

	Music Curriculum Phase 1 - Year A					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Expressive Arts and Design 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. <u>Expressive Arts and Design</u> <u>ELG: Being Imaginative and Expressive</u> 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.						
EYFS Curriculum Content	Voices (SOLFA): Engine engine, number 9 (chant) 5 little froggies (chant) Look lamb look (so mi) Magic fingers (so mi) Harry hare (la so mi) Classroom Instruments: Listen, march then clap to Liberty Bell (Sousa) - Use percussion instruments to play pulse for SOLFA songs.	Voices: HELLO (action chant) Hey beetle (so mi do) Squirrel (mi re do) Dreaming (so mi re do) Rocky Mountain (do pentatonic) Jingle Bells A little bit of Xmas pud (action song) Classroom Instruments: As Autumn 1 and... Use of wrist bells, jingle bells and tambourines to accompany Jingle Bells (pulse) Echoes – classroom instruments – copy the teacher rhythms. (Initially clap then use instruments.) 'twas the night before Christmas' – adding sound effects to the /poem story.	Voices: (SOLFA) What shall we do when the baby cries? (do pentatonic) Susie Snail (do pentatonic) Lil Liza Jane (do pentatonic) A Goblin Lives in Our House (la pentatonic) Classroom Instruments: Accompanying chants with the beat: Charlie is beating the drum. Two fat sausages frying in a pan. Chop, chop choppity chop Echoes – classroom instruments – copy the teacher rhythms.	Voices: Mary had a little lamb My bonnie lies over the ocean (action song). Tony Chestnut (action song) Classroom Instruments: As Spring 1 and... Using chime bars to accompany the above songs, playing on the beat. Each child having a single note (root of chord) playing in groups as directed by teacher. 'On the Ning Nang Nong' – adding sound effects to the poem.	Voices: Our Paddles Land of the Silver Birch Old McDonald The Wheels on the Bus Classroom Instruments: Use of ukuleles with open Am7 tuning to accompany Our Paddles and Land of the Silver Birch. Single open string tunes including 'My Dog's Got Fleas'. Percussion instruments used to accompany above songs either maintaining beat or playing rhythmic phrases from the songs.	Voices: Recap on all songs covered throughout terms 1 to 5. Perform to an audience. Classroom Instruments: 'The Three Billy Goats Gruff' – adding sound effects to the story. Recap on all work covered on classroom percussion instruments, chime bars and ukuleles. Perform to an audience.
WCET Focus	Djembe (Untuned Percussion)	Djembe (Untuned Percussion)	Glockenspiels (Tuned Percussion)	Glockenspiels (Tuned Percussion)	Ukuleles	Ukuleles
Coverage of MMC purple objectives through WCET. MMC green	Using their voices					
	HELLO, this is how we say hello Voices Foundation: Hello. How are you? Bungalow	Voices Foundation: Have you brought your whispering voice? Sing for pleasure: Boom Chicka Boom	Voice links: I'm a train Bounce High, Bounce Low	Trad. England: An acre of land Trad. Bangladesh: Mo Match (Song of the Bees)	Singing Sherlock: Dr Knickerbocker Our Paddles Land of the Silver Birch	Dragon Dance Kookaburra

<i>objectives to be covered by listed scheme content.</i>	Trad. Ghana: Kye Kye Kule	Bance: Copy Kitten				
	• Speak and chant together • Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) • Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment • Co-ordinate actions to go with a song • Sing in time to a steady beat • Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing • Sing call and response songs <i>(All singing objectives also covered through WCET.)</i>					
	Using classroom instruments					
	• Play instruments by shaking, scraping, rattling, tapping etc • Play in time to a steady beat/pulse, using instruments or body sounds. • Play loudly, quietly, fast, slow • Imitate copycat rhythms and patterns on an instrument • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song • Play with help the rhythmic pattern of a spoken sentence, e.g. ‘Hungry caterpillar’ • Follow simple hand signals indicating: loud/quiet and start/stop	• Play instruments by shaking, scraping, rattling, tapping etc • Play in time to a steady beat/pulse, using instruments or body sounds. • Play loudly, quietly, fast, slow • Imitate copycat rhythms and patterns on an instrument • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song • Play with help the rhythmic pattern of a spoken sentence, e.g. ‘Hungry caterpillar’ • Follow simple hand signals indicating: loud/quiet and start/stop	• Play instruments by shaking, scraping, rattling, tapping etc • Play in time to a steady beat/pulse, using instruments or body sounds. • Play loudly, quietly, fast, slow • Imitate copycat rhythms and patterns on an instrument • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song • Follow simple hand signals indicating: loud/quiet and start/stop			
	• Djembe – origin – technique for playing instruments – bass/tone/slap. • Begin to describe the timbre of the instruments. • Begin to explore Pulse, Rhythm and Dynamics. • True to the djembe tradition, learn their rhythms aurally developing musicianship. • Echo rhythms and ‘Don’t play this one back’ (4/4 time signature). • Exploring structure – echo, call and response. Use above in one part before extending up to two parts – Humpty Dumpty	• Use of breaks to introduce new sections. • Introducing non-standard/graphic notation for playing/recording pieces and own compositions. • Play and compose using rhythmic phrases, spoken at the same time as playing the rhythm pattern, firstly on body percussion before transferring to the dlembe drums. • Compose to accompany a story, using djembe drums to add sound effects. • Improvise, taking turns around the circle, using chants from nursery rhymes to construct rhythms – bass, tone, slap. • Peer performance of compositions in school assembly.	• Introduction to glockenspiels as a member of the tuned percussion family. • Show class a xylophone and discuss differences. • Listening – Evelyn Glennie – discuss how she ‘hears’ the music through vibrations. • Explain that the length and thickness of the bars relates to their pitch. • Compare layout with that of a piano keyboard (virtual keyboard on IWB). • Consider playing the instrument – setting up and using correct posture and technique with beater. • Charanga Glockenspiel Stage 1 (steps 1 – 3) – notes CDE. • Notation to be letter based (non-standard) at this stage.	• Extend to playing F. • Tunes to build up to using CDEF Stage 1 (steps 4 – 5). • Use of glockenspiels to create melodic/rhythmic ostinato for ‘An Acre of Land’. • Children to compose using CDEF. Poetry focus to provide rhythms. • Compose to accompany a story, using glockenspiels to add sound effects. • Glockenspiel compositions to be performed in whole school assembly.	• Introduce the ukulele as an instrument – how to hold and play. • Look at construction naming neck, body, head, strings, bridge, frets. • Learn ‘Our Paddles’ and ‘Land of the Silver Birch’ using open strings as an Am7 chord. • Lessons 4 – 10 Ukulele Rocks – tunes using open strings of the ukulele. • Lessons 11 – 12 Ukulele Rocks – tunes based on walking up the frets of an individual string.	• Introduce C chord with lessons 13-14 Kookaburra and Row, row, row your boat. Use a rhythmic ostinato to accompany singing. • Learn ‘Roar’ by Katy Perry, using C and open Am7 chords. • Learn Frere Jacques using F chord (lesson 15). • Learn two chord songs: Cockles and Mussels, Yellow Submarine and Clementine. • Compose own songs in groups based on Kookaburra structure (one chord song). Use of non-standard notation to record. - Extension: Clementine structure (two chord song). Children to draw on elements of improvisation in their compositions. • End of year performance with Samba /glockenspiels/ukuleles.
	Listening					
	Western Classical Tradition and Film	Western Classical Tradition and Film	Musical Traditions	Popular Music Art Pop Wild Man Kate Bush	Popular Music	

	Rondo alla Turca Mozart Classical	Mars from The Planets Holst 20th Century	Indonesia Gamelan Baris Gong Kebyar of Peliatan (MMC Y2)		Blues- Runaway Blues Ma Rainey	
	- Listen to a wide range of musical styles and traditions - Listen to music and move in time to its steady beat - Listen to music and respond to a change in beat - Recognise and respond through movement /dance to the different musical characteristics and moods of music - Recognise the sounds of the percussion instruments used in the classroom and identify and name them <i>(All listening objectives also covered through WCET.)</i>					
	Musicianship – (Objectives to be covered through WECT focus and full year of curriculum teaching.)					
	- Begin to describe and respond to music (louder/quieter, faster/slower, higher/lower) - Begin to articulate how changes in speed, pitch and dynamics affect the mood - See also singing, playing and performing with beat, pulse and rhythm					
	Improvise – (Objectives to be covered through WECT focus and full year of curriculum teaching.)					
	- With different sounds made by the voice and hands (timbre) - Long and short sounds (duration) - Loud and quiet sounds (dynamics) - Fast and slow sounds (tempo) - Rhythmic patterns - Simple vocal chants - Question and answer phrases.	- With different sounds made by the voice and hands (timbre) - High and low sounds (pitch) - Long and short sounds (duration) - Loud and quiet sounds (dynamics) - Fast and slow sounds (tempo) - Pitch shapes (moving up and down) and rhythmic patterns - Simple vocal chants - Question and answer phrases.	- With different sounds made by the voice and hands (timbre) - High and low sounds (pitch) - Long and short sounds (duration) - Loud and quiet sounds (dynamics) - Fast and slow sounds (tempo) - Pitch shapes (moving up and down) and rhythmic patterns - Simple vocal chants - Question and answer phrases.			
	Compose - (Objectives to be covered through WECT focus and full year of curriculum teaching.)					
	- Add suggested sound effects to a story. - Choose musical sound effects to follow a story line or match a picture. - Use graphics/symbols to portray the sounds they have made. - Sequence these symbols to make a simple structure (score). - Invent, retain and recall rhythm and pitch patterns. - Compose their own sequence of sounds or pattern without help and perform them. - Use technology, if available to capture, change and combine sounds.	- Add suggested sound effects to a story. - Choose musical sound effects to follow a story line or match a picture. - Use graphics/symbols to portray the sounds they have made. - Sequence these symbols to make a simple structure (score). - Invent, retain and recall rhythm and pitch patterns. - Compose their own sequence of sounds or pattern without help and perform them. - Use technology, if available to capture, change and combine sounds.	- Add suggested sound effects to a story. - Choose musical sound effects to follow a story line or match a picture. - Use graphics/symbols to portray the sounds they have made. - Sequence these symbols to make a simple structure (score). - Invent, retain and recall rhythm and pitch patterns. - Compose their own sequence of sounds or pattern without help and perform them. - Use technology, if available to capture, change and combine sounds.	- Use graphics/symbols to portray the sounds they have made. - Sequence these symbols to make a simple structure (score). - Invent, retain and recall rhythm and pitch patterns. - Compose their own sequence of sounds or pattern without help and perform them. - Use technology, if available to capture, change and combine sounds.		

	Music Curriculum Phase 1 - Year B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WCET Focus	Samba (Untuned Percussion)	Samba (Untuned Percussion)	Glockenspiels (Tuned Percussion)	Glockenspiels (Tuned Percussion)	Ukuleles	Ukuleles
EYFS	Expressive Arts and Design 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. <u>Expressive Arts and Design</u> <u>ELG: Being Imaginative and Expressive</u> 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.					
EYFS Curriculum Content	Voices (SOLFA): Engine engine, number 9 (chant) 5 little froggies (chant) Look lamb look (so mi) Magic fingers (so mi) Harry hare (la so mi) Classroom Instruments: Listen, march then clap to Liberty Bell (Sousa) - Use percussion instruments to play pulse for SOLFA songs.	Voices: HELLO (action chant) Hey beetle (so mi do) Squirrel (mi re do) Dreaming (so mi re do) Rocky Mountain (do pentatonic) Jingle Bells A little bit of Xmas pud (action song) Classroom Instruments: As Autumn 1 and... Use of wrist bells, jingle bells and tambourines to accompany Jingle Bells (pulse) Echoes – classroom instruments – copy the teacher rhythms. (Initially clap then use instruments.) ‘twas the night before Christmas’ – adding sound effects to the /poem story.	Voices: (SOLFA) What shall we do when the baby cries? (do pentatonic) Susie Snail (do pentatonic) Lil Liza Jane (do pentatonic) A Goblin Lives in Our House (la pentatonic) Classroom Instruments: Accompanying chants with the beat: Charlie is beating the drum. Two fat sausages frying in a pan. Chop, chop choppy chop Echoes – classroom instruments – copy the teacher rhythms.	Voices: Mary had a little lamb My bonnie lies over the ocean (action song). Tony Chestnut (action song) Classroom Instruments: As Spring 1 and... Using chime bars to accompany the above songs, playing on the beat. Each child having a single note (root of chord) playing in groups as directed by teacher. ‘On the Ning Nang Nong’ – adding sound effects to the poem.	Voices: Our Paddles Land of the Silver Birch Old McDonald The Wheels on the Bus Classroom Instruments: Use of ukuleles with open Am7 tuning to accompany Our Paddles and Land of the Silver Birch. Single open string tunes including ‘My Dog’s Got Fleas’. Percussion instruments used to accompany above songs either maintaining beat or playing rhythmic phrases from the songs.	Voices: Recap on all songs covered throughout terms 1 to 5. Perform to an audience. Classroom Instruments: ‘The Three Billy Goats Gruff’ – adding sound effects to the story. Recap on all work covered on classroom percussion instruments, chime bars and ukuleles. Perform to an audience.
Coverage of MMC purple objectives	Using their voices					
	HELLO, this is how we say hello	Voicelinks: Fireworks	Trad. Bangladesh: Charti Kula beng (Four Fat Frogs)	Trad. Rain, Rain Go Away	Roar Frere Jacques	

<i>through WCET.</i> <i>MMC green objectives to be covered by listed scheme content.</i> <i>Curriculum content listed in black.</i>	Trad. Oats and Beans and Barley Grow Trad. Australia: I Got Kicked by a Kangaroo	Trad. Star Light, Star Bright, First Star I See Tonight Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird)	Trad. Searching for Lambs	Young Voiceworks: Ebeneezer Sneezer	Cockles and Mussels Yellow Submarine Clementine The Wellerman
	● Sing a variety of songs with more accuracy of pitch ● Sing words clearly and breathing at the end of phrases ● Convey the mood or meaning of the song ● Sing with a sense of control of dynamics - volume and tempo - speed ● Echo sing a short, melodic phrases ● Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices ● Follow a leader (teacher) starting and stopping together <i>(All singing objectives also covered through WCET.)</i>				
	Using classroom instruments				
	● Play with control: maintaining steady beat pulse, getting faster or slower, getting louder or quieter - crescendo or decrescendo. ● Perform a sequence of sounds using a graphic score. ● Play and invent copycat rhythms. ● Recognise and respond to simple staff rhythms. ● Perform a rhythm accompaniment to a song. ● Follow a direction, starting and stopping together. ● Work and perform in smaller groups ● Demonstrate some confidence in performing as a group and as an individual.	● Play with control: maintaining steady beat – pulse, getting faster or slower, getting louder or quieter - crescendo or decrescendo. ● Perform a sequence of sounds using a graphic score. ● Play and invent copycat rhythms. ● Recognise and respond to simple staff rhythms. ● Perform a repeated two note, melodic ostinato to accompany a song. ● Work and perform in smaller groups. ● Follow a direction, starting and stopping together. ● Demonstrate some confidence in performing as a group and as an individual.	● Play with control: maintaining steady beat – pulse, getting faster or slower, getting louder or quieter - crescendo or decrescendo. ● Play and invent copycat rhythms. ● Recognise and respond to simple staff rhythms. ● Perform a repeated two note, melodic ostinato to accompany a song. ● Work and perform in smaller groups. ● Follow a direction, starting and stopping together. ● Demonstrate some confidence in performing as a group and as an individual.		

• Samba introduction – origin – technique for playing instruments – Surdo, tamborim, agogo bell, ganza, repinique/snare – explore the sounds they make. • Begin to describe the timbre of the instruments. • Begin to explore Pulse, Rhythm and Dynamics. • True to the Samba tradition, learn their rhythms aurally developing musicianship. • Echo rhythms and ‘Don’t play this one back’ (4/4 time signature). • Exploring structure – echo, call and response. • Use above in one part before extending up to two parts.	• Use of breaks to introduce new sections. • Introducing non-standard/graphic notation for playing/recording pieces and own compositions. • Play and compose using rhythmic phrases, spoken at the same time as playing the rhythm pattern, firstly on body percussion before transferring to the samba specific instruments. • Peer performance of compositions in school assembly.	• Recap on glockenspiels as a member of the tuned percussion family. • Listening – A Young Person’s Guide to the Orchestra – focus on the timpani/percussion section and how the tuned percussion carries the same theme as the other sections of the orchestra. Why is tuned percussion more effective here than untuned? • Recap on layout with that of a piano keyboard (virtual keyboard on IWB). • Recap on setting up the instrument and using correct posture and technique with beater. • Charanga Glockenspiel Stage 2 (steps 1 – 3) – notes CDEF and G to include pieces and standard music notation theory. Notation to be letter based along with standard at this stage.	• Tunes to build up to using CDEFG Stage 2 (steps 4 – 5). • More complex rhythmic patterns in progression from Stage 1. • Use of different pulses/more varied time signatures. • Use of glockenspiels to create melodic/rhythmic ostinato for ‘Rain, Rain Go Away’. • Children to compose using CDEFG. Focus on group compositions with ostinato and melody. Use of work chants/poetry to develop rhythms. • Glockenspiel compositions to be performed in whole school assembly.	• Recap on the ukulele as an instrument – how to hold and play. • Children to identify construction naming neck, body, head, strings, bridge, frets. • Recap on songs from Year A: ‘Our Paddles’ and ‘Land of the Silver Birch’ – Am7 Kookaburra; Row row, row your boat - C Roar - C, Am7 Frere Jacques F Cockles and Mussels, Yellow Submarine and Clementine. C, F • Learn simplified version of ‘The Wellerman’ using Am7 and F chords.	• Recap and extend knowledge of ukulele tab and chord boxes. Tab time 1 and 2. • Ukulele tab melody lines – Space Creeper and Dance Monkey – using open strings and first fret across different strings. • Compose own songs in groups based on nursery rhyme using up to three chords (chords of C, F and Am7). Use of non-standard notation/chords above lyrics to record. Ostinato rhythm to accompany song. Extension: Simple improvisation using open strings added into song. • End of year performance with Samba /glockenspiels/ukuleles.
Listening					
Musical Traditions Brazil Samba Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown (MMC Y1)	Popular Music Rock n Roll - Hound Dog - Elvis Presley	Western Classical Tradition and Film Bolero Ravel 20th Century	Popular Music Pop - With A Little Help from My Friends - The Beatles	Western Classical Tradition and Film Night Ferry Anna Clyne 21st Century	
• Listen to music from a range of styles, eras and traditions • Listen with increased concentration • Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds • Recognise how sounds are made - tapping, rattling, scraping, blowing etc • Identify different qualities of sound (timbre) such as smooth, scratchy, clicking, ringing • Recognise and respond to changes of speed - tempo, volume - dynamics and pitch • Respond to the beat, stressing the first beat of different groupings. (All listening objectives also covered through WCET.)					

- Recognise and respond to the mood of a piece of music in discussion and movement. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly).

Musicianship

Terms and Understanding:

- Pulse/beat, rhythm and pitch.
- Dynamics - louder, softer, crescendo, decrescendo.
- Tempo - faster, slower and pause.
- Rhythm - pattern, duration.
- Pitch - higher or lower.
- Ostinato - repeating musical rhythm or note pattern.

(All musicianship objectives also covered through WCET.)

Notation:

- Notation: Crotchets, quavers and crotchet rests.

Improvise – (Objectives to be covered through WECT focus and full year of curriculum teaching.)

- Ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed.
- Long and short sounds (duration).
- Using rhythm patterns of words and sentences.
- With changes in pitch.
- Sequences of sound (structure).
- Sounds in response to visual and aural stimulus.
- Exploring how sounds can be manipulated to convey different effects and moods.

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- Exploring how sounds can be manipulated to convey different effects and moods

Compose - (Objectives to be covered through WECT focus and full year of curriculum teaching.)

- Short repeated rhythmic patterns - *ostinati*
- Rhythm patterns from words
- A piece of music that has a beginning, middle and end (*structure*)
- Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups
- Music that conveys different moods

- Short melodic phrases
- Short repeated rhythmic patterns - *ostinati*
- Rhythm patterns from words
- A piece of music that has a beginning, middle and end (*structure*)
- Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups
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- Music that conveys different moods