

Music Curriculum

Objectives & Progression Overview

Year Group	Performing (Including singing and using instruments)	Composition	Appraising	Topics (Links)
EYFS NC ELG	<ul style="list-style-type: none"> ELG – Ex M&M - Children sing songs, make music and dance, and experiment with ways of changing them. 	<ul style="list-style-type: none"> ELG - Ex M&M - Children sing songs, make music and dance, and experiment with ways of changing them. 	<ul style="list-style-type: none"> ELG – Being Imaginative -Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	
R	<ul style="list-style-type: none"> Join in with singing Sing a few familiar songs 	<ul style="list-style-type: none"> Taps out simple repeated rhythms. Explores and learns how sounds can be changed 	<ul style="list-style-type: none"> Imitates movement in response to music. (and how it makes them feel) 	<u>Charanga Topics</u> Autumn 1: Me Autumn 2: Everyone Spring 1: Big Bear Funk Spring 2: My Stories Summer 1: Our World Summer 2: Reflect, Rewind, Replay
KS1 NC	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically 	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	

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1	<ul style="list-style-type: none"> • use their voices to speak/sing/chant • join in with singing • To use instruments to perform and to look at their audience when they are performing • To know the names of the instruments they play • To clap short rhythmic patterns • To copy sounds 	<ul style="list-style-type: none"> • make different sounds with their voice • make different sounds with instruments • identify changes in sounds • clap and repeat short rhythmic and melodic patterns • make a sequence of sounds 	<ul style="list-style-type: none"> • respond to different moods in music • say how a piece of music makes them feel • say whether they like or dislike a piece of music • choose sounds to represent different things and feelings 	<p>Curriculum Links & Composers – Best of British – British composers - Edward Elgar, Gustav Holst</p>
2	<ul style="list-style-type: none"> • sing or clap increasing and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse • play simple rhythmic patterns on an instrument 	<ul style="list-style-type: none"> • order sounds to create a beginning, middle and an end • create music in response to different starting points • make connections between notations and musical sounds • choose sounds which create an effect • use symbols to represent sounds 	<ul style="list-style-type: none"> • improve their own work • listen out for particular things when listening to music 	<p>Curriculum Links & Composers - Baroque period - Great fire of London e.g. Pachelbel, Vivaldi</p> <p>Romantic Period - Victorians e.g. Brahms, Wagner, Verdi, Tchaikovsky Composition links to Benjamin Britten</p>

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1/2	<ul style="list-style-type: none"> • use their voices to speak/sing/chant • join in with singing • To use instruments to perform and to look at their audience when they are performing • To clap short rhythmic patterns • To copy sounds • sing or clap increasing and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse • play simple rhythmic patterns on an instrument 	<ul style="list-style-type: none"> • make different sounds with their voice • make different sounds with instruments • identify changes in sounds • clap and repeat short rhythmic and melodic patterns • make a sequence of sounds • order sounds to create a beginning, middle and an end • create music in response to different starting points • make connections between notations and musical sounds • choose sounds which create an effect • use symbols to represent sounds 	<ul style="list-style-type: none"> • respond to different moods in music • say how a piece of music makes them feel • say whether they like or dislike a piece of music • choose sounds to represent different things and feelings • improve their own work • listen out for particular things when listening to music 	Curriculum Links & Composers -
KS2 NC	<p><i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p>	<ul style="list-style-type: none"> • <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> • <i>use and understand staff and other musical notations</i> 	<ul style="list-style-type: none"> • <i>listen with attention to detail and recall sounds with increasing aural memory</i> • <i>appreciate and understand a wide range of high-quality live and recorded music drawn from</i> 	

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			<p><i>different traditions and from great composers and musicians</i></p> <ul style="list-style-type: none"> • <i>develop an understanding of the history of music</i> 	
3	<ul style="list-style-type: none"> • To sing in tune with expression • control their voice when singing • play clear notes on instruments 	<ul style="list-style-type: none"> • create repeated patterns with different instruments • compose melodies and songs • create accompaniments for tunes • combine different sounds to create a specific mood or feeling 	<ul style="list-style-type: none"> • improve their work explaining how it has improved • use musical words (the elements of music) to describe a piece of music and compositions • use musical words to describe what they like and dislike • recognise the work of at least one famous composer 	Curriculum Links & Composers - Early/Mid 20th Century Europe - Debussy, Stravinsky, Benjamin Britten
4	<ul style="list-style-type: none"> • perform a simple part rhythmically • sing songs from memory with accurate pitch • improvise using repeated patterns 	<ul style="list-style-type: none"> • begin to use standard notation • begin to use notations to record compositions in a small group or on their own • use their notation in a performance 	<ul style="list-style-type: none"> • explain the place of silence and say what effect it has • start to identify the character of a piece of music • describe and identify the different purposes of music 	Curriculum Links & Composers - Early/Mid 20th Century America - Miles Davis, Duke Ellington

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3/4	<ul style="list-style-type: none"> To sing in tune with expression control their voice when singing play clear notes on instruments perform a simple part rhythmically sing songs from memory with accurate pitch improvise using repeated patterns 	<ul style="list-style-type: none"> create repeated patterns with different instruments compose melodies and songs create accompaniments for tunes combine different sounds to create a specific mood or feeling begin to use standard notation begin to use notations to record compositions in a small group or on their own use their notation in a performance 	<ul style="list-style-type: none"> improve their work explaining how it has improved use musical words (the elements of music) to describe a piece of music and compositions use musical words to describe what they like and dislike recognise the work of at least one famous composer explain the place of silence and say what effect it has start to identify the character of a piece of music describe and identify the different purposes of music 	Curriculum Links & Composers -
5	<ul style="list-style-type: none"> breath in the correct place when singing sing and use their understanding of meaning to add expression maintain own part whilst others are performing their part 	<ul style="list-style-type: none"> change sounds or organise them differently to change the effect compose music which meets specific criteria choose the most appropriate tempos for a piece of music 	<ul style="list-style-type: none"> To describe, compare and evaluate music using musical vocabulary explain why they think their music is successful or unsuccessful suggest improvements to their own or others' work 	Curriculum Links & Composers – Ancient Greece

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6	<ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance • perform using notations 	<ul style="list-style-type: none"> • be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) • recognise that different forms of notation serve different purposes • use different forms of notation 	<ul style="list-style-type: none"> • To be able to refine and improve their work • be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created • be able to analyse features within different pieces of music • be able to compare and contrast the impact that different composers from different times will have had on the people of the time. 	Curriculum Links & Composers -
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Objectives & Progression Overview

Glossary (All except for vocabulary can be found and downloaded on Charanga)

Progression of The Interrelated Dimensions of Music

The Interrelated Dimensions of Music Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Listening and Appraising guide to the different musical periods – Found on Charanga

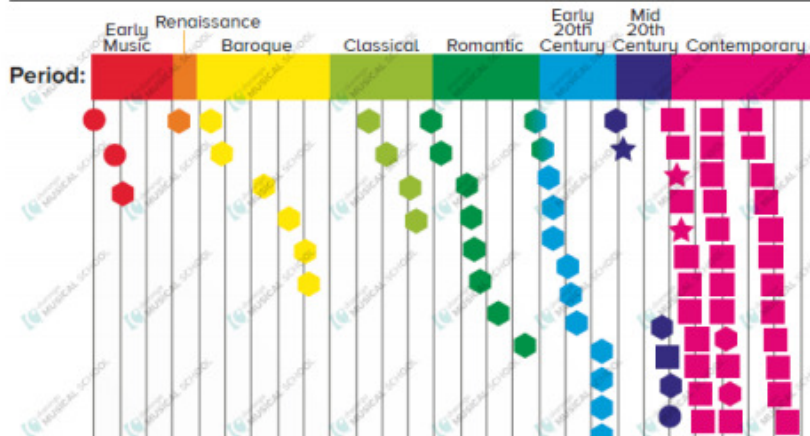
Listening and appraising

Charanga Musical School listening material



National Curriculum 2014:

"...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"



Musical School Listening Material

- Music from *Compline* by Anon
- *La Quinta Estampie Real* (anon [13th C]) by Anon
- *L'Autelier Pastoure* *Seal (The Other Day a Shepherdless Was Strang)* by Anon
- *L'Ham Arme* by Anon
- *Armede Overture* by Lully
- *Dido and Aeneas: Overture* by Purcell
- *Brandenburg Concerto No 1* by Bach
- *Les Tricoteuses (The Knitters)* by Couperin
- *Let the Bright Seraphim* by Handel
- *Arrival of the Queen of Sheba* by Handel
- *The Marriage of Figaro: Overture* by Mozart
- *The Clock: II Andante* by Haydn
- *Moonlight Sonata (adagio)* by Beethoven
- *Symphony no 5 in C Minor (allegro con brio)* by Beethoven
- *Eriqanig D 328 Op 1 Wer Reitet so Spat* by Schubert
- *Ode to Joy* by Beethoven
- *Minute Waltz in D-flat* by Chopin
- *Radetzky March* by Johann Strauss
- *Bridal Chorus (Wedding March)* by Wagner
- *Piano Concerto: Allegro Maestoso (tempo giusto)* by Liszt
- *Grand March from Aida* by Verdi
- *Sugar Plum Fairy* by Tchaikovsky
- *Prelude A L'Après-Midi D'Un Faune* by Debussy
- *Peer Gynt Suite: Anitra's Dance* by Grieg
- *Central Park in the Dark* by Ives
- *The Firebird* by Stravinsky
- *The Planets: Mars* by Gustav Holst
- *Song Before Sunrise* by Delius
- *Rhapsody in Blue* by Gershwin
- *Bohemia* by Ravel
- *Fantasia on Greensleeves* by Vaughan Williams
- *There Was a Man of Newington* by Benjamin Britten
- *Suspicious Minds* by Elvis Presley
- *Love Me Tender* by Elvis Presley
- *Clapping Music* by Steve Reich
- *Waterloo* by ABBA
- *Tubular Bells* by Mike Oldfield
- *Libertango* by Astor Piazzola
- *Ram Goad Liver* by Pluto Shenington
- *My First, My Last, My Everything* by Barry White
- *Rockin' All Over the World* by Status Quo / John Fogerty
- *Mamma Mia* by ABBA
- *Einstein on the Beach* by Phillip Glass
- *Dancing Queen* by ABBA
- *Sir Duke* by Stevie Wonder
- *We Will Rock You* by Queen
- *Three Little Birds* by Bob Marley and the Wailers
- *Jammin'* by Bob Marley and the Wailers
- *Thank You for the Music* by ABBA
- *Blame It on the Boogie* by The Jackson 5
- *The Robots (Die Roboter)* by Kraftwerk
- *Rappers Delight* by The Sugarhill Gang
- *The Winner Takes It All* by ABBA
- *Super Trouper* by ABBA
- *Imperial March* by John Williams
- *Don't Stop Believin'* by Journey
- *The Lamb* by John Tavener
- *Eye of the Tiger* by Survivor
- *Hello* by Lionel Richie
- *It's Like That* by Run D.M.C.
- *Livin' on a Prayer* by Bon Jovi
- *So Amazing* by Luther Vandross
- *You Can Call Me Al* by Paul Simon
- *Bring Him Back Home* by Hugh Masekela
- *Me, Myself and I* by De La Soul

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Knowledge Organisers – For Children to refer to



Knowledge Organiser – Hey You! – Year 1, Unit 1



1 – Listening: Hey You!

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: Male vocal, bass guitar, drums, decks. Can you recognise any of these instruments in the other songs?



2 – Musical Activities

Find the pulse!

- March in time with the pulse
- Be an animal that finds the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing

- Rap and sing Hey You! in groups
- Have fun!

Playing instruments using one or two notes – C or C + G. *Which part did you play?*

Improvise using the notes C + G:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

3 – Perform & Share

A class performance of Hey You! – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?

Singing?



Rapping?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform

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Musical Passports – For throughout year or end of year for next teacher.

My Music Passport – from Year 1 to 2

I know and can sing/rap five songs off by heart! They are:

1. Hey You!
2. Rhythm in and Banana Rap
3. In The Groove
4. Round and Round
5. Your Imagination

I have learnt about lots of styles of music.

Pulse

- I can find the pulse of all the songs listed above.
- I know that the pulse is the heartbeat of the music.
- I can be an animal, a pop star or march when finding the pulse of the music.

Rhythm

- I can copy rhythms when playing Warm-up Games.
- I can clap the rhythm of my name and favourite colour when playing Warm-up Games.

Play

- I can play the glockenspiel along to all the songs we sang this year.
- I played the easy medium both the easy and medium parts.

Improvise

- I can improvise with the songs we sang this year.
- I used one two notes.

Compose

- I composed a simple melody with some of the songs we sang this year.

I used these notes

Reflect

When performing the songs, I felt




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Listening Guide for Children –

Listening and Appraising


Listening Guide

Name _____




What can you hear?

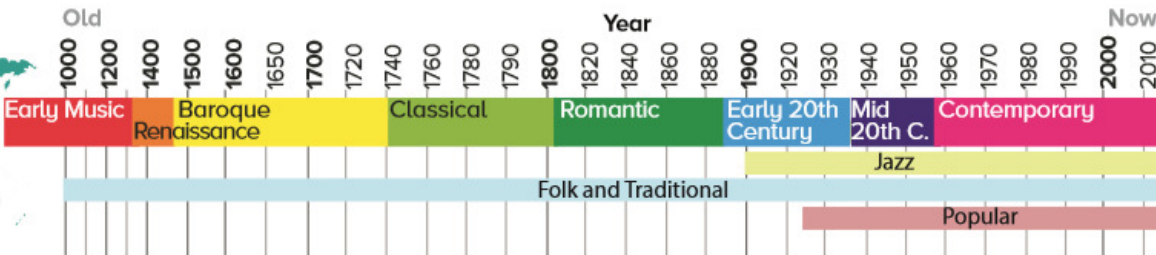
What is the style of the music?



Where in the world is the music from?



When do you think the music was written?





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Musical Vocabulary – For Staff Reference

A capella - Without accompaniment from musical instruments, i.e. voices only.

Appraising - Listening carefully.

Arrangement - How voices and instruments are used in a song; where they occur within the song.

back beat - Beats 2 and 4 in a drum-line or if we are clapping along with the music.

Backing - The accompaniment to a song.

Balance - The level of volume at which players sing or play; if the balance is good then everyone can be heard.

Ballad - A gentle love song.

Band - Playing/singing/performing together.

Bridge/ middle 8 - Contrasting section which leads back to main material.

Chord - More than one note played at the same time.

Chorus - A repeated section in a song which gives the main message.

Coda - Short section which brings the song or piece to an end.

Cover - A version of a song performed by someone other than the original artist that might sound a bit – or very – different.

Composing - Creating and developing musical ideas and 'mixing' these.



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Crossover - Can be a mixture of different styles which introduces new music to different audiences.

Decks - Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching.
First

used in the late 1970s.

Drum loops - A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.

Dynamics - How loud or quiet the music is.

Ending - Short section which brings the song or piece to an end.

Ensemble - A French word used to describe playing/singing/performing together.

Groove - The rhythmic part of the music that makes you want to move and dance.

Harmony - Different notes sung or played at the same time, to produce chords.

Hook - A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the

main musical idea from a song that we remember.

Improvise - To make up a tune and play it on the spot; there is an assumption that it can never be recreated.

Interlude - A passage of music played between the main themes

Introduction - Music heard at the beginning of a song or piece of music-bridge; a section of music that can take us from a verse to a



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chorus, just as a bridge over a river takes us from one place to another.

Lyrics - The words of a song.

Melody - Another name for a tune.

Melodic - Melody or tune.

Notation - Ways to visually represent music.

Offbeat - If a piece of music has 4 beats in a bar i.e. 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3.

Original - The first ever version of a song.

Ostinato - A short repeated pattern.

Outro - Short section which brings the song or piece to an end.

Pentatonic scale - A fixed five-note pattern e.g. the five black keys on a piano.

Performing - Singing and playing instruments.

Phrase - A musical sentence.

Pitch - The range of high and low sounds.

Pre-chorus - A short section in a song, before the chorus.

Pulse/beat - The heartbeat or steady beat of a song/piece of music.

Recurring theme - A tune that repeats again and again in a piece of music.



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Rhythm - The combination of long and short sounds to make patterns.

Riff - A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

Roots reggae - Music that deals with social and racial issues and brings in elements of Rastafari.

Sampling - Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop

and other pop music.

Secular - Non religious

Solo - An Italian word used to describe playing/singing/performing on our own.

Structure/form/shape - How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.

Style - The type of music e.g. blues or rock.

Style indicators - Identifiers that show us the genre of the music.

Syncopation - Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.

Tempo - An Italian word used to describe how fast/slow the music goes.

Texture - Layers of sound in music.

Timbre - The quality and character of the sound.

urban contemporary - Modern music that uses elements of soul, hip hop, funk, jazz, R&B that appeals to young people.