



MUSIC CURRICULUM

EYFS - YEAR 6 (SPRING TERM)

MUSIC CURRICULUM INTENT – SPRING 2022-23

<p>Reception</p>	<p>Unit: Nursery Rhymes</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know and understand the <u>pulse</u>. 2. Know what a nursery rhyme is. 3. Listen and appraise different nursery rhymes. 4. Perform a nursery rhyme as part of a group. <p>END of UNIT OUTCOME: Performance/Concert</p>
<p>EYFS Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Expressive Arts and Design ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <p>Communication and Learning ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions. • Make comments about what they have heard and ask questions to clarify their knowledge. <p>and conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG Speaking</p> <p>participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>express their ideas and feelings about their experiences using full sentences, including use of past,</p>	<p>Musicianship Style: Nursery Rhymes</p> <p>I know that <u>nursery rhymes</u> are simple <u>songs</u>. I know that <u>nursery rhymes</u> are usually sung to and by <u>children</u>. I know that the <u>melody</u> (tune) of a <u>nursery rhyme</u> is often <u>simple</u> and <u>repeated</u>. I know that <u>nursery rhymes</u> often tell a story.</p> <p>Musicianship Dimension of Music: Pulse</p> <p>I know that <u>pulse</u> is like the heartbeat of the music. I know that <u>pulse</u> remains steady all the way through the song.</p> <p>Listening:</p> <p>I can hear the <u>pulse</u> in a familiar song. I can clap, copy and create actions that show my understanding of <u>pulse</u>. I can use simple <u>pitched</u> and <u>non-pitched percussion</u> to show my understanding of <u>pulse</u>. I can identify <u>singing</u> and some <u>instruments</u> in a song. (<u>Drums, Guitar, Keyboard</u>) I can share what I like and dislike about a song. I can talk about the story of a song.</p> <p>Performing:</p> <p>I know that a <u>song</u> has <u>singing</u> and <u>instruments</u>. I know that the <u>instrument</u> for <u>singing</u> is <u>voice</u>. I know that you need to <u>warm-up</u> your <u>voice</u> before <u>singing</u>. I can participate in a simple <u>warm-up</u> before <u>singing</u>. I know that good <u>singing</u> is <u>in time</u>, <u>clear</u> and <u>projected</u> (not loud!).</p>

sent and future tenses and making use of junctions, with modelling and support from their teacher.

Physical Development

ELG: Gross Motor Skills

- Demonstrate strength, balance and **coordination** when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

I can sing a simple melody, in time with clear lyrics and projection, so that an audience is able to hear.

I can sing as part of a group.

I can add simple actions to the song to show the meaning of the lyrics.

<p>Year 1</p>	<p>Unit: Pop Performing Project</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know and understand what <u>rhythm</u> is. 2. Know what pop music is. 3. Listen and appraise different examples of pop music. 4. Perform on pitched and unpitched percussion instruments. <p>END OF UNIT OUTCOME: Perform an instrumental section of a pop song.</p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p><u>Musicianship Style:</u> Pop</p> <p>I know the style indicators of pop music. I can identify the style indicators of pop music in a pop song.</p> <p><u>Musicianship Dimension of Music:</u> Rhythm</p> <p>I know that rhythm is the pattern of long and short. I know that a rhythm includes sound and pause. I know that rhythms happen within a particular number of beats. I know that rhythm can be represented visually. I can play repeated rhythms (ostinato) using body percussion, unpitched and pitched percussion. I can repeat heard rhythms using body percussion, unpitched and pitched percussion. I can create my own rhythms as part of call and response activities. I can keep a rhythm within a set number of beats. I can match a rhythm to a visual representation. I can read a rhythm from a visual representation.</p> <p><u>Listening:</u></p> <p>I know music is created using different instruments. I know the instruments in a pop band: voice (male and female), electric guitar, bass guitar, keyboard, drums. I know instruments can be acoustic and electric. I know electric instruments are in modern music (within living memory) because electricity has been invented. I can share my opinion about a song. I can respond creatively to a song. I can identify instruments and style indicators in a song.</p>

I can compare two or more songs of the same style.

Singing Challenge: Call and Response Boom Chicka Boom: <https://www.youtube.com/watch?v=9nKq4jm4LD8>

I know what good singing posture is (stood or sat up straight, arms by side, if standing feet hip width apart, no tension).

I can show good singing posture.

I can sing a call and response song.

I can sing in time (beat) and with accurate rhythm.

Performing:

I can play a steady beat with others.

I can play short, pitched patterns on tuned instruments.

Notation:

I can follow pictures and symbols to guide playing e.g. four dots = four beats on the drum

<p>Year 2</p>	<p>Unit: Rock Performing Project</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know and understand what <u>pitch</u> is. 2. Know what rock music is. 3. Listen and appraise different examples of rock music. 4. Perform on pitched and unpitched percussion instruments. <p>END OF UNIT OUTCOME: Perform an instrumental section as part of a band.</p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p><u>Musicianship Style:</u> Rock</p> <p>I know the style indicators of rock music. I can identify the style indicators of rock music in a rock song.</p> <p><u>Musicianship Dimension of Music:</u> Pitch</p> <p>I know that pitch is how high or low the music is. I know some sounds are higher pitch and some are lower pitch. I know that pitch and rhythm make a melody (combination of rhythm and pitch to make a tune). I know that pitch can be represented visually. I can give examples of sounds and instruments that are high and low pitch. I can sing and play short melodies with changing pitches. I can repeat heard melodies using voice and pitched percussion. I can keep a melody within a set number of beats. I can match a melody to a visual representation. I can read a melody from a visual representation.</p> <p><u>Listening:</u></p> <p>I know music is created using different instruments. I know the instruments in a rock band: voice (male and female), electric guitar, bass guitar, keyboard, drums. I know instruments can be acoustic and electric. I know electric instruments are in modern music (within living memory) because electricity has been invented. I can share my opinion about a song. I can respond creatively to a song. I can identify instruments and style indicators in a song. I can compare two or more songs of the same style.</p>

I can compare two or more songs of different styles (rock and pop).

Singing Challenge: Singing Pitch Accurately: Rain, Rain Go Away <https://www.youtube.com/watch?v=LFrKYjrIDs8>

I know what good singing posture is (stood or sat up straight, arms by side, if standing feet hip width apart, no tension).

I can show good singing posture.

I can sing a melody in time, with accurate rhythm and pitch.

I can add actions to a song which show the beat.

Performing:

I can play a steady beat with others.

I can play short, pitched and unpitched patterns on pitched and unpitched instruments.

I can play a beat or melody as part of a 2, 3 or 4 person band.

Notation:

I can recognise dot notation and match it to 3-note tunes played on tuned percussion.

<p>Year 3</p>	<p>Unit: Jazz Performing Project</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know and understand what <u>tempo</u> is. 2. Know what jazz music is. 3. Listen and appraise different examples of jazz music. 4. Read simple staff notation when performing. 5. Perform on pitched and unpitched percussion instruments. <p>END OF UNIT OUTCOME: Perform a jazz instrumental section as part of a band.</p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p><u>Musicianship Style:</u> Jazz</p> <p>I know the style indicators of jazz music. I can identify the style indicators of jazz music in a jazz song. I know that jazz uses a syncopated rhythm.</p> <p><u>Musicianship Dimension of Music:</u> Tempo</p> <p>I know that tempo is how fast or slow the music is. I know that Italian words are used to describe the tempo. I know that music can be described as ‘adagio’ (slow), ‘andante’ (walking pace), ‘moderato’ (moderate) or ‘allegro’ (fast). I know that the tempo in a song can change. I know that tempo changes can be described as ‘rallentando’ slowing down, ‘accelerando’ speeding up, or ‘a tempo’ at original speed. I know that the tempo will be indicated by words and abbreviations in the music. I can repeat heard melodies at the correct tempo.</p> <p><u>Listening:</u></p> <p>I know different styles of music are created using different instruments. I know the instruments in a jazz band: piano, double bass, drums, saxophone, trumpet, trombone. I know instruments can be acoustic and electric. I can share my opinion about a song. I can respond creatively to a song. I can identify instruments and style indicators in a song. I can compare two or more songs of the same style.</p>

I can compare two or more songs of different styles (jazz, rock and pop).

Singing Challenge: Singing with Increasing Tempo: Head, Shoulders, Knees and Toes

I know what good singing posture is (stood or sat up straight, arms by side, if standing feet hip width apart, no tension).

I can show good singing posture.

I can sing a melody in time, with accurate rhythm and pitch.

I can add actions to a song which show the beat.

I can sing accurately at different tempos.

Performing:

I know that 'rehearsal speed' means to practice at a slower speed to develop accuracy before increasing tempo.

I can play and perform melodies following staff notation using a small range and stepwise melody.

I can play a whole class or in small groups (e.g. trios and quartets).

I can play with accuracy at different speeds.

Notation:

I know that staff notation is what musicians use to read and play music.

I know the five lines of staff notation are called the stave.

I know that the written notation starts with a clef (which shows the pitch of the music) and a time signature (which indicates the beat).

I know that written notation will indicate the tempo and any tempo changes.

I know that rhythm is indicated using notes.

I know that pitch is indicated in the lines and spaces of the stave.

I can identify and play a beat using the time signature.

I can identify and play a rhythm using minims, crotchets and quavers and their rests.

I can identify and play pitch using the stave.

<p>Year 4</p>	<p>Unit: Screen and Stage Performing Project</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know and understand what <u>dynamic</u> is. 2. Know what musical theatre music is. 3. Listen and appraise different examples of musical theatre music. 4. Read simple staff notation when performing. 5. Perform on pitched and unpitched percussion instruments. <p>END OF UNIT OUTCOME: Perform a jazz instrumental section as part of a band.</p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p><u>Musicianship Style:</u> Musical Theatre</p> <p>I know the style indicators of musical theatre. I can identify the style indicators of musical theatre.</p> <p><u>Musicianship Dimension of Music:</u> Dynamic</p> <p>I know that dynamic is loud or quiet the music is. I know that Italian words are used to describe the dynamic. I know that music can be described as ‘forte’ (loud), ‘mezzo-forte’ (quite loud), ‘fortissimo’ (very loud), piano (quiet), ‘mezzo-piano’ (quite quiet), ‘pianissimo’ (very quiet). I know that the dynamic in a song can change. I know that dynamic changes can be described as a ‘crescendo’ (getting louder) and ‘diminuendo’ (getting quieter). I know that the dynamic will be indicated at the start of a piece of music. I know that changes in tempo can be represented visually through letters and abbreviations: ff, f, mf, mp, p, pp. I know that changes in tempo can be represented visually with symbols (< >) I can repeat heard melodies with controlled dynamic.</p> <p><u>Listening:</u></p> <p>I know different styles of music are created using different instruments. I know the instruments in a musical theatre orchestral instruments. I know that the orchestra is split into instrument families: percussion, strings, woodwind and brass. I know at least one example of an instrument from each instrument family. I can share my opinion about a song. I can respond creatively to a song. I can identify instruments and style indicators in a song.</p>

I can compare two or more songs of the same style.

I can compare two or more songs of different styles (musical theatre, jazz, rock and pop).

Singing Challenge: Singing with expression: 'Food, Glorious Food' from Oliver!

I know what good singing posture is (stood or sat up straight, arms by side, if standing feet hip width apart, no tension).

I know that songs can tell a story.

I can show good singing posture.

I can sing a melody in time, with accurate rhythm and pitch.

I can demonstrate vowel sounds, blended sounds and consonants.

I can sing expressively, with attention to breathing and phrasing.

I can sing expressively, with attention to staccato and legato.

I can communicate the meaning of the words and articulate them clearly.

Performing:

I know that 'rehearsal speed' means to practice at a slower speed to develop accuracy before increasing tempo.

I can play and perform melodies following staff notation using a small range and stepwise melody.

I can play a whole class or in small groups (e.g. trios and quartets).

I can play with accuracy at different speeds.

Notation:

I know that staff notation is what musicians use to read and play music.

I know the five lines of staff notation are called the stave.

I know that the written notation starts with a clef (which shows the pitch of the music) and a time signature (which indicates the beat).

I know that written notation will indicate the tempo and any tempo changes.

I know that rhythm is indicated using notes.

I know that pitch is indicated in the lines and spaces of the stave.

I can identify and play a beat using the time signature.

I can identify and play a rhythm using minims, crotchets and quavers and their rests.

I can identify and play pitch using the stave.

<p>Year 5</p>	<p>Unit: Whole Class Instrumental Lessons (Barnsley Music Service)</p> <p>The aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. <p>END OF UNIT OUTCOME: Woodwind Group Performance</p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p>Units of Work led by Barnsley Music Service with aims to:</p> <p>I know what a clarinet/flute is.</p> <p>I know the fingering to produce a range of notes on the clarinet/flute.</p> <p>I know that you need to use enough air and a certain mouth shape to produce an appropriate sound on the flute/clarinet.</p> <p>I know that the clarinet/flute is a woodwind instrument.</p> <p>I know that musicians read music in order to rehearse and play songs on their instruments.</p> <p>I know that musicians use rehearsal time to practice songs at ‘rehearsal speed’ and build the tempo for performance.</p> <p>I know that ensembles of instruments are led by a conductor.</p> <p>I can play a range of notes on the clarinet/flute with an appropriate timbre.</p> <p>I can follow sheet music to rehearse and perform songs on the clarinet/flute.</p> <p>I can follow a conductor when playing as part of small groups and larger ensembles.</p> <p>I can show an understanding of the interrelated dimensions of music when I play a woodwind instrument.</p>

<p>Year 6</p>	<p>Unit: BBC Ten Pieces Composing Project 1</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know and understand what <u>timbre</u>, <u>texture</u> and <u>structure</u> is. 2. Know what <u>orchestral</u> music is. 3. Listen and appraise different examples of <u>orchestral</u> music. 4. Create a composition based on a core piece of orchestral music. 5. Use notation to record, rehearse and perform composition. 6. Perform own compositions on pitched and unpitched instruments, in solo and group contexts. <p>END OF UNIT OUTCOME: Perform own composition.</p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<p><u>Musicianship Style:</u> Orchestral</p> <p>I know the style indicators of orchestral music. I know that ‘classical’ music can encompass many styles of orchestral music over a long time period. I can identify the style indicators of orchestral music.</p> <p><u>Musicianship Dimension of Music:</u> Texture, Timbre and Structure</p> <p>I know that texture is how thick or thin the layers of music are e.g. one voice a capella is thin and an orchestra is thick. I know that timbre is the quality of the sound. I know that structure is the way a piece of music is put together. I can describe the texture of a piece of music and any changes in the texture. I can suggest how changes in texture impact the mood of the piece. I can identify different instruments and their timbre. I can suggest how changes in timbre impact the mood of the piece. I can identify the overall structure of a piece of music. I can identify significant elements of the structure for example an ostinato (repeating pattern) or motif (short musical phrase that is repeated). I can suggest how significant elements of the structure impact the mood of the piece. I can use the interrelated dimensions of music in my own composition and explain my intended effect.</p> <p><u>Listening:</u></p> <p>I know different styles of music are created using different instruments. I know that the orchestra is split into instrument families: percussion, strings, woodwind and brass.</p>

I know at least two examples of an instrument from each instrument family.
I can share my opinion about a song.
I can respond creatively to a song.
I can identify instruments and style indicators in a song.
I can compare two or more songs of the same style.
I can compare two or more songs of different styles (orchestral, musical theatre, jazz, rock and pop).

Singing Challenge: Singing in a 3 and 4-part round: 'Row, Row, Row Your Boat'

I know what good singing posture is (stood or sat up straight, arms by side, if standing feet hip width apart, no tension).
I can show good singing posture.
I can sing a melody in time, with accurate rhythm and pitch.
I can sing in a 3 or 4-part round maintaining my part.

Composing:

I know that a composition is where a composer creates their own music.
I can create compositions for an ensemble/as part of a group.
I can create compositions with a minimum of 16 counts (4 bars) in each section.
I can indicate wider range of dynamics using: very loud (fortissimo – ff), very quiet (pianissimo – pp), moderately loud (mezzo forte – mf), moderately quiet (mezzo piano – mp).
I can add texture to my group composition by including more than three or more layers of the music e.g. three+ parts, accompaniment, percussion.
I can extend compositions to create structures, e.g. a verse and chorus.
I can consider different timbres through instrumental choice and how those instruments are played.
I can articulate intention for a particular atmosphere, mood or environment using musical vocabulary

Notation:

I can record my composition using standard notation.