

CURRICULUM DESIGN for MUSIC

Music INTENT

Music is integral to the life of an Eden Park child. Through our wide-ranging yet focussed learning enquiries, and music exposure, we provide a vibrant musical experience for all children, which enable them to learn and build on crucial skills and key musical understanding. Every child from Reception to Year 6 takes part in a musical performance to parents every year.

Music is essential to the delivery of Core values. Music provides a vehicle for offering children opportunities to express their thoughts and feelings through listening and appraising music, as well creating their own, together and independently, thus contributing to their wellbeing. Children will develop their teamwork skills throughout composing, rehearsing and performing as part of an ensemble. Children's creativity develops through meaningful outcomes so that they learn to compose within a clear context and perform with an ever-increasing musical fluency. Musical concerts and shows will inspire the children to collaborate respectfully to produce performances. Within this, children will also grow an awareness of how music is culturally significant, and how the history of music directly and indirectly affects our lives and society as a whole.

Our overall aim is for every child, regardless of need or barrier, to develop as a musician through having a secure understanding of the inter-related dimensions of music and to challenge themselves to create their own, implementing resources, such as instruments; through embracing this with open ears, children will therefore grow as individuals, embracing independence with increasing confidence and prowess!

Music IMPLEMENTATION

Music follows the National Curriculum and follows the guidance from the non-statutory "model music curriculum" (DFE March 2021.) Objectives are delivered through long and short enquiries. Every long enquiry is a performance either in a musical with singing, dance and acting or it is an ensemble where every child plays a musical instrument with learned expertise from both Key Stages. The instruments have been carefully chosen to ensure progression, moving from Glockenspiels with black and white keys through to electric keyboards and pianos. In Year 5, the Ukulele is introduced, moving onto guitar for the more advanced players in Year 6. We teach children to appreciate music and give them a knowledge of applied theory as well as how to play whole class ensemble instruments, the children will be able to create music through their own compositions. Music is also taught through assemblies, allowing the school to continue the strong culture of singing and performance and these provide opportunities for children to develop their musical listening palette, make connections between the sound and the cultural environment from which it derived, which in turn expands their knowledge of the history of music. Opportunities are regularly given for children to perform music as extracurricular activities.

'Voices' (Disciplinary Knowledge) ensure skills specific to music are taught each and every year. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future enquiries. At the end of the enquiry, a high-quality 'outcome' is shared with parents and/or the school community.

For those children that show a particular enthusiasm for the subject, they have the opportunity to become a 'Graduate.' Our Graduation scheme gives children the chance to explore learning beyond the National curriculum. This scheme focuses on Inspirational and Influential people within music.

Music IMPACT

Impact of teaching and learning will be determined through SLT reviews and Kahoot quizzes. This information will be collated in our 'Quality of Education' document. In addition, pop in lesson observations will be completed by the subject lead and SLT. Parents will attend outcome events including concerts and shows and be asked to comment on their children's work. For some performances, video recordings will be made. We will know we have been successful if children have met their 'end points' which are specified in the planning document.

Progression of Knowledge

Our Music curriculum for KS1-KS2 follows two main themes of musical theatre (singing and dance) and instrumental performance. There is an expectation that children will use their prior learning and build upon this as they journey through Eden Park. Children will reach an **end point** where their understanding of art has been strengthened and deepened through this purposefully mapped out curriculum.

In Early Years, children encounter Music through 'Expressive Arts and Design'. Children are introduced to a variety of musical instruments during their time in EYFS. They will explore and engage in music making, performing individually and in groups. They learn to listen attentively, move to and talk about music. They are given opportunities to sing on their own and in groups, learning to match pitch and melody through call and response and repeated exposure to simple rhymes, chants and songs. In Year 1, children will build on this understanding and begin to learn the Glockenspiel. Children will be well-prepared for their Year 1 learning of 'Musical Theatre' through their time spent in Role-Play areas and previous performances such as the Nativity at Christmas on the stage with singing.

Musical Theatre			Ensembles / performance			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Long Enquiry	Musical Theatre	Glockenspiel	Musical Theatre	Keyboard, considering musical genres	Ukulele	Musical Theatre
Short Enquiry	Practical introduction to Glockenspiel	Percussion	Introduction to Keyboard	Recording and computer technology	Song, rhythm and dance in different cultures	Ukulele and Guitar
End points:	By the end of Key Stage 1 , children will be able to <ul style="list-style-type: none"> ✓ Sing simple chants and songs from memory, including pentatonic songs ✓ Sing call and response songs and short phrases. ✓ Listen carefully and appreciate recorded and live music from a range of cultures. ✓ Improvise and invent simple vocal chants and simple melodies on an instrument. ✓ Understand speed can change (tempo) ✓ Invent their own symbols to represent graphic notation and have a basic understanding of formal notation. (Crotchets, quavers and crotchet rests) ✓ Move and keep a steady beat with others as tempo changes on instruments ✓ Begin to group beats in 2s, 3s and 4s. ✓ Use some percussive instruments and their own bodies to keep and change rhythm, tempo and dynamics. ✓ Respond to pulse with movement and dance, hand movement. ✓ Perform simple copycat rhythms. ✓ Explore percussion as a way of story-telling. ✓ Understand pitch in terms of high and low and be able to reflect this with hand gestures. 		By the end of Key Stage 2 , children will build on their prior knowledge of the past and extend this further. Children will be able to: <ul style="list-style-type: none"> ✓ Sing a broad range of songs, some with syncopated rhythm, noticing rhythm, phrasing, pitch and style. ✓ Perform songs in a choir in assemblies, school performances and have wider opportunities for performing to an audience. ✓ Have opportunities to listen to and comment on a wide range of musical cultures, including live music. This will include western classical, pop, folk, tango, samba, choral, Bhangra and calypso. ✓ Create, plan, compose and perform some of their own pieces with chord changes as part of a sequence on different instruments (keyboard, ukulele and guitar) using the pentatonic scale (e.g., C, D, E, G, A) ✓ Use musical software to compose. ✓ Begin to perform short pieces using staff notation and accompany this with chords/ bass/percussion ✓ Engage with others through ensemble playing. ✓ Have been introduced to 2/4, ¾ and 4/4-time signatures ✓ Perform a range of musical styles. ✓ Use chords to evoke mood and atmosphere. ✓ Capture and notate their own compositions as either symbols or staff notation ✓ Experiment using dynamics ✓ Sing a broad range of song in a performance, including rounds, partner songs and songs with verse and chorus. 			

The Voices of Music (Disciplinary knowledge)

Woven through our Music curriculum are our progressive 'Voices'. It is our intention that the voices are used, where appropriate, during teaching. Children will therefore encounter these 'Voices' repeatedly throughout their time at Eden Park. They will use their prior knowledge of a specific 'voice', such as musicianship and build upon this in their Learning Enquiries.

	Listening Learn about music across a range of historical periods, genres, styles and traditions, including the works of the great composers	Musicianship Understand and explore principles of music, including the <i>inter-related dimensions</i> of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Composing Contributing to musical cultures, creating melodies and fashioning short pieces. Developing a reliable musical memory	Performance Opportunities to perform music, both solo and in ensemble forms, e.g., concerts and musical-theatre performances. Develop singing skills
	By applying these voices, children will be able to create their own compositions and structure improvisations. This will include using technology appropriately.			
EYFS	Children will be able to: ✓ listen to a range of well-known nursery rhymes and songs and reproduce the sounds they hear using their voices and clapping.	Children will be able to: ✓ develop a sense of pulse through moving in time with the music. ✓ Differentiate between low and high pitch, and loud and quiet dynamics	Children will be able to: ✓ Children can imaginatively develop storylines in their pretend play which include melodies and rhythms of their own creation.	Children will be able to: ✓ Chant and sing a range of well-known nursery rhymes and songs. ✓ Sing short phrases as part of an ensemble.
Key Stage One	<ul style="list-style-type: none"> ✓ Listen to short pieces of music and respond to them, both with spoken language, but in also drawing and painting, reflecting the mood of the piece. ✓ Be willing to move and dance, appreciating the music being heard. ✓ Have experienced music from a range of traditions such as Mozart, Holst, the Beatles, and blues music. 	Pulse/Beat <ul style="list-style-type: none"> ✓ Understand that the speed of the beat can change, creating a faster or slower pace (tempo). ✓ Mark the beat of a listening piece by tapping or clapping ✓ Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Rhythm <ul style="list-style-type: none"> ✓ Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Pitch <ul style="list-style-type: none"> ✓ Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. ✓ Respond independently to pitch changes heard ✓ Recognise dot notation and match it to 3-note tunes played on tuned percussion. 	<ul style="list-style-type: none"> ✓ Create music in response to a non-musical stimulus (e.g., a storm, a car race, or a rocket launch). ✓ Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. ✓ Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. 	<ul style="list-style-type: none"> ✓ Play copycat rhythms, copying a leader, and invent rhythms for others to copy ✓ Sing short phrases independently within a singing game or short song. ✓ Create and perform their own chanted rhythm patterns with the same stick notation. ✓ Be able to stand on a stage and consider volume, spacing and actions whilst singing. This will include use of microphones and stage lights
Lower Key Stage Two	<ul style="list-style-type: none"> ✓ Have an enriched opportunity to listen to music from a range of basic styles and feel able to comment on them. ✓ Understand how lyrics support musical 	Reading Notation <ul style="list-style-type: none"> ✓ Introduce and understand the differences between minims, crotchets, paired, quavers and rests. ✓ Read and perform pitch notation within a defined range (e.g., C–G/do–so). 	<ul style="list-style-type: none"> ✓ Use music technology, if available, to capture, change and combine sounds ✓ Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). 	<ul style="list-style-type: none"> ✓ remember longer staged sequences that include dance, acting and movement as well as maintain a steady and increasingly tuneful song.

	performance and have a connection to poetry and the traditions of aural story telling.	<ul style="list-style-type: none"> ✓ Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. ✓ Understand the impact of major and minor chords. ✓ Capture and record creative ideas graphic symbols and rhythm notation. 	<ul style="list-style-type: none"> ✓ Begin to make compositional decisions about the overall structure of improvisations. ✓ Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. ✓ Explore developing knowledge of musical components by composing music to create a specific mood. 	<ul style="list-style-type: none"> ✓ continue to sing a broad range of unison songs with the range of an octave ✓ follow directions for getting louder (crescendo) and quieter (decrescendo). ✓ Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. <p>Instrumental Performance</p> <ul style="list-style-type: none"> ✓ Play and perform melodies following staff notation using a small range as a whole-class or in small groups. ✓ Perform in two or more parts (e.g., melody and accompaniment or a duet)
Upper Key Stage Two	<ul style="list-style-type: none"> ✓ Be widely familiar with a range of musical cultures. ✓ Be familiar with a number of famous pieces of music and identify some of them and their characteristics (e.g., 1812 Overture, Hallelujah (Messiah), Beethoven's 5th symphony, Mars (Holst) ✓ Be able to identify some modern musical styles, including blues, Jazz, Pop, Rock and Disco ✓ Have listened to other cultural musical traditions, including Bhangra, Calypso, Samba and Gamelan 	<p>Reading Notation</p> <ul style="list-style-type: none"> ✓ Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers. <p>Understand the differences between 2/4-, 3/4- and 4/4-time signatures.</p> <ul style="list-style-type: none"> ✓ Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. ✓ Read and play from notation a four-bar phrase, confidently identifying note names and durations 	<ul style="list-style-type: none"> ✓ create short pieces of my own music, matching the culture studied. ✓ sustain recall through regular practice e.g., melodic shapes, harmonic sequences and patterns <p>Improvise</p> <ul style="list-style-type: none"> ✓ Extend improvisation skills through working in small groups to: Use chord changes as part of an improvised sequence and extend improvised melodies beyond 8 beats <p>Compose</p> <ul style="list-style-type: none"> ✓ Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. 	<ul style="list-style-type: none"> ✓ develop long term musical memory allowing performance. ✓ I have a strong sense of stagecraft, including able to cope with applause and errors. ✓ contribute to the sequence of the pieces to be performed to give the performance a sense of beginning, middle and end. ✓ Give feedback to others about their performance and make suggestions. <p>Instrumental Performance</p> <ul style="list-style-type: none"> ✓ Play a melody following staff notation written on one stave and using notes within an octave range ✓ Begin to accompany this same melody, and others, using block chords or a bass line.
	<p>To develop a strong singing performance, develop essential processes within singing sessions over time. The following principles should be kept in mind in all singing sessions:</p> <p>Warm up: to ensure vocal safety e.g., vocalising, sirening and scales, as well as games.</p> <p>Breathing: increase control of breathing to sing longer phrases, improve tuning and adjust dynamics.</p> <p>Posture: a relaxed but stable posture (soft knees) allows children to move to music.</p> <p>Dynamics: a dynamic range where appropriate, aiming for confident singing (not shouting)</p> <p>Phrasing: aim to give shape to melodies with teaching the children to emphasise important syllables.</p> <p>Context: discuss the lyrics and the purpose behind the song being learnt.</p> <p>Vocal health: warm up, stay hydrated, rest voices and try to remain relaxed.</p>			

The Voice of Musicianship (Disciplinary Knowledge)

	Musicianship Understand and explore principles of music, including the <i>inter-related dimensions</i> of pitch, tempo, dynamics, texture, timbre, structure, duration and appropriate musical notations.
Key Stage One	<p>Pitch: Y1 - understand that pitch means how high or low a note sounds. Y1 - understand that 'tuned' instruments play more than one pitch of notes. Y1 - Identify whether a note heard is of a higher or lower pitch than the previous note heard within singing. Y1 – Understand that the pitch of a note can be shown through an appropriate notation (graphic score). Y2 - understand that a melody (tune) is made up from high- and low-pitched notes played one after the other. Y2 - Identify whether a note heard is of a higher or lower pitch than the previous note heard within playing the glockenspiel. Y2 - Explain which note in a simple melody (made of 3 notes) is the highest, linking this to an appropriate notation.</p> <p>Tempo: Y1 – determine whether a piece of music is ‘fast’ or ‘slow’. Y1 – understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. Y2 – explain the term ‘tempo’ means the speed of the music (how fast or slow it is). Y2 – differentiate between melodies that are faster or slower than one another.</p> <p>Dynamics: Y1 - Respond to a conductor (visual stimulus) in order to produce sounds that are overtly louder or softer than what has gone before. Y1 – Understand that the dynamics of a note can be shown through an appropriate notation (graphic score). Y2 - Explain that the term ‘dynamics’ means how loud or soft (quiet) a sound is. Y2 - Discern between louder and softer sections in a piece of music.</p> <p>Duration: Y1 - Recognise that different sounds can be long or short. Y1 – Copy given simple rhythms in ‘call and response’ games. Y2 - Explain that rhythm means a pattern of long and short notes. Y2 – Have an awareness that a clapped/played rhythm can be notated in some written form.</p> <p>Reading Notation: Y1- Understand that sound can be written down as symbols (this can be shown through a graphic score). Y1 – Represent sound with their own symbols/from symbols suggested. Y2 – Organise graphic score cards when creating their own compositions. Y2 – Follow a notated score (both graphic score and staff notation) as they listen or play.</p>

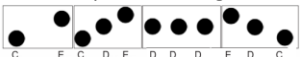
Lower Key Stage Two	<p>Pitch:</p> <p>Y3 – Understand that a scale is a set of notes in order of their pitch.</p> <p>Y3 – an ascending scale is when each note is higher in pitch than the last one, and in a descending scale, each note is lower in pitch than the last one.</p> <p>Y4 - Explain that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>Y4 – understand that a pentatonic scale is made up of only 5 notes.</p>
	<p>Tempo:</p> <p>Y3 – clap, walk and move in time to the beat of the music with the support of a conductor/leader.</p> <p>Y3 - Understand that changing the tempo of a piece of music often creates a purposeful effect on the listener.</p> <p>Y4 - Understand that a slow tempo can be used to make music sound sad.</p> <p>Y4 – develop a sense of the first beat of the bar (particularly in Waltz music where you play in $\frac{3}{4}$ time)</p> <p>Y4 – Understand that playing in time means all performers playing together at the same speed.</p>
	<p>Dynamics:</p> <p>Y3 - Respond to a conductor in order to produce sounds that are slightly louder or softer than what has gone before.</p> <p>Y3 - Understand that the dynamics of a piece of music often creates a purposeful effect on the listener.</p> <p>Y4 – Differentiate between music that has got faster and music that has got louder.</p> <p>Y4 - Manipulate the dynamics of music in order to create a specific effect on the listener/audience using music technology.</p>
	<p>Texture:</p> <p>Y3 - Explain that the term ‘texture’ means the layers of the music.</p> <p>Y3 - Use appropriate notation (graphic score showing the image of the instruments playing on each beat) to show the texture of a piece of music.</p> <p>Y4 - Identify some common instruments being played at the same time in a piece of music (e.g. piano, guitar, drums, violin, bass).</p> <p>Y4 – Use music technology to layer sound to create a specific effect on the listener.</p>
	<p>Timbre:</p> <p>Y3 - Understand that different musical instruments make different types of sound (different qualities in the sound they create) that can be suited to creating different 'real life' sound effects or moods within storytelling.</p> <p>Y4 - Explain that 'timbre' means the quality of a sound (e.g. that different instruments would sound different playing a note of the same pitch).</p>
	<p>Structure:</p> <p>Y3 – Independently identify simple structures within songs – e.g. verse, chorus</p> <p>Y4 – understand that music from different genres and cultures often has different structural features, e.g. Blues music is made up of 12-bars where there are 4 beats in each bar.</p>
	<p>Duration:</p> <p>Y3 - Understand that different notes have different durations and these can be represented in staff notation.</p> <p>Y3 – Know and explain the terms ‘crotchet’ (worth 1 beat) and ‘minim’ (worth two beats).</p> <p>Y4 – Know and explain the terms ‘semibreve’ (worth 4 beats) and ‘quaver’ (worth half a beat).</p> <p>Y4 - Understand that often in a piece of music, multiple instruments play different rhythms at the same time.</p>
	<p>Reading Notation:</p> <p>Y3 – Understand that in staff notation, there are a set number of beats in a bar (e.g. in pop music, it is commonly 4 beats - written in 4/4 time).</p> <p>Y3 – Within staff notation, recognise ‘crotchets’ and know they are worth 1 beat.</p> <p>Y3 – Within staff notation, recognise ‘minims’ and know they are worth 2 beats.</p> <p>Y3 – Within staff notation, recognise that the higher the pitch of a note, the higher up the stave a note is.</p> <p>Y4 – Within staff notation, recognise ‘semibreves’ and know that they are worth 4 beats.</p> <p>Y4- Within staff notation, recognise ‘quavers’ and know that they are worth half a beat.</p> <p>Y4 – Understand that in staff notation, the number of beats in a bar is dictated by the time signature. Have an awareness that and these can be linked to genres (e.g. Waltz – $\frac{3}{4}$ time).</p> <p>Y4 – With support, write their own simple melody following a given rhythm, to match what they have composed.</p>


Upper Key Stage Two	<p>Pitch:</p> <p>Y5 – Explain that the thicker the string on a tuned instrument (such as a ukulele), the lower the pitch.</p> <p>Y5 - Gain an awareness that some tuned instruments have a lower range of pitches whilst others have a higher range of pitches.</p> <p>Y5 - Explain that major chords create a happy sound whilst minor chords create a sad sound.</p> <p>Y6 - Understand that a bass line is the lowest pitch line of notes in a piece of music.</p> <p>Y6 – offer examples of instruments that have a lower range of pitches than other instruments (perhaps in reference to instruments within an orchestra)</p>
	<p>Tempo:</p> <p>Y5 – develop a stronger sense of the first beat of the bar through counting themselves in correctly.</p> <p>Y5 – clap and play in time to the beat of the music within a peer group.</p> <p>Y6 – Explain that learning a piece of music at a slower tempo first will support them in playing with expertise.</p> <p>Y6 – Explain the effect that changing the tempo on a given piece of music has on them as the listener.</p>
	<p>Dynamics:</p> <p>Y5 - Respond to a conductor in order to produce sounds that are slightly louder or softer than what has gone before with greater control.</p> <p>Y5 - Manipulate the dynamics of music in order to create a specific effect on the listener/audience when playing an instrument.</p> <p>Y6 - Understand the term ‘crescendo’ means to gradually get louder.</p> <p>Y6 - Understand the term ‘diminuendo’ means to gradually get softer.</p>
	<p>Texture:</p> <p>Y5 – Manipulate the texture of their compositions for a specific effect.</p> <p>Y5 – Understand that a chord is made up of multiple notes that are played together.</p> <p>Y6 – Understand and use the terms ‘solo’, ‘duet’, ‘harmony’ and ‘ensemble’.</p>
	<p>Timbre:</p> <p>Y5 – Understand that different instruments are used within different musical genres and how certain instruments create a distinctive sound that links to musical cultures.</p> <p>Y6 – Explain that timbre can also be thought of as 'tone colour' and can be described in many ways (e.g. warm or cold, rich, brassy or sharp).</p>
	<p>Structure:</p> <p>Y5 – Pose suggestions for how their compositions could be structured.</p> <p>Y6 - Explain that a chord progression is a sequence of chords that repeats throughout a song.</p>
	<p>Duration:</p> <p>Y5 – Begin to clap rhythms given in staff notation that includes crotchets, minims, semibreves and quavers.</p> <p>Y5 – Play a given rhythm as part of an ensemble where other groups/parts are playing different rhythms at the same time.</p> <p>Y6 – Clap rhythms given in staff notation that includes crotchets, minims, semibreves and quavers with increasing confidence.</p>
	<p>Reading Notation:</p> <p>Y5 – Clap and play rhythms given in staff notation that includes crotchets, minims, semibreves and quavers.</p> <p>Y6 – Clap rhythms given in staff notation that includes crotchets, minims, semibreves and quavers with increasing confidence.</p>

	YEAR 1		YEAR 2	
Theme	Introduction to Glockenspiel	Musical Performance	Drumming and body percussions	Further Glockenspiel
Duration	Short Enquiry	Long Enquiry	Short Enquiry	Long Enquiry
National Curriculum	<ul style="list-style-type: none"> ✓ Play tuned musical instruments (Glockenspiel) ✓ Listen to high quality live and recorded music ✓ Understand and use of simple notation 	<ul style="list-style-type: none"> ✓ Use voices expressively & creatively by singing songs and speaking chants and rhymes ✓ Listen with concentration and understanding to a range of music 	<ul style="list-style-type: none"> ✓ Play untuned instrument musically ✓ Experiment, create, select, combine using the inter-related dimensions of music. 	<ul style="list-style-type: none"> ✓ Create and compose their own music using the Glockenspiels ✓ Play tuned and untuned instruments musically.
Specific content Substantive knowledge	Follow <i>Charanga Glockenspiel course (Stage 1)</i> (Classes led by teacher who knows the notes, be able to read basic music and have mastered basic Glockenspiel skills).	Participate in a short musical. This could be as support for another curriculum area. Performance to involve singing, acting and movement and dance.	Learn about non-tuned percussion instruments of <i>particular non-European culture</i> e.g., Indonesia (Gamelan), Africa, Brazil (Samba) Study sounds of different non-tuned percussion, relating to material, shape, tension, etc. (Science link)	Over 5 weeks, <u>Autumn 1</u> , following <i>Charanga Glockenspiel course (Stage 2)</i> (Following course, but led by trained teacher who should know the notes, be able to read basic music and have mastered basic Glockenspiel skills). Learn about the family of tuned percussion (Glockenspiel, Xylophone. What are the different materials and what are the different sounds? What's the same?) What about other layouts (e.g., Hang drum/ steel drum)
Sing	<ul style="list-style-type: none"> As part of ongoing singing assemblies and whole class singing. 	<ul style="list-style-type: none"> Perform simple word pattern chants and retain the pattern (as vocal warm ups). Include pentatonic songs. Sing call and response songs. Ensure children singing for pleasure, and learning short pieces (remove word support) 	<ul style="list-style-type: none"> Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols. Play a range of singing games based on the cuckoo interval (so-mi, e.g., Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. 	<ul style="list-style-type: none"> As part of ongoing singing assemblies and whole class singing.
Listen	<ul style="list-style-type: none"> Watch a great tuned percussion player (e.g. https://www.youtube.com/watch?v=ix-QW-BShPY) https://www.youtube.com/watch?v=U8iZeXR9I_w Comment and appraise. Baby Shark! https://www.youtube.com/watch?v=P5XmpPv-FHc Harry Potter Theme https://www.youtube.com/watch?v=VSyLL9q0Oes 	<ul style="list-style-type: none"> Respond to the music through movement and dance (stepping, jumping, walking on tip toes) Explore with the children the types and styles of music in the show. These may reflect other cultures and styles. Explore how the lyrics of the pieces help tell the story. 	<ul style="list-style-type: none"> Learning rhythms, solo and group work: Call and response (e.g., Brazilian samba, or African Drumming and dance - shumbaarts@gmail.com offer school workshops or Taiko Japanese drumming taikojourney.com offer school workshops) disability and inclusion – <i>Evelyn Glennie</i> – world class professional drummer who happens to be completely deaf! 	<p>Watch a great tuned percussion player (find on e.g., YouTube – Glockenspiel, Marimba, Vibraphone etc.)</p> <ul style="list-style-type: none"> Lots of easy tunes with visual guides on YouTube e.g., Baby Shark! https://www.youtube.com/watch?v=P5XmpPv-FHc Harry Potter Theme https://www.youtube.com/watch?v=VSyLL9q0Oes High Quality Concert Performance! Flight of the Bumble Bee on Vibraphone https://www.youtube.com/watch?v=uZHE9b1WDuM

	<ul style="list-style-type: none"> Flight of the Bumble Bee on Vibraphone https://www.youtube.com/watch?v=uZHE9b1WDuM when listening invent and explore own symbols to represent what they hear. Take other opportunities create short sequences to represent the sounds (e.g., a heavy rain storm). Describe HIGH and LOW sounds. 		<ul style="list-style-type: none"> Mark the beat / tap/ clap to listened to pieces. 	
Compose	<ul style="list-style-type: none"> Learn the names of the notes (engraved on the keys) recognise the layout is <i>the same as a piano or keyboard</i> Start learning to read music (in Charanga course) Create short patterns for pleasure and record as written notes 	<ul style="list-style-type: none"> The children may be able to accompany a song from the selected show with simple percussive instruments that they decide for themselves. 	<ul style="list-style-type: none"> Create music in response to a non-musical stimulus (e.g., a storm, a car race, or a rocket launch). Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. 	<ul style="list-style-type: none"> Consolidate knowing the names of the notes! (Engraved on the keys) This is essential for progressing to Keyboard in KS2. Work with a partner to improvise simple question and answer phrases, played on tuned percussion, creating a musical conversation. Play some copycat rhythms. Represent these with patterns e.g., dot notation.
Perform	<ul style="list-style-type: none"> playing repeated rhythm patterns (ostinato) and short, pitched patterns on glockenspiels to maintain a steady beat. When playing experiment and notice high/ low/ quiet and loud. Follow symbols/ letters with spacing to support performance. Perform short patterns copying the teacher (both with and without instruments) 	<ul style="list-style-type: none"> Walk, move, clap a steady beat with others. Rehearse and perform a Musical. Performance for families/ friends and other pupils in the school. When performing remove singing along type CD and have the children perform the song without backing words (will still need musical backing track). 	<ul style="list-style-type: none"> Use body percussion, (e.g., clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns Walk in time and begin to feel the strongest first beat (clap on it) Play copycat rhythms/ copy a lead. 	<ul style="list-style-type: none"> Learn to read simple stick notation (as part of Charanga), including crotchets, quavers and rests. Take the opportunity to record the performances and listen back to them, using the recording to improve the performance. Understand how beat changes to create different tempos.
Sequencing knowledge	<p>Prior knowledge: Experience of non-tuned percussion in Early Years. Children play to a beat are able to name instruments.</p> <p>Future knowledge: Phase 2 of Glockenspiel, where children will also learn to create and compose their own music (ref. Y2 Long enquiry) Transfer knowledge from Glockenspiel notation to a keyboard where the notes are not engraved (ref Y3 short enquiry and Y4 Long enquiry).</p>	<p>Prior knowledge: children will have had plenty of opportunities to practise musical skills such as, singing, mimicking, call and response and pitch matching. Children in EYFS will enjoy singing in a group and are able to match pitch and melody. Children in YR also perform The Nativity so are used to being on a stage.</p> <p>Future knowledge: Performing for peers in music lessons. Musical Theatre performance in Y3 Music appreciation in Music Assemblies.</p>	<p>Prior knowledge: Rhythm, while learning Glockenspiel in Y1 (and possibly Y2 if Long LE was first)</p> <p>Future knowledge: Further studies of rhythm, beat and pulse in KS2 (as well as notation)</p>	<p>Prior knowledge: Phase 1 of WCET Glockenspiel in Y1</p> <p>Future knowledge: Keyboards in Y3! (Thus, the Glockenspiel keyboards are white and black – the same as a piano/ keyboard layout!</p>

Tier 2 and Tier 3 vocabulary	Keys, notes, mallets, metal, tuning, sharp, flat, scale, octave, middle C, vibration, percussion, tuned percussion, untuned percussion, Glockenspiel, Xylophone, Vibraphone High, low, pitch. Beat and rhythm.	Rhymes, chants, songs, rhythm, verse, stanza, alliteration, theatre, dance, performance	Drum, cymbal, drum kit, snare, bass, bongo, djembe, taiko, samba, triangle, shaker, maraca, table, rhythm, beats per minute, untuned percussion	Keys, notes, mallets, metal, tuning, tuned percussion sharp, flat, scale, octave, middle C, vibration, sound waves, melody, percussion, Glockenspiel, Xylophone, Vibraphone, marimba, hang drums, steel drum, keyboard, layout, crotchet, quaver, tempo.
Outcome	Outcomes: Documented instrument classes (photo/ video/ audio)	Outcomes: Year 1, Musical Theatre Performance. Recorded. Rehearsal process documented	Documentation of experience and practical participation (photo/ video/ audio)	Outcomes: Concert. Year 2 do an Autumn Glockenspiel / Xylophone / singing/ drum concert (and/or recording) – other instruments also allowed of course! Documentation - Photos, recording etc.

	YEAR 3		YEAR 4	
Theme	Spring 1 Keyboard	Musical theatre performance	Recording and computer technology	Spring 2 Keyboard
Duration	Short study	Long study	Short study	Long study
National Curriculum	<ul style="list-style-type: none"> ✓ Play and perform in solo and ensemble contexts with increasing confidence and control. ✓ Improvise and compose music for a range of purposes. ✓ Use and understand staff and other musical notation 	<ul style="list-style-type: none"> ✓ Sing with increasing confidence and control ✓ - Listen with attention to detail and increasing aural memory. ✓ Sing with increasing confidence and control. Perform solo and in ensemble. 	<ul style="list-style-type: none"> ✓ to create, improvise and compose music on their own and with others, and use technology appropriately. ✓ Develop and understanding of musical composition, organising and manipulating ideas and musical structures 	<ul style="list-style-type: none"> ✓ Play tuned musical instrument with increasing confidence and control ✓ Improvise and compose music for a range of purposes. ✓ Use and understand staff and other musical notation. ✓ Develop an understanding of the history of music.
Specific content	Over 2 weeks, <u>Spring 1</u> , following Charanga Keyboard course (classes led by teacher who knows how to play keyboard, knows the instruments, is able to read music).	Rehearse and perform a Musical. Performance for families/ friends and other pupils in the school.	- Introduction to <i>Garage Band</i> – As it's a lot to learn, best to do it over at least a few shorter sessions. Pupils working in 2s or 3s learn to master the basic skills of <i>Garage Band</i> .	<u>Spring 2</u> following Charanga Keyboard course, Chapters 3 to 7, or from beginning if needed.
Sing	<ul style="list-style-type: none"> • As part of ongoing singing assemblies and whole class singing. 	<ul style="list-style-type: none"> • Sing a range of unison songs, and concentrate of tune and expression. • Perform actions confidently and in time to the songs learnt. • Move, walk and clap in time with a steady beat. Change the tempo of songs. 	<ul style="list-style-type: none"> • As part of ongoing singing assemblies and whole class singing. • Continue in class with singing of unison songs pitching the voice accurately and following directions. • Sing rounds, partner songs in different time signatures. 	<ul style="list-style-type: none"> • As part of ongoing singing assemblies and whole class singing. • Continue in class with singing of unison songs pitching the voice accurately and following directions. • Sing rounds, partner songs in different time signatures.
Listen	<ul style="list-style-type: none"> • Use listening skills to correctly order phrases using dot notation. 	<ul style="list-style-type: none"> • When learning the songs, ensure the children listen to and discuss lyrics and how these are used to tell the story. • Discuss the range of musical styles within the piece and how they have been used to evoke different moods. 	<ul style="list-style-type: none"> • Use the opportunity to introduce the children to music that has been entirely composed and created in this way such as modern dance and house music. 	<ul style="list-style-type: none"> • Study development of the keyboard – through different historical periods, cultures and classes (e.g., harpsichord to Piano to electronic keyboard. Church organ – jazz organ. Accordion folk tradition – harmonium Indian tradition. • Introduce minor and major chord and discuss the nature of the mood that they create. (Musician to play these on guitar and keyboard)

Compose	<ul style="list-style-type: none"> Revise the names of the glockenspiel notes and see how the layout of the keyboard matches so the children see the comparison. Introduce the stave and clef and use dot notation to show pitch. 	<ul style="list-style-type: none"> Suggest ideas for musical and dance accompaniment to the pieces used. <p><i>Possibly use apps such as Chrome Music Lab to support other LE outcomes. Garage band will be used in Year 4.</i></p>	<ul style="list-style-type: none"> Capture and record creative ideas using the technology. Adapt and change sounds on the technology to evoke changing mood. Alter tempos. Combine short pentatonic scales. Make compositional decisions about the overall structure of the pieces. 	<ul style="list-style-type: none"> Copy and create short melodic phrases including those using the pentatonic scale. Introduce the difference between minims, crotchets, paired quavers and rests and arrange notation cards of known values to create phrases in bars. 
Perform	<ul style="list-style-type: none"> Develop facility to play tunes percussion. Play following staff notation in small groups as well as whole class. Play and perform melodies following staff notation using a small range. 	<ul style="list-style-type: none"> Accompany pieces from the musical learnt with short pieces of percussion. Perform in both solo and duet as well as ensemble. Allow children to make decisions about performance, including lighting and actions to be aware of the overall impact of the work. 	<ul style="list-style-type: none"> The Casio CT S300 keyboards can be used as Midi controllers – using the instrument selection available in Garage band! Play back and review others work as well and their own. 	<ul style="list-style-type: none"> Perform in small groups (2 and 3) as well as whole class so a range of pieces can be learnt and rehearsed. Perform pieces with 2 parts. Perform simple rhythmic scores to a steady beat and maintain own part. Play and perform melodies following staff notation.
Sequencing knowledge	<p><u>Prior knowledge:</u> 2 blocks of studying Glockenspiel with the keyboard layout in KS1. Remind children of the notes from the glockenspiel</p> <p><u>Future knowledge:</u> Further block, studying Keyboard in Y4 (plus learning notes, rhythm, dynamics etc).</p>	<p><u>Prior knowledge:</u> Full Musical rehearsed and performed in Y1 (Plus Singing, drumming and Glock in KS1)</p> <p><u>Future knowledge:</u> Performing for peers, as well as singing and instrumental concerts in Y4 and Y5</p> <p>Musical theatre Performance in Y6</p>	<p><u>Prior knowledge:</u> IT studies in KS1 and Y3 Electronic Keyboard (with midi recording capability) in Y3</p> <p>Possibly use of apps such as Chrome Music Lab in Y3</p> <p><u>Future knowledge:</u></p> <p>Further block, studying Keyboard in Y4 (plus learning notes, rhythm, dynamics etc). Further IT studies in UKS2 (beyond music curriculum)</p>	<p><u>Prior knowledge:</u> Block 1 of Keyboard in Y3 (plus any ongoing follow-up lessons that came out of that.</p> <p><u>Future knowledge:</u> Chance for follow up lessons with visiting tutor (or small group in school?)</p> <p>Ukulele in Y5 (useful to have understood about the western scale, names of notes, rhythm, dynamics)</p>
Tier 2 and Tier 3 vocabulary	Keyboard, scale, dynamics, volume, crotchet, quaver, minim, sustain, scale, stave, treble clef (and the symbol), bass clef (and the symbol), time signature, beats per bar	melody, lyrics, verses, rhyming, dynamics, timbre, theme	Recording, microphone, tracks, technology,	Keyboard, scale, dynamics, volume, crotchet, quaver, minim, sustain, scale, stave, treble clef (and the symbol), bass clef (and the symbol), time signature, beats per bar
Outcome	- documented keyboard classes (phot/ video/ audio)	Musical Theatre Performance and recording of show. Photo documentation / video of process.	- Document course – photos/ video/ audio. Virtual concert, uploading pieces created to Teams as sound files for parents to appraise.	Recording or Concert (recorded): Year 4 Spring 2 concert/ recording on keyboard, tuned & untuned percussion, (from KS1). Additional songs and other instruments included.

	YEAR 5		YEAR 6	
Theme	Song, rhythm and dance from different cultures	Ukulele	Ukulele/ guitar A chance to specialise	Musical Theatre
Duration	Short study	Long study	Short study	Long Study
National Curriculum	<ul style="list-style-type: none"> ✓ Listen with attention to detail and recall sounds with increasing aural memory. ✓ Appreciate and understand live and recorded music from different traditions, & great composers and musician. ✓ Develop an understanding of musical history in various cultures traditions. 	<ul style="list-style-type: none"> ✓ Improvise and compose music for a range of purposes. ✓ Use and understand staff and other musical notation. ✓ Develop an understanding of musical history in various cultures traditions. ✓ Play tuned musical instrument with increasing confidence and control 	<ul style="list-style-type: none"> ✓ Play tuned musical instrument with increasing confidence and control ✓ Improvise and compose music for a range of purposes. ✓ Use and understand staff and other musical notation. 	<ul style="list-style-type: none"> ✓ Sing with increasing confidence and control ✓ Listen with attention to detail and increasing aural memory. ✓ Sing with increasing confidence and control. Perform solo and in ensemble.
Specific content	Visiting workshop from a group such as Shumbaarts.org.uk (African) or Taikojourney.com, or the use of the internet to provide cultural music that relates to cross curricular studies.	Over 5 weeks <u>Spring 1</u> , following <i>Charanga Ukulele course Steps 1 to 4 – Charanga’s Additional Pieces</i> and <i>Extra Beginners</i> pieces may be selected) (led by teacher who should know the notes, be able to read music and have mastered basic Ukulele skills).	<u>Options</u> Ukulele over 2 weeks <u>Summer 2</u> , following Charanga Ukulele course Steps 5 to 8. Ensure progression from Year 4. <u>Guitar</u> Those who excelled in Y5 or who already have some guitar skills could have guitar session teaching	Rehearse and perform a Musical. Performance for families/ friends and other pupils in the school. Accomplished musicians could accompany show. Consider “Oliver” and “The Lion King”.
Sing	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing accurate phrasing, accurate pitching and appropriate style. • Sing rounds, partner songs and songs with verse and chorus. 	<ul style="list-style-type: none"> • As part of ongoing singing assemblies and whole class singing. 	<ul style="list-style-type: none"> • As part of ongoing singing assemblies and whole class singing. 	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing accurate phrasing, accurate pitching and appropriate style. • Sing rounds, partner songs and songs with verse and chorus.
Listen	<ul style="list-style-type: none"> • developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to singing and playing. 	<ul style="list-style-type: none"> • Find info on development of the Ukulele – Hawaiian development of Portuguese instrument – spread through US in early 20th century etc. • Possible to hire an expert to support with the teaching through “resident expert” funding. 	<ul style="list-style-type: none"> • Over the Rainbow (Hawaiian musician) https://www.youtube.com/watch?v=V1bFr2SWP1I • <u>Ukebox - The Beatles Medley - YouTube</u> • <u>You've Got A Friend In Me - Ukebox - YouTube</u> • 	<ul style="list-style-type: none"> • When learning the songs, ensure the children listen to and discuss lyrics and how these are used to tell the story. • Discuss the range of musical styles within the piece and how they have been used to evoke different moods.

		<ul style="list-style-type: none"> • Ukebox Mash-up Ukebox TEDxLiverpool - YouTube 		
Compose	<ul style="list-style-type: none"> • Allow the children to improvise freely over a drone, developing character and shape • Improvise over a simple groove, responding to beat, to create a satisfying melodic shape. Experiment with dynamics. (See vocabulary) 	<ul style="list-style-type: none"> • Learning to read tablature (tabs) (as part of the Charanga course) • Compose chord sequences that allow mood to be evoked. • Capture and record creative ideas using graphic symbols and tablature. • The children to learn at least 5 chords as part of a scale 	<ul style="list-style-type: none"> • Capture and record creative ideas using graphic symbols and tablature. • Garage Band: an opportunity to deepen and extend composition and recording abilities using technology. (multi-track and sampling) 	<ul style="list-style-type: none"> • Suggest ideas for musical and dance accompaniment to the pieces used.
Perform	<ul style="list-style-type: none"> • Perform songs in school performance opportunities. 	<ul style="list-style-type: none"> • Play melodies on tuned instruments, initially as whole class. • Understand how triads are formed and play. • Perform simple chordal accompaniments to familiar songs. • Read and play short rhythmic phrases at sight from cards, using symbol for known rhythms. • Use the chord sequences in the scheme and learn to read them 	<ul style="list-style-type: none"> • Perform simple chordal accompaniments to familiar songs. • Play melodies on tuned instruments, initially as whole class. • Read and play short rhythmic phrases at sight from cards, using symbol for known rhythms. 	<ul style="list-style-type: none"> • Perform songs in school performance opportunities. • Children to be involved in the full presentation of the performance, so ensure roles for the children that involve staging, lighting, sound, dance and acting, thinking about the compositional impact of their work.
Sequencing knowledge	<p>Prior knowledge: Introduction to a wide range of culturally diverse music in weekly music assemblies throughout KS1 and 2. Percussion and Drumming in KS1, Song and musical theatre in KS1 and 2</p> <p>Future knowledge: Ongoing music assemblies. Ukulele (originating from and culturally rooted in Hawaii) and Musical Theatre in U6</p>	<p>Prior knowledge: WCET Keyboards in LKS2 – knowledge of the notes, scale, notation, rhythm etc.</p> <p>Future knowledge: Possibility for ongoing lessons from visiting tutor and Ukulele Block 2</p>	<p>Prior knowledge: Depending on path taken, prior ukulele learning in Y5 or Prior Music IT learning in Y4 (and other IT learning and experiences in Y5).</p> <p>Future knowledge</p>	<p>Prior knowledge: Experience of performing full Musical Theatre shows in Years 1 and 3, as well as peer performances</p> <p>Experience of concert in Y5</p> <p>Future knowledge:</p>
Tier 2 and Tier 3 vocabulary	melody, lyrics, verses, rhyming, dynamics, timbre, theme very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).	Chords, strings, tuning pegs, frets, acoustic, soprano, chord progression, finger board, metronome, notation, picking, tablature	Chords, strings, tuning pegs, frets, acoustic, soprano, chord progression, finger board, metronome, notation, picking, tablature	Language relates to performance, including language around the software choices made for lighting and sound.

Outcome	Outcomes: Documentation of experience and practical participation (photo/ video/ audio)	Concert/ recording Year 5 do a concert (or recorded) performance in Summer Term 2 , (see specific content)	Documentation of experience and practical participation (photo/ video/ audio) musical accomplishments recorded for the record! - <i>Optional</i> : Songs and music from show could be recorded, using Garage Band Skills!	Outcomes: -Year 6 – Summer Term 2 – Full musical Theatre Performance. Recorded
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