrics  I will be able to sing and move to Christmas songs |
| Key questions:  What is Diwali the festival of?  Did they like the music?  Is it different from the music they normally listen to? Why? | Key observations:  Match any of the sounds correctly with the instruments?  Repeat the names of the traditional Jewish instruments and use them as they talk?  Play the tambourine or cymbals in time to the song, while joining in with the lyrics?  Do some of the basic steps to the Hora without music? | Key observations:  Can the children join in with the body percussion call and response?  Can they copy and repeat a simple rhythm?  Are they able to join in with the Toom-Bah-Ee-Lero? Can they listen and respond to the lyrics?  Are they able to use their imaginations and creativity to find classroom objects to use as drums? | Key observations:  Can the children make voice sound suggestions to represent the reindeer hooves?  Are the children able to join in with Jingle Bells?  Can they sing and/or play their instruments while keeping in time with the rest of the group?  Are the children able to join in with the lyrics and actions for ‘We Wish You a Merry Christmas’? | Key observations:  Can the children suggest appropriate actions to match the lyrics for ‘When Santa got Stuck up the Chimney?’  Are the children able to join in with the lyrics and actions for ‘When Santa got Stuck up the Chimney’ and ‘The Reindeer Cokey’?  Can the children name any of their favourite Christmas songs? |
| Key Vocabulary:  Diwali  Celebration  Music  Dance  Traditional | Key Vocabulary:  Hanukkah  Celebration  Music  Dance  Traditional  Hora  Kinnor  Harp  Flute  Jewish  Drum  Cymbals  Tambourine  Shofar | Key Vocabulary:  Kwanzaa  Africa  African music  Tradition  Culture  Celebration  Call  Response  Drum  Rhythm  Beat  Instrument | Key Vocabulary:  Christmas  Christian  Tradition  Culture  Celebration  Sleigh bells  Actions  Voice sounds  Body percussion | Key Vocabulary:  Christmas  Christian  Tradition  Culture  Celebration  Actions  Action songs |

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| **Year 2 and Year 3** | **Lesson 1**  **The Three Bears** | **Lesson 2**  **The Snow Queen** | **Lesson 3**  **Red Riding Hood** | **Lesson 4**  **Jack and the Beanstalk** | **Lesson 5**  **Super Storytellers** |
| Orchestral instruments | Flash back:  What is the difference between pulse and rhythm? | Flash back:  What is tempo?  What is pitch? | Flash back:  Can you repeat back this rhythm… | Flash back:  Can you explain what call and response is in music? | Flash back:  What are dynamics?  How can they alter a piece of music? |
| I will be able to listen to and analyse an orchestral version of a traditional story | I will be able to listen to and analyse a film musical version of a traditional story | I will be able to select appropriate sounds to match events, characters and feelings in a story | I will be able to write a play script and select appropriate musical sounds to accompany it | I will be able to perform a story script with accompanying music |
| Key questions:  Can you name three instruments that would be in the same instrument family?  How can we tell what different instruments sound like? | Key questions:  What is happening in the film.  What is happening with the music.  What instruments they think are being played and which flashcards might represent those instruments. | Key questions:  What is tempo (speed)?  What are dynamics (volume)?  What is timbre (quality of sound)? | Key questions:  What might that character sound like?  How would they be feeling at that point in the story?  What do we call speed in music? (Tempo.)  What do we call volume? (Dynamics.)  What do we call the type or quality of sound? (Timbre.) | Key questions: |
| Orchestra  Instruments  Strings  Woodwind  Brass  Percussion | Orchestra  Instruments  Strings  Woodwind  Brass  Percussion  Vocals  Sound effect | Timbre  Dynamics  Tempo | Timbre  Dynamics  Tempo | Timbre  Dynamics  Tempo  Vocals |

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| **Year 4, Year 5 & Year 6** | **Lesson 1**  **Singing for victory** | **Lesson 2**  **The White Cliffs of Dover** | **Lesson 3**  **Pitch up** | **Lesson 4**  **Harmonise** | **Lesson 5**  **Let’s notate** |
| **Songs of WWII (Yr6)** | 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 musical vocabulary to identify features of different eras of music  I will be able to use fact and opinion to compare songs | I will be able to improve accuracy in pitch and control, singing with expression and dynamics | I will be able to identify pitches within an octave when singing | I will use my knowledge of pitch to develop confidence when singing in parts | I will be able to notate a melody using pitches up to an octave |
| Key questions:  What is the purpose of the songs?  Who is the song sending a message to?  What tempo and performance techniques does each song use? (Is it fast or slow/ how is it played?) | Key question:  Can you hear when the melody gets higher or lower?  What do the lyrics mean to you?  Are there any differences in the phrases as we go through the song?  How do you think people would have felt on hearing this song? | Key questions:  How does the pitch between LA and SO sound different to the pitches of SO and MI?  (SO and MI has a bigger jump between them, and LA and SO are next-door notes)  Does the *Activity: Graphic score: The White Cliffs of Dover* suggest any performance techniques for singing the song – perhaps singing it smoothly, or by accentuating the words?  What happened to our voices when the pitch went higher?  Are there any jumps in the pitch? Are there any steps in the pitch? | Key Questions:  How does the counter-melody complement the melody?  How do you feel when you are singing the counter-melody?  What can you think of to help you sing the counter-melody, while the melody is being played? | Key Questions:  Which notes use jumps and which notes use steps?  What are the challenges of following the counter-melody line  What happens to our voices when the notes on the score go higher or lower?  What parts of the performance worked well?  What things could have been improved?  What new learning can you recall from this WWII unit? |
| Key Vocabulary:  Vera Lynn  Hope  Sentimental  Morale - through music  Military band instruments  Contrast | Pitch  Control  Notation  Minim  Semibreve  Crochet  Quaver  Rest  Time signature  Key | Graphic score / notated score:  Pitch – higher/lower  Do Re Mi Fa So La Ti | Counter  melody  Melody  Harmony  Phrasing | Melody  Pitch  Solfa  Counter-melody |