

# Music the St Anne's Way



*“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything”* - Plato

# National Curriculum

Music is a universal language that embodies one of the highest forms of creativity.

A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that: 'all pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians; learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence; understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations'.



**Vision:** At St. Anne's, we aim to foster a positive attitude to music as an interesting, exciting part of the curriculum and a universal language that embodies the highest forms of creativity.

Our curriculum offers a high-quality Music education where pupils work with a specialist teacher from One Education Music Service. We provide a spiral curriculum which means that skills introduced are constantly being repeated and built upon, year on year. We want to provide enriching opportunities that inspire and foster a love for music from a young age.

**Concepts:** Within our long term planning, we ensure that 4 different concepts are equally distributed to ensure we are constantly practicing music skills. These skills are: performing, composing, listening and appraising.

**Design:** Our Music curriculum is skill led, meaning that every lesson has a different focus. These skills are built upon each year and constantly practiced to support our musical skills.

Throughout their learning, the children listen to and appraise music from a variety of genres, backgrounds and time to develop their perspective and musical interest.

**Vocabulary:** Each term we are introduced to new musical vocabulary which broadens our musical knowledge. Children will practice these skills in hands on, practical and fun lessons where they perform these skills for parents to see.

# Intent

At St. Anne's the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

We aim to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

# Units of Work

Each of our music units and the content covered has been thoughtfully selected using the national curriculum and one education key skills surrounding our topics.

They are designed to build the children's understanding and experiences surrounding a topic by immersing them within a balanced range of genres, musicians, themes and cultures. This will build children's cultural capital whilst still being exciting and innovative.

# Music Coverage

The music curriculum is a spiral curriculum, with key skills being repeated. Singing, playing instruments, composing, listening to and appraising music takes place weekly.

Resources: BBC 10 pieces, Classical100, YouTube, SingUp.

The assessment focus for each half term is **highlighted in yellow** and will mainly be in the form of a video recording.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn A</b> <b>Rhythm/ playing instruments</b>	<u>Ourselves</u> Develop the singing voice Use percussion instruments Respond to stop/go signals	<u>Ourselves</u> Sing rhymes and chants Instruments. Know what instruments are made of (skin, metal, wood)	<u>Louis Armstrong (What A Wonderful World)</u> Respond to signals. Recognise and name percussion instruments. Speak chants and rhymes.	<u>Reggae Music/Bob Marley</u> Play given rhythms. Play/sing with varying dynamics/tempo. Create musical patterns with a partner.	<u>In the Hall of Mountain King (Grieg)</u> Clap the rhythm of a song whilst others tap the pulse. Create an ostinato rhythm Improvise and compose using a given stimulus.	<u>WCET - Ukulele</u> Year-long scheme using Ukulele Magic/Rocks with singing, listening and playing opportunities. Holding and playing the Ukulele. Play simple parts in time as part of the group.	<u>Florence Price (Juba Dance)</u> Play and clap rhythm notation. Listen to a range of music from different traditions. Explore and use changes of tempo/dynamics/timbre/pitch. Create a 'patting juba' rhythm. Perform in an ensemble.	<u>Film Music (Emotions)</u> Play simple tunes and add an ostinato accompaniment. Compose music to evoke contrasting moods suggested by a stimulus. Recognise how layers of sound can achieve an intended effect.
<b>Autumn B</b> <b>Singing</b>	<u>Naming instruments</u> Develop the singing voice by exploring tempo, dynamic's, pitch, timbre Begin to know the	<u>Celebration</u> Sing with varying tempo/dynamics/timbre Clap/play a given rhythm	<u>Develop singing (songs from around the world)</u> Sing with varying tempo/dynamics/timbre Mark phrases of a song.	<u>Tchaikovsky – The Nutcracker</u> Read simple rhythms (crotchet/quavers) To experiment with and create sounds using the 'Nutcracker' as a stimulus	<u>The Beatles</u> Decide how to perform a song. Create and improvise ostinato rhythms. Play a simple melody by ear. Read rhythm notation (crotchet, quavers, crotchet rests)	<u>WCET – Ukulele</u> Know where fingers are supposed to be for C, F and Am chords and be able to play them with some accuracy. Explore picking a simple scale and reading simple TAB parts. Sing and play three or four simple songs using key of C and be able	<u>West African Music</u> Tap/Clap the metre of a song whilst others clap the rhythm. Combine ostinato phrases, vocally and instrumentally Reading rhythm notation.	<u>Victorians – theme and variations</u> Sing in 2 and 3 parts in harmony. Follow the metre of the music and explore % time. Improvise rhythmic phrases on an instrument.
	names of instruments		Keep the pulse. Play/clap rhythms.			to strum simple rhythms using down strokes.	Sing in 2 or more parts. Play the accompaniment to a song. Listen to / make comparisons of a range of types of music from different traditions.	Combine rhythmic phrases together. Play the tune of a simple song by ear. Read and play pitch notation. Create an up and down tune.

<b>Spring A</b> <b>Listening and Appraising</b>	<a href="#">Pulse/Rhythm</a> Play along to songs (pulse and/or rhythm) Move to music.	<a href="#">Pulse/Rhythm</a> Play along to songs (distinguishing between pulse and rhythm) Keep the pulse when listening to music	<a href="#">Vivaldi (Four Seasons)</a> Play along to songs. Trace the shape of a song. Move with the pulse to a piece of music. Identify repeated sections in a piece of music.	<a href="#">Female composers</a> Listen to a range of female composers across different eras and genres. Experiment with and create sounds. Recognise percussion, brass and string instruments being played in music. Identify repeated & contrasting sections in recorded music.	<a href="#">Climate Change</a> Read pitch notation (G, E and A) Explore different metres Play rhythm against metre. Graphic scores. Recognise individual key instruments in a piece of music. Identify repeated & contrasting sections in recorded music.	<a href="#">WCET – Ukulele</a> Extend independent working skills Use chord charts to read new finger positions. Play C, F and G7 confidently and accurately. Learn D/D7. Sing and play simple pieces with increased confidence /accuracy	<a href="#">Film Music / Dragonology</a> Explore different metres in music. Read and play melodic phrases. Compose music to evoke contrasting moods suggested by a stimulus. Compose a simple melody. Listen / respond to live/recorded music, talk about how it makes you feel. Discuss music with a musical language.	<a href="#">Samba – Brazil (Heitor Villa Lobos – The Little train of the Caipira)</a> Develop an understanding of the origins of samba music. Read and play samba rhythms Play as an ensemble. Combine vocal ostinato phrases. Copy and improvise rhythmic phrases (4 and 8 beat phrases).
<b>Spring B</b> <b>Composing</b>	<a href="#">Dynamics/Tempo</a> Explore dynamic and tempo when playing instruments. Experiment with sounds in response to a stimulus.	<a href="#">Space</a> Explore dynamics, tempo and pitch when playing instruments Experiment with sounds in response to a stimulus (space)	<a href="#">Fairy Tales - Composing using a stimulus</a> Copy a given rhythm Recognise rests Use sounds to create musical effects	<a href="#">Africa</a> Explore metre. Copy rhythms. Add percussion to songs. Experiment with, create, select and combine sounds. Play equal length phrases with a partner.	<a href="#">Ancient Egyptians</a> Play melodic phrases. Compose using a given structure. Create an ostinato to the metre of 4. Create a rhythmic phrase (Binary Form A B).	<a href="#">WCET – Ukulele</a> Extend repertoire to include several new pieces. Develop RH technique to include shuffle – strum Play descending C scale and pick it with some accuracy. Work towards a performance.	<a href="#">Garage Band – Dance Music</a> Choose appropriate tempo & dynamics whilst singing. Record and delete tracks. Add vocals to a recorded track. Compose music to evoke contrasting moods suggested by a stimulus.	<a href="#">Garage Band/Rap</a> Record a layered 8-bar track. Improvise a melody. Create and record a chord sequence. Listen to an individual rhythm in a five-part structure. Using a simple devise (iPad) record a loop, repeat and edit loop.

<b>Summer A</b> <b>Singing</b>	<a href="#">Living Things</a> Develop the singing voice Explore tempo, dynamics, pitch and timbre Play along to familiar songs	<a href="#">Living Things</a> Sing varying dynamics, tempo, pitch and timbre Play pulse/rhythm to familiar songs	<a href="#">Carnival of the Animals – Saint-Saens</a> Play from symbols Experiment with sounds	<a href="#">Sea Shanties</a> Mark the phrases of a song. Sing simple two note phrases from notation. Explore metre Read simple pitch notation (G and E)	<a href="#">European composers</a> Read and play 8-beat rhythms. Combine (clapping) ostinato rhythms. Explore and use changes of tempo / dynamics. Decide how to perform a song.	<a href="#">WCET - Ukulele</a> Consolidate learning. Play syncopated RH rhythms (up and down strokes) Play a three-chord trick in G (G, D, C).	<a href="#">Rainforest (Water music)</a> Listen and appraise music from a range of cultures Sing in 2-part ensemble. Play simple tunes and add a drone accompaniment.	<a href="#">Protest Songs</a> Choose appropriate tempo & dynamics whilst singing. Sing in 2 and 3 parts in harmony. Analyse basic song structures.
<b>Summer B</b> <b>Performing</b>	<a href="#">Pirates</a> Respond to stop/go, loud/quiet, fast/slow signals Perform to an audience	<a href="#">Pirates</a> Choose instruments appropriately to make different sounds Perform to an audience	<a href="#">Carnival of the Animals – Saint-Saens</a> Create question and answer phrases with a partner. Play a simple ostinato.	<a href="#">The Caribbean</a> Listen to a range of music. Perform to an audience. Experiment with and create sounds. Play a given ostinato as part of a group.	<a href="#">European Composers</a> Work in pairs to structure a piece using two simple musical ideas. Play 2 ostinato rhythms together. Perform to an audience.	<a href="#">WCET –Ukulele</a> Confidently recall a repertoire of simple songs and be able to play/sing these in a group. Develop musicianship and notation reading skills.	<a href="#">Playing as an ensemble</a> Read/play pitch notation. Create a motif. Compose using the inter-related dimensions of music. Perform to an audience.	<a href="#">Song writing/Performance</a> Write lyrics and create a tune using two or three phrases. Organise rhythmic and melodic phrases in a simple structure. Sing and play in an ensemble.
National Curriculum Key Stage Requirements			Sing songs and speak chants and rhymes Play instruments Listen/respond to music Experiment with sounds	Sing with increasing accuracy, fluency and control in solo and ensemble contexts Play/perform instruments with increasing accuracy, fluency and control in solo and ensemble contexts Listen to and appraise a range of music Improvise and compose music for a range of purposes Read musical notation Develop an understanding of the history of music				

# Concepts

- Performing
- Composing
- Listening
- Appraising



# EYFS curriculum

Music is classed as Expressive Arts and Design under the EYFS Development Matters framework.

**EYFS Statutory Educational Programme:** 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.



- (Development Matters, 2021)

# EYFS

Key Skills	Nursery	Reception
<b>SING</b> (Use their voices expressively and creatively by singing songs and speaking, chants and rhymes.)	Sing rhymes and chants  Develop the singing voices by exploring <b>tempo, dynamics, pitch, timbre</b>	Sing rhymes and chants  Use the singing voice in different ways through <b>tempo, dynamics, pitch, timbre</b>  Use individual voices
<b>PLAY</b> Play tuned and untuned instruments <b>Rhythm</b>	Use untuned percussion instruments  Beginning to know the names of instruments  Clap a given <b>rhythm</b>  Playing along to songs (pulse and/or rhythm)	Use tuned percussion instruments  Know the names of instruments and what they're made of (wood, skin, metal)  Clap/play a given <b>rhythm</b>  Playing along to songs (distinguishing between pulse and rhythm)
<b>COMPOSE</b>  Experiment with, create, select and combine sounds using the elements of music – dynamics, tempo, pitch, duration, texture, timbre	Explore <b>dynamics</b>  Explore <b>tempo</b>  Represent their own ideas, thoughts and feelings through music  Begin to create short pieces of music in response to given stimulus (e.g. with support, begin to choose instruments appropriately to make/represent different sounds)	Explore <b>pitch</b>  Explore <b>duration</b>  Develop representing their own ideas, thoughts and feelings through music.  Create pieces of music in response to given stimulus (e.g. chose instruments appropriately to make different sounds in a story, poem etc.)
<b>LISTEN</b> <u>(with concentration and understanding to a range of high quality live and recorded music)</u>	Move to music	Develop movement to music  Explore how music makes you feel

## Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

- (National Curriculum, 2021)

# KS1

Key skills	Year 1	Year 2
<b>SING</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Speak chants and rhymes Mark the phrases of a song Tap the <b>pulse</b> whilst singing Clap the <b>rhythm</b> of words of a song whilst singing Sing questions (call and response songs)	Speak chants and rhymes Mark the phrases of a song Tap the <b>pulse</b> whilst singing Clap the <b>rhythm</b> of words of a song whilst singing Sing questions (call and response songs) Sing simple two note phrases from notation
<b>PLAY</b> Play tuned and untuned instruments musically	Copy a given <b>rhythm</b> Play the <b>rhythm</b> of a song Play the <b>pulse</b> of a song Explore <b>tempo, dynamics, pitch</b>	Copy a given <b>rhythm</b> Play the <b>pulse / rhythm</b> of a song Play the <b>rhythm</b> of a song whilst others tap the <b>pulse</b> Explore <b>tempo, dynamics, pitch, texture, timbre</b>
<b>NOTATION</b>	Play a simple <b>ostinato</b>	Play a given <b>ostinato</b> as part of a group Play the <b>melody</b> of a 5 note song on a xylophone Read simple notation flash cards (crotchets and quavers)
<b>LISTEN</b> Listen with concentration and understanding to a range of high quality live and recorded music	Move with the <b>pulse</b> to a piece of music Identify repeated sections in a piece of music Trace the shape of a song Identify ascending and descending sounds in a song Recognise percussion instruments being played in music Recognise changes in <b>dynamics and tempo</b>	Identify the <b>pulse and metre</b> of a song Identify a repeated <b>motif</b> in a piece of music Trace the shape of a song Identify ascending and descending passages in a piece of music Recognise percussion, brass and string instruments being played in music Describe changes in <b>dynamics and tempo</b>
<b>COMPOSE &amp; IMPROVISE</b> Experiment with, create, select and combine sounds using the inter-related elements of music	Improvise / create rhythms Take turns when playing with a partner To be aware of <b>rests</b> in music Choose sounds to illustrate a poem/picture/scene etc.	Create a <b>melodic ostinato</b> using two notes Play equal length phrases with a partner Introduce <b>graphic notation</b> , picture scores Create, choose and organise sounds and musical ideas in response to a poem/picture/scene etc

## Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

- (National Curriculum, 2021)

# KS2

Key skills	Year 3	Year 4
<b>SING</b> Sing with an understanding of how to improve accuracy, fluency, control and expression	Explore and use changes of tempo / dynamics Decide how to perform a song Begin to sing in parts	Explore and use changes of tempo / dynamics Decide how to perform a song Sing in parts
<b>PLAY</b> Play with an understanding of how to improve accuracy, fluency, control and expression	Copy a rhythmic phrase Clap the <b>rhythm</b> of a song whilst others tap the <b>pulse</b> Tap the <b>metre</b> of songs Play simple tunes by ear Play two <b>ostinato rhythms</b> simultaneously	Copy and <b>improvise rhythmic phrases</b> Clap the <b>rhythm</b> of a song whilst others tap the <b>metre</b> Tap the <b>metre</b> of songs Play simple tunes by ear Play an <b>ostinato accompaniment</b> to a song
<b>NOTATION</b>	Read and play 4 and 8 beat rhythm notation ( <b>crotchet, crotchet rest, quaver</b> ) Play and play simple pitch notation	Read and play 4 and 8 beat rhythm notation ( <b>crotchet, crotchet rest, quaver</b> ) Read and play simple melodic phrases from <b>staff notation</b>
<b>COMPOSE AND IMPROVISE</b>  <i>Including the use of music technology</i>	Create a rhythmic phrase ( <b>Binary Form A B</b> ) Create a simple melodic phrase Improvise <b>rhythmic phrases</b> of equal length in pairs Work in pairs to <b>structure</b> a piece using two simple musical ideas Create tunes for word phrases	Organise musical phrases ( <b>Ternary Form A B A</b> ) Create a <b>melodic phrase</b> Improvise <b>rhythmic phrases</b> of equal length in pairs Work in pairs to <b>structure</b> a piece using two simple musical ideas Create an <b>ostinato</b> to reflect the mood suggested by a painting, poem or other external stimuli Record work on a simple device eg ipad. Select sounds and record, use basic looping skills
<b>LISTEN</b> <b>with attention to detail and recall sounds with increasing aural memory</b>	Listen to a range of types of music from different traditions Recognise individual key instruments in a piece of music Identify repeated & contrasting sections in recorded music Identify phrases of a song Listen / respond to live/recording music, talk about how it makes you feel	Listen to a range of types of music from different traditions Identify instruments, style & era of different recorded music Identify repeated & contrasting sections in recorded music Analyse basic song <b>structures</b> Listen / respond to live/recording music, talk about how it makes you feel

Children in year 4 receive specialist Ukulele lessons across the whole year.

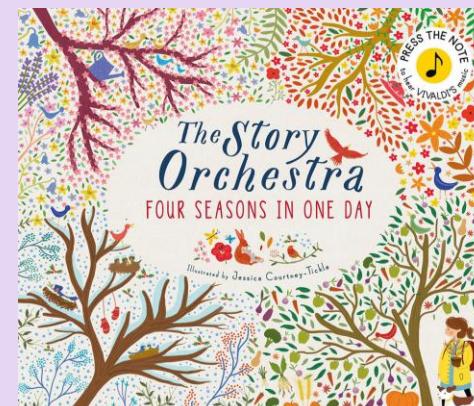
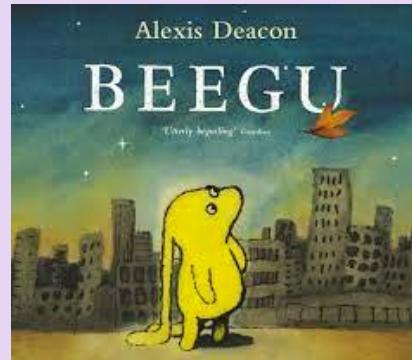
<b>Ukulele</b>	
<b>P1</b> <b>Expected skills after 1 term (first access)</b>	<p>Can hold Ukulele correctly</p> <p>Can name/number strings, frets, fingers and basic parts of instrument.</p> <p>Can play simple parts in time as part of the group</p> <p>Knows where fingers are supposed to be for C, F and G7 chords</p> <p>Can play C, F and G7 chords with some accuracy</p> <p>Can pick a simple scale with some accuracy</p> <p>Can sing and play three or four simple songs using key of C</p> <p>Can strum simple rhythms using down strokes</p>
<b>P2</b> <b>Expected skills after 2 terms (first access)</b>	<p>Can use chord charts to read new finger positions</p> <p>Can play C, F and G7 confidently and accurately</p> <p>Can play Am, Dm, C7, D7</p> <p>Can sing and play simple pieces with increased confidence /accuracy</p> <p>Has extended repertoire to include several new pieces.</p> <p>Has developed RH technique to include bounce – strum.</p> <p>Can play descending C scale and pick it with some accuracy</p>
<b>P3</b> <b>Expected skills after 3 terms (first access)</b>	<p>Can play syncopated RH rhythms (up and down strokes)</p> <p>Can play a three-chord trick in G, G, D, C.</p> <p>Can recall a repertoire of simple songs.</p>
<b>P4</b> <b>Transitional level before Stage 1</b>	Can confidently sing and play repertoire learned over past 3 terms.

Key skills	Year 5	Year 6
<b>SING</b> Sing with an understanding of how to improve accuracy, fluency, control & expression	Choose appropriate <b>tempo &amp; dynamics</b> whilst singing  Sing an <b>ostinato</b> accompaniment  Sing in two parts in <b>harmony</b>	Choose appropriate <b>tempo &amp; dynamics</b> whilst singing  Combine vocal <b>ostinato</b> phrases  Sing in 2 and 3 parts in <b>harmony</b>
<b>PLAY</b> Play with an understanding of how to improve accuracy, fluency, control and expression	Copy and improvise <b>rhythmic phrases</b>  Tap/clap the <b>metre</b> of a song whilst the others clap the rhythm  Explore different <b>metres</b> / play on beat one  Play simple tunes and add a <b>drone</b> accompaniment	Copy and improvise <b>rhythmic phrases</b> (4 and 8 beat phrases)  Combine <b>ostinato</b> phrases  Explore different <b>metres</b> / play on beat one  Play simple tunes and add an <b>ostinato</b> accompaniment
<b>NOTATION</b>	Read, play and write 4 & 8 beat rhythm notation (crotchets, crotchet rest, quavers, minim, dotted crotchets, <u>semi breves</u> )  Read and play simple <b>melodic</b> phrases	Notate compositions using the most appropriate method where applicable  Notate simple <b>melodic</b> phrases from dictation
<b>COMPOSE &amp; IMPROVISE</b>  Including the use of music technology	Organise <b>rhythmic</b> and <b>melodic</b> phrases in a simple <b>structure</b>  Create an up and down tune  Improvise <b>melodic</b> phrases using the <b>pentatonic scale</b>  Create and play an instrumental accompaniment  Compose music to evoke contrasting moods suggested by a stimulus  Using a simple device (eg <u>ipad</u> ) record a loop, repeat and <u>edit</u> loop. Create a <b>melody</b>	Organise <b>rhythmic</b> and <b>melodic</b> phrases in a simple <b>structure</b>  Create a tune using two or three phrases  Improvise <b>melodic</b> phrases  Combine melody and <b>ostinato</b> accompaniment  Compose music to evoke contrasting moods suggested by a stimulus  Using a simple <u>device</u> (eg <u>ipad</u> ) record a loop, repeat and <u>edit</u> loop. Create a <b>melody</b>
<b>LISTEN</b>  Listen with attention to detail and recall sounds with increasing aural memory	Listen to / make comparisons of a range of types of music from different traditions  Listen to an individual part in three and four part music  Recognise how sounds are used to achieve an intended effect  Analyse basic song <b>structures</b>  Listen / respond to live/recording music, talk about how it makes you feel	Listen to / make comparisons of a range of types of music from different traditions  Listen to an individual <b>rhythm</b> in a five part <b>structure</b>  Recognise how layers of sound can achieve an intended effect  Analyse basic song <b>structures</b>  Listen / respond to live/recording music, talk about how it makes you feel e.g. Explore major and minor scales & chords

# Links with English and Maths

Links have been made across the curriculum between Music and English. In some units the books studied in English are the basis for the themes explored and dictate the genre of music explored. This allows further exploration of our exciting English curriculum and brings it to life through our exciting music lessons.

Within music maths is also prevalent throughout due to our awareness of musical concepts such as the number of beats. For example, in year 3's Ancient Egyptians topic, children create an ostinato to the metre of 4. They also create a rhythmic phrase with the binary form A B.



# Year 6 Lesson Example

Vocal Activities (10 mins)	Recorded Music (5 mins)	Instruments (15 mins)	Notes
<b>LI: To listen to music from a range of genres; to appraise different types of music. Sing in 2 and 3 parts in harmony</b>			
<u>One Behind</u> – keep the pulse of the song but follow one action behind the leader <u>1, 121</u> – sing in a round <u>Smile: a round</u> <u>Happy (sing up)</u> – learn the chorus (2 parts)	Listen to <i>Married Life</i> from Up.  Can the children describe how this music makes them feel?  Use a word wall to help generate some responses. Encourage use of musical language when they give an answer.	<u>Happy musical clichés</u> – (using the minion) discuss how a composer might trick the listener into feeling the emotion that they want. Use children to help demonstrate the different techniques.  <u>Married Life melody</u> – give the children the melody notes for <i>Married Life</i> . Demonstrate the tune to them using the glockenspiel. Highlight when children should move up in pitch.	

Example of progression of the ‘singing’:

Year 1 - Sing questions (call and response songs)

Year 2 - Sing Questions (call and response songs)

Year 3 - Begin to sing in parts

Year 4 - Sing in parts

Year 5 - Sing in two parts in harmony

Year 6 - Sing in 2 and 3 parts in harmony



# Example of the progression of key skills for Year 1

## Year 1 Musical Skills, Knowledge and Understanding

### Term 1

- Move to the pulse
- Tap the pulse whilst singing
- Clap the words of a song whilst singing
- Play along to a song
- Copy a given rhythm
- Improvise a rhythmic phrase
- Take turns when playing with a partner
- Mark the phrases of a song
- Identify a repeated motif in a piece of music
- Move with the pulse of a piece of music

### Term 2 (building on from Term 1)

- Take turns to play phrases of an equal length with a partner
- Play the melody of a song on a xylophone
- Explore the structure of a simple chant

### Term 3 (building on from Term 2)

- Clap the rhythm of a song
- Play the pulse of a song
- Playing the rhythm of a song
- Clap a given ostinato
- Play an ostinato
- Improvise rhythms
- Trace the shape of a song
- Identify ascending and descending sounds on a xylophone
- Identify phrases in a song
- Identify a repeated motif in recorded music
- Choosing sounds to illustrate poem/picture/scene etc
- To be aware of rests in music

# Example of the progression of key skills for Year 6

<b>Year 6 Musical Skills, Knowledge and Understanding</b>
<b>Term 1</b> Copy rhythms Combine ostinato phrases Say and clap rhythms from rhythm notation Listen to an individual rhythm in a five part texture Explore metre Explore the major and pentatonic scale Create a melodic cycle Choose appropriate tempo, dynamics and vocal quality for the performance of songs and compositions Combine ostinato vocally and instrumentally Combine melody and ostinato accompaniment Listen to an individual rhythm in a five part structure Work with rhythmic and melodic cycles Match conventional notation to known phrases Say and clap rhythms from rhythm notation Read parts from conventional notation where appropriate
<b>Term 2 (building on from Term 1)</b> Copy eight beat rhythm phrases (clapping and playing) Improvise eight beat rhythm phrases (clapping and playing) Create a tune using two or three phrase Explore the major and minor scale Create harmony by adding notes in parallel to a tune Choose appropriate tempo, dynamics and vocal quality for the performance of a song or own composition Create harmony by adding notes in parallel to a tune Accompany a tune with a two note ostinato Sing in two parts Analyse phrase structure Organise melodic phrases in a simple structure Notate simple melodic phrases from dictation
<b>Term 3 (building on from Term 1 and 2)</b> Match the metre of recorded music Play a simple tune by ear Explore scales, chords and triads Read a chord sequence from a chord chart

# Example of Medium term plan

## Music: Termly Planning Grid

School: St Anne's (Crumpsall)

Year: 2

Term: Autumn 1

Cross-curricular Links: Bob Marley / Reggae

Wks	Vocal Activities (10 mins)	Recorded Music (5 mins)	Instruments (15 mins)	Notes
WK1/2	<p>LI: Listen to and respond to live/recorded music. Play the pulse / rhythm of a song. Distinguish between the rhythm and the pulse of a song.</p> <p><u>Pat, Pat, Clap!</u> – put your name in the space. Go around the whole circle. Encourage the steady beat, keep the flow.</p> <p><u>The Birthday Song</u> – sing the song</p> <p><u>Bottle of Pop</u> – tap the pulse of the song. Clap the rhythm of the song. Can they do it faster or slower? Can they use their thinking voice?</p> <p><u>Who Stole the Cookie</u> – play the singing game</p> <p><u>Three Little Birds</u> (sing up) – teach the song</p>	<p>Listen to Three Little Birds by Bob Marley</p> <p><a href="#">(184) Bob Marley - Three Little Birds from B is for Bob - YouTube</a></p> <p>What instruments can you hear? How does the music make you feel? Can children keep the pulse whilst listening to the music?</p> <p>Listen to One Love by Bob Marley</p> <p><a href="#">(184) Bob Marley - One Love - YouTube</a></p> <p>What instruments can the children hear? Can they remember anything about Bob Marley from the previous week? What do the words mean?</p>	<p><u>Stop/Go</u> – Loud/Quiet, Fast/Slow – clapping, using body percussion, copy me, instruments. Re-establish the rules.</p> <p><u>Pineapples</u> – check children can still follow the stopping instruction.</p> <p><u>Question &amp; Answer</u> – you lead taking turns with a child.</p> <p>Then get child to lead – make your answer a clear rhythmic phrase. Ask 2 children to take turns to play to each other. Make their phrases the same length.</p> <p>Let all the children try it in pairs – 2 mins. Listen to 2/3 examples.</p> <p><u>Playing the pulse of a song</u> – play along to a Bob Marley song.</p> <p><u>Packing away</u> – encourage quiet singing.</p>	
WK3/4	<p>LI: Read simple notation flash cards. Copying rhythms on instruments.</p> <p><u>Boom-chicka boom</u> – warm up</p> <p><u>Who Stole the Cookie</u> – play the singing game</p> <p><u>The Birthday Song</u> – sing the song. Try it louder, quieter, faster or slower. Ask half the class to tap the pulse whilst singing. Ask half the class to clap the rhythm. Now try both at the same time.</p>	<p>Listen /watch Bob Marley</p> <p><a href="#">Reggae - National 5 Music - BBC Bitesize</a></p> <p>Can children identify any of the instruments being played. Do they like the music?</p> <p><a href="https://youtu.be/x5S9RPVZyRw">https://youtu.be/x5S9RPVZyRw</a></p>	<p><u>Rhythm Reading</u> – use rhythm set 2.</p> <p><u>Stop/go, loud/quiet, fast/slow</u> – clapping</p> <p>Using coloured card (4 different colours), assign each colour a different body percussion sound – e.g. red card = clapping, blue card = stamping</p> <p>When coloured card is shown, children assigned to that colour are to make their sound. Repeat activity using instruments</p>	

	<p><u>Upside Down</u> – teach the song  <u>Lemonade Song</u> – sing the song and play the game.  <u>Three Little Birds</u> – have a go at the Makaton version of this song  <a href="https://www.youtube.com/watch?v=SmD9ToGtK8Q">https://www.youtube.com/watch?v=SmD9ToGtK8Q</a></p>		<p><u>Stop/Go</u> – children should try to play a rhythm that they can repeat over and over – Ostinato!  Listen to 2/3 examples.  <u>Copy Me (playing)</u> – instruments, groups of 6 at a time, 3 or 4 rhythms to copy.  <u>Packing away</u> – encourage quiet singing.</p>	
<b>WK5/6</b>	<p><b>LI: Sing a range of songs and chants. Tracing the shape of a song. Taking turns with a partner.</b></p> <p><u>Bananas of the world unite</u> – warm up  <u>Upside Down</u> – sing the song.  <u>On My Left</u> – teach song. Teach pupils different word for rhythms. Use 6 pupils to demonstrate rhythms for phrase one. Can they work out how to do phrase two? Swap children around, can they work out the rhythm now?  <u>Che Che Koolay</u> – teach the song  <u>Lemonade Song</u> – sing the song and play the game.  <u>Extension: Don't Worry, Be Happy</u> (sing up)</p>	<p>Listen to Monkey Man by Toots and the Maytals  <a href="https://www.youtube.com/watch?v=94fG4A_jQuM">https://www.youtube.com/watch?v=94fG4A_jQuM</a></p> <p>Additional listening...  <a href="https://www.youtube.com/watch?v=184PutumayoPresentsWorldReggaeMix">https://www.youtube.com/watch?v=184PutumayoPresentsWorldReggaeMix</a> - YouTube</p> <p>Can children keep the pulse? What instruments can they hear?</p>	<p><u>Upside Down</u> - Working on one phrase at a time can child work out how to play Upside Down?  Can any of them play the whole song?  Can the class sing the tune and trace the shape of the tune being played on the xylophone?  <u>Extension WK2</u> – can children work in groups/pairs to play the tune using their own xylophone.  <u>Question &amp; Answer</u> – recap how to Q&amp;A with the instruments. Choose an instrument and face each other. Listen to few examples.  <u>Packing away/lining up</u> – encourage quiet singing.</p>	

# Cultural Capital

The music curriculum for St Anne's includes specific units to ensure that each year group experiences music from a variety of cultures, countries and genres.

They will also experience the following:

- Possible visits to experience music from different parts of the world e.g. African music experience.
- Opportunities to perform in front of parents and the whole school in assemblies.
- Learning about different musical genres and to explore and play with instruments from around the world.
- Performances from orchestras, singers and other musicians
- Regular work with Opera North
- Opportunities for children to take part in theatrical in school performances

# Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. They will achieve age related expectations in music at the end of their cohort year and retain knowledge that is pertinent to music.

Children will have the opportunity to foster their instrumental flare and use this as a form of expression by participating in wider musical activities and performance opportunities.

Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased and children will be able to enjoy music, in as many ways as they choose- either as listener, creator or performer.

# Assessment

At St Anne's we assess music key skills through formative assessment within every lesson. As we use a spiral curriculum, we practice skills consistently to ensure we are meeting the key skills for each year group.

Within each topic, children practice these skills and upload a video of their performance at the end of each half term for teachers to formatively assess and analyse whether certain key skills need to be repeated and focused on in the following term. Performances recorded will be uploaded to SeeSaw where children can watch themselves with their parents to celebrate their progress in music.

# Support

## Staff support:

- National Curriculum
- Jules Kent from One Education
- Websites
- Subscription to SingUp
- Medium Term Plans
- Subject Leader (Miss McCafferty)
- Google drive folders

## Parent and Pupil support:

- SingUp
- One Education free music centres.

To contact follow:

<https://www.oneeducation.co.uk/teaching-and-learning/music-centres>

Or call: 0161 276 0104

## Glossary – Nursery and Reception

Musical Elements	
<b>Duration</b>	How long a sound (or silence) lasts
<b>Pitch</b>	High and low
<b>Tempo</b>	Fast and slow
<b>Dynamics</b>	Loud and quiet
<b>Timbre</b>	Tone quality e.g. rough, smooth, wooden, skin etc.
<b>Structure</b>	Different ways sounds are combined
Other Keywords	
<b>Pulse</b>	Steady, regular beat (in time)
<b>Rhythm</b>	Patterns of long/short sounds

## Glossary - Year 1 and 2

<b>Musical elements</b>	
<b>Duration</b>	How long a sound (or silence) lasts
<b>Pitch</b>	High and low
<b>Tempo</b>	Fast and slow
<b>Dynamic</b>	Loud and quiet
<b>Timbre</b>	Tone quality eg rough, smooth, wooden, skin etc.
<b>Structure</b>	Different ways sounds are combined
<b>Texture</b>	Layering different sounds together
<b>Other Key words</b>	
<b>Pulse</b>	Steady, regular beat (in time)
<b>Rhythm</b>	Patterns of long / short sounds
<b>Ostinato</b>	Repeated rhythmic pattern
<b>Improvise</b>	Make up / create
<b>Rests</b>	silence / not playing
<b>Motif</b>	A short musical phrase
<b>Melodic</b>	Tune – A combination of rhythm and pitch
<b>Graphic Notation</b>	Using pictures or visual symbols to represent music

<b>Glossary</b>	<b>Year 3 and 4</b>
<b>Musical elements</b>	
Duration	How long a sound (or silence) lasts for
Pitch	High and low, getting higher/lower
Tempo	Fast and slow, getting faster/slower
Dynamic	Loud and quiet, getting louder/quieter
Timbre	Sound quality of individual instruments
Structure	Different ways sounds are combined
Texture	Layering different sounds together
<b>Other Key words</b>	
Pulse	Regular beat (in time)
Rhythm	Patterns of long/short sounds
Ostinato	Repeated rhythmic pattern
Metre	Organisation of beats in a group eg 3/4, 4/4
Melody	Tune – a combination of pitch and rhythm
Pentatonic	5 note scale
Phrase	Short section of music
Sequence	One after another
Score	Written form of musical notation
Graphic Score	Notation using pictures/symbols
Staff notation	Notation using a stave
Stave	Five horizontal lines and 4 spaces that each represent a different musical pitch
Binary Form	Two sections of music usually repeated (AABB)
Ternary Form	Three sections of music (ABA)

<b>Glossary</b>	<b>Year 5 and 6</b>
<b>Musical elements</b>	
<b>Duration</b>	How long a sound (or silence) lasts for
<b>Pitch</b>	High and low, getting higher/lower
<b>Tempo</b>	Fast and slow, getting faster/slower
<b>Dynamic</b>	Loud and quiet, getting louder/quieter
<b>Timbre</b>	Sound quality of individual instruments
<b>Structure</b>	Different ways sounds are combined
<b>Texture</b>	Layering different sounds together
<b>Other Key words</b>	
<b>Pulse</b>	Regular beat (in time)
<b>Rhythm</b>	Patterns of long/short sounds
<b>Ostinato</b>	Repeated rhythmic pattern
<b>Metre</b>	Organisation of beats in a group eg 3/4, 4/4
<b>Melody</b>	Tune – a combination of pitch and rhythm
<b>Pentatonic</b>	5 note scale
<b>Harmony</b>	The simultaneous combination of tones ,pleasing to the ear
<b>Scale</b>	Any set of musical notes ordered by frequency or pitch
<b>Accompaniment</b>	An instrumental or vocal part designed to support or complement a melody
<b>Phrase</b>	Short section of music
<b>Sequence</b>	One after another
<b>Score</b>	Written form of musical notation
<b>Graphic Score</b>	Notation using pictures/symbols
<b>Staff notation</b>	Notation using a stave
<b>Stave</b>	Five horizontal lines and 4 spaces that each represent a different musical pitch
<b>Binary Form</b>	Two sections of music usually repeated (AABB)
<b>Ternary Form</b>	Three sections of music (ABA)

## What are our schools strengths?

- Expert led music lessons for all years.
- Progression of skills across the school (supported by key skills)
- Spiral curriculum ensures previous learning is not forgotten
- Network support for subject lead with One Education
- Cross curricular links
- Our music provision within school has been audited by music specialists (One Education) who agreed we have a strong music curriculum.

## What do we need to get better at?

- Providing opportunities to showcase skills gained from music lessons outside of the classroom (linked to the local community)
- Musical experiences (either school trips or organisations coming to school)
- Subject knowledge of staff
- Consistent assessment by uploading to seesaw half termly

## How will we improve?

- Subject lead to organise experiences outside of the classroom (trips, performances to parents, performances to the wider community)
- Providing a Key Stage 1 and Key Stage 2 music club after school in Spring and Summer term.
- Teachers consistently uploading/supporting children to upload their performances of key skills in school to seesaw.



*'Without music, life would be a mistake.'* Friedrich Nietzsche