# St Anne’s Catholic Primary School - Music Curriculum map 2021-2022

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Threshold Concepts**  **(the big ideas that form the basis of the schema)** | **Perform**  **(singing and playing)** | | **Compose**  **(and improvise)** | | **Transcribe**  **(musical notation)** | | **Describe**  **(listen and appraise)** | |
| **Knowledge Categories**  **(the facets of each threshold concept that help strengthen the schema)**  **The musical elements that**  **interweave across all concepts.** | **rhythm** | **pitch** | | **tempo** | **duration** | **pulse** | | **beat** |
| **timbre** | **texture** | | **melody** | **structure** | **harmony** | | **dynamics** |

**Music Curriculum Map**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **EYFS** | **Me!**  Nursery Rhymes and  Action Songs | **Our World**  Nursery Rhymes and Action  Songs | **Big Bear Funk**  Funk Music |
| **KS1**  **Essential 1** | **Hey You!**  Hip Hop | **In the Groove** Blues, Baroque, Latin, Bhangra, Folk and Funk. | **Your Imagination**  Pop |
| **KS1**  **Essential 2** | **Hands, Feet, Heart**  South African Music | **I Wanna Play In A Band**  Rock | **Friendship Song**  A Song about Friendship |
| **LKS2**  **Essential 1** | **Glockenspiel Stage 1**  Instrumental skills | **Three Little Birds**  Reggae | **Bringing Us Together**  Disco |
| **LKS2**  **Essential 2** | **Glockenspiel Stage 2**  Instrumental Skills | **Lean On Me**  Gospel | **Blackbird**  A Beatles song about Civil Rights |
| **UKS2**  **Essential 1** | **Livin’ On A Prayer**  Rock | **The Fresh Prince of Bel-Air**  Hip Hop | **Dancing In The Street**  Motown |
| **UKS2**  **Essential 2** | **Happy**  Pop/Motown | **Classroom Jazz**  Jazz/ Blues | **You’ve Got A Friend**  Carole King, female composter |

|  |  |  |  |
| --- | --- | --- | --- |
| **KS1**  **E1** | **Autumn** | **Spring** | **Summer** |
| **Theme** | **Hey You!** | **In The Groove** | **Your Imagination** |
| **KPIs** | * 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. | * 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. | * 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. |
| **Knowledge** | To know 3 songs off by heart.  To know what the songs are about.  To know and recognise the sound and names of some of the instruments they use.  To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  To confidently sing or rap three songs from memory and sing them in unison. Learn about voices, singing notes of different pitches (high and low).  Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Learn to start and stop singing when following a leader.  Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.  Treat instruments carefully and with respect.  Play a tuned instrumental part with the song they perform.  Learn to play an instrumental part that matches their musical  challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). A performance is sharing music with other people, called an audience.  Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance.  Record the performance and say how they were feeling about it.  Improvisation is about making up your own tunes on the spot.  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!  Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).  Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise – Take it in turns to improvise using one or two notes.  Everyone can compose.  Help to create a simple melody using one, two or three notes.  Learn how the notes of the composition can be written down and changed if necessary.  A performance is sharing music with other people, called an audience. Choose a song they have learnt from the Scheme and perform it.  They can add their ideas to the performance.  Record the performance and say how they were feeling about it. | | |
| **Artist/ Composer Spotlight** | Paul Dukas – The Sorcerer’s Apprentice [https://www.youtube.com/watch?v=Rrm8usa](https://www.youtube.com/watch?v=Rrm8usaH0sM) [H0sM](https://www.youtube.com/watch?v=Rrm8usaH0sM)  **The Sorcerer's Apprentice** is the third and most famous segment in **Disney**'s feature | Prokofiev – Peter and the Wolf  Music which tells a traditional style of tale with simple introductions to some of the main instruments in the orchestra. | Taylor Swift  She was born on 13th December 1989, in Pennsylvania, USA.  She became interested in country music when she was young. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | film, Fantasia, and the only returning segment in its sequel, Fantasia 2000. | [https://www.youtube.com/watch?v=9ueGfj](https://www.youtube.com/watch?v=9ueGfjBKbiE) [BKbiE](https://www.youtube.com/watch?v=9ueGfjBKbiE) | She submitted her first demo tape to a rec- ord label when she was just 11.  She began to learn the guitar when she was 12.  She famously writes songs about her life experiences, such as ‘Bad Blood’, ‘Shake It Off’ and ‘We Are Never Ever Getting Back Together’.  She has received many awards, including 10 Grammy Awards. |
| **Vocabulary** | High, Low, Listen, Music, Pattern, Fast, Slow, Loud, Quiet, Song | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **KS1**  **E2** | **Autumn** | **Spring** | **Summer** |
| **Theme** | **Hands, Feet,**  **Heart** | **I Wanna Play In**  **A Band** | **Friendship**  **Song** |
| **KPIs** | * 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. | * 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. | * 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. |
| **Knowledge** | To know five songs off by heart.  To know some songs have a chorus or a response/answer part. To know that songs have a musical style.  To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  To learn how songs can tell a story or describe an idea.  To confidently know and sing five songs from memory.  To know that unison is everyone singing at the same time. | | |

Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.

Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).

Learn to find a comfortable singing position.

Learn to start and stop singing when following a leader.

Learn the names of the notes in their instrumental part from memory or when written down.

Know the names of untuned percussion instruments played in class. Treat instruments carefully and with respect.

Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).

Play the part in time with the steady pulse.

Listen to and follow musical instructions from a leader. Improvisation is making up your own tunes on the spot.

When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.

Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).

Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.

Improvise! – Take it in turns to improvise using one or two notes. Composing is like writing a story with music.

Everyone can compose.

Help create three simple melodies with the Units using one, three or five different notes.

Learn how the notes of the composition can be written down and changed if necessary.

A performance is sharing music with an audience.

A performance can be a special occasion and involve a class, a year group or a whole school.

|  |  |  |  |
| --- | --- | --- | --- |
|  | An audience can include your parents and friends.  Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance.  Record the performance and say how they were feeling about it. | | |
| **Artist/ Composer Spotlight** | **Yanni**  He was born on 14th November 1954 in Kalamata, Greece.  His full name is Yiannis Chryssomallis. He began playing the piano when he was six. He is self-taught.  At the age of 14, he set a Greek national swimming record in the 50-metre freestyle.  He does not read music. Instead, he developed his own musical shorthand when he was a child.  His music combines jazz, classical, soft rock and global music.  He became very famous for producing spectacular concerts at historic monuments (e.g. the Great Sphinx of Giza) and broadcasting them on public television. | **Tchaikovsky – The Nutcracker** [https://www.youtube.com/watch?v=44VZBry8](https://www.youtube.com/watch?v=44VZBry8Hok) [Hok](https://www.youtube.com/watch?v=44VZBry8Hok)  [http://www.tomscott.info/nutcracker-suite-](http://www.tomscott.info/nutcracker-suite-animation.htm) [animation.htm](http://www.tomscott.info/nutcracker-suite-animation.htm) | **The Beatles**  **The Beatles** were an English rock band formed in Liverpool in 1960. The group, whose best-known line-up comprised John Lennon, Paul McCartney, George Harrison and Ringo Starr, are regarded as the most influential band of all time. |
| **Vocabulary** | Beat, Chant, Tempo, Dynamics, Pitch, Repeat, Rest, Rhythm, Sequence, Tune/Melody | | |

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 inter-related dimensions of music.

|  |  |  |  |
| --- | --- | --- | --- |
| **LKS2**  **E1** | **Autumn** | **Spring** | **Summer** |
| **Theme** | **Glockenspiel Stage 1** | **Three Little Birds** | **Bringing Us Together** |
| **KPIs** | * 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 | * 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 | * 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 |

|  |  |
| --- | --- |
| **Knowledge** | To know five songs from memory and who sang them or wrote them. To know the style of the five songs.  To choose one song and be able to talk about it using musical language: lyrics, texture, dynamics, tempo, rhythm and pitch. Identify the main sections of the song (introduction, verse, chorus etc.)  Name some of the instruments they heard in the song To confidently identify and move to the pulse.  To think about what the words of a song mean.  To take it in turn to discuss how the song makes them feel.  Listen carefully and respectfully to other people’s thoughts about the music.  To know and be able to talk about:  Singing in a group can be called a choir  Leader or conductor: A person who the choir or group follow  Songs can make you feel different things e.g. happy, energetic or sad  Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice.  To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being ‘in tune’.  To have an awareness of the pulse internally when singing.  To know and be able to talk about:  The instruments used in class (a glockenspiel, a recorder) To treat instruments carefully and with respect.  Play any one, or all of four, differentiated parts on a tuned instrument –a one-note, simple or medium part or the melody of the song) from memory or using notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader |

To know and be able to talk about improvisation:

Improvisation is making up your own tunes on the spot

When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five

To know that if you improvise using the notes you are given, you cannot make a mistake. Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.

Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.

To know and be able to talk about:

A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.

Different ways of recording compositions (letter names, symbols, audio etc.) Help create at least one simple melody using one, three or five different notes.

Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.

Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

To know and be able to talk about:

Performing is sharing music with other people, an audience

A performance doesn’t have to be a drama! It can be to one person or to each other

You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence

A performance can be a special occasion and involve an audience including people you don’t know

It is planned and different for each occasion

It involves communicating feelings, thoughts and ideas about the song/music

|  |  |  |  |
| --- | --- | --- | --- |
| **Artist/ Composer Spotlight** | John Williams  He was born on 8th February 1932 in New York, USA.  He is regarded as one of the greatest film and television soundtrack composers of all time.  His work includes the soundtracks for  films such as ‘Star Wars’, ‘Jurassic Park’, the ‘Indiana Jones’ series and the first three ‘Harry Potter’ films.  He has been nominated for 51 Academy Awards (the second most nominated individual in Oscars history) for his film scores, winning 5 times.  He has also composed for television series and classical works for orchestras. | Vivaldi – The Four Seasons [https://www.youtube.com/watch?v=GRxofEmo](https://www.youtube.com/watch?v=GRxofEmo3HA) [3HA](https://www.youtube.com/watch?v=GRxofEmo3HA) | Ed Sheeran  He was born on 17th February 1991 in Halifax, UK.  He began playing the guitar when he was at school.  He studied at the National Youth Theatre in London.  He began recording music in 2004.  He writes his own songs and songs for other artists, including ‘Little Things’ for One Direction and ‘Love Yourself’ for Justin Bieber.  He received an MBE from the Queen in 2017.  His third album was called ‘÷’ and was  the best-selling album world-wide of  2017. |
| **Vocabulary** | Ostinato, Rhythm, Beat, Duration, Structure, Melody, Perform, Pitch, Solo, Tunefully | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **LKS2**  **E2** | **Autumn** | **Spring** | **Summer** |
| **Theme** | **Glockenspiel**  **Stage 2** | **Lean On Me** | **Blackbird** |
| **KPIs** | * 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 | * 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 | * 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 |

|  |  |
| --- | --- |
| **Knowledge** | To know five songs from memory and who sang them or wrote them. To know the style of the five songs.  To choose one song and be able to talk about:  Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about.  Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc).  Name some of the instruments they heard in the song. To confidently identify and move to the pulse.  To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel.  Listen carefully and respectfully to other people’s thoughts about the music.  When you talk try to use musical words. To know and be able to talk about:  Singing in a group can be called a choir  Leader or conductor: A person who the choir or group follow  Songs can make you feel different things e.g. happy, energetic or sad  Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group  To know why you must warm up your voice To sing in unison and in simple two-parts. To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being ‘in tune’.  To rejoin the song if lost.  To listen to the group when singing. To know and be able to talk about:  The instruments used in class (a glockenspiel, recorder or xylophone). |

Other instruments they might play or be played in a band or orchestra or by their friends. To treat instruments carefully and with respect.

Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.

To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.

To experience leading the playing by making sure everyone plays in the playing section of the song. To know and be able to talk about improvisation:

Improvisation is making up your own tunes on the spot

When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five

To know that if you improvise using the notes you are given, you cannot make a mistake Challenges in your improvisations

Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.

Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.

To know and be able to talk about:

A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.

Different ways of recording compositions (letter names, symbols,audio etc.) Help create at least one simple melody using one, three or all five different notes.

Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.

Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

To know and be able to talk about:

Performing is sharing music with other people, an audience

A performance doesn’t have to be a drama! It can be to one person or to each other

|  |  |  |  |
| --- | --- | --- | --- |
|  | You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience including people you don’t know  To choose what to perform and create a programme.  Present a musical performance designed to capture the audience.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with what they would change and why. It is planned and different for each occasion  It involves communicating feelings, thoughts and ideas about the song/music | | |
| **Artist/ Composer Spotlight** | Hans Zimmer  He was born on 12th September 1957 in Frankfurt, West Germany. He is a German film composer and music producer.  He is a self-taught piano-player.  In the 1970s, he played the keyboard and synthesizer in several bands.  He has composed music for more than 150 films including ‘The Lion King,’ ‘Madagascar’, the ‘Pirates of the Caribbean’ series, ‘Gladiator’  and ‘The Dark Knight’ Trilogy.  He has received many awards, including a star on the Hollywood Walk of Fame. | Beethoven – Fur Elise/ Moonlight Sonata Or 9 symphonies  [https://www.classicfm.com/composers/beethove](https://www.classicfm.com/composers/beethoven/guides/beethovens-symphonies-where-start/) [n/guides/beethovens-symphonies-where-start/](https://www.classicfm.com/composers/beethoven/guides/beethovens-symphonies-where-start/) | Lady Gaga  Her full name is Stefani Joanne Angelina Germanotta.  She was born on March 28th 1986 in New York, USA.  She began to play the piano at the age of four.  She has released 5 albums and 26 singles, including ‘Just Dance’, ‘Poker Face’ and ‘Born this Way’.  She is known for her activism for equality, and founded the Born This Way Foundation, which focuses on combating bullying. |
| **Vocabulary** | Aural, Compose, Texture, Dynamics, Expression, Improvise, Musician, Recall, Tempo, Timbre | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **UKS2**  **E1** | **Autumn** | **Spring** | **Summer** |
| **Theme** | **Livin’ On A**  **Prayer** | **The Fresh Prince**  **of Bel-Air** | **Dancing In**  **The Street** |
| **KPIs** | * 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 | * 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 | * 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 |

|  |  |
| --- | --- |
| **Knowledge** | To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the units in those styles.  To choose two or three other songs and be able to talk about:  Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about  Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.)  Name some of the instruments they heard in the songs  The historical context of the songs. What else was going on at this time? To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  When you talk try to use musical words.  To talk about the musical dimensions working together in the Unit songs.  To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about:  Its main features  Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture. To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group. |

To sing with awareness of being ‘in tune’.

To know and be able to talk about:

Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave

The instruments they might play or be played in a band or orchestra or by their friends Play a musical instrument with the correct technique within the context of the Unit song.

Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.

To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.

To lead a rehearsal session.

To know and be able to talk about improvisation:

Improvisation is making up your own tunes on the spot

When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five

To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the

Challenges in your improvisations

To know three well-known improvising musicians

Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise. Play and Copy Back Copy back using instruments. Use one, two or three notes.

Play and Improvise using up to three notes:

Question and Answer using instruments. Use one, two or three notes in your answer..

Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five- note pattern)

To know and be able to talk about:

A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your

friends.

A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure

|  |  |  |  |
| --- | --- | --- | --- |
|  | Notation: recognise the connection between sound and symbol  Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).  To know and be able to talk about:  Performing is sharing music with other people, an audience  A performance doesn’t have to be a drama! It can be to one person onto each other  Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience including people you don’t know  It is planned and different for each occasion  A performance involves communicating ideas, thoughts and feelings about the song/music To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | | |
|  | Lera Auchbach | Holst - The Planets <https://www.youtube.com/watch?v=Isic2Z2e2xs> **The Planets**, Op. 32, is a seven-movement orchestral suite by the English composer Gustav Holst, written between 1914 and 1916. Each movement of the suite is named after a planet of the solar system and its corresponding astrological character as defined by Holst. | Usher  He was born on 14th October 1978 in Dallas, USA.  He is an American singer, song-writer and dancer.  He has sold more than 75 million records worldwide.  He first started singing in a church choir when he was nine. |
| **Artist/ Composer**  **Spotlight** | She was born on 21st October 1973, in Chelyabinsk, Russia.  She is a Russian-born American classical |
|  | composer and pianist. |
|  | Her mother taught the piano and came |
|  | from a family of musicians. |
|  | She spoke no English when she moved to |
|  | America to study at the Manhattan School |

|  |  |  |  |
| --- | --- | --- | --- |
|  | of Music and Juilliard School of Music, New York.  She began to learn the piano and composing music at a young age.  She has composed music for a wide range of artists, orchestras, ballet companies and music festivals. These include large symphony orchestras, the Royal Danish Ballet and the Caramoor International  Music Festival. |  | He released his first album when he was 14.  His music is mainly R&B.  He co-wrote many of his songs, including  ‘Yeah!’ and ‘Burn’. |
| **Vocabulary** | Chord, Composer, Ensemble, Harmony, Melody, Notation, Notes, Percussion, Posture, Projection | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **UKS2**  **E2** | **Autumn** | **Spring** | **Summer** |
| **Theme** | **Happy** | **Classroom Jazz** | **You’ve Got A Friend** |
| **KPIs** | * 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 | * 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 | * 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 |

|  |  |
| --- | --- |
| **Knowledge** | To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles.  To choose three or four other songs and be able to talk about:  The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about  Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.)  Name some of the instruments used in the songs  The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical Identity  To identify and move to the pulse with ease. To think about the message of songs.  To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  Use musical words when talking about the songs.  To talk about the musical dimensions working together in the Unit songs.  Talk about the music and how it makes you feel, using musical language to describe the music.  To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience  To choose a song and be able to talk about:  Its main features  Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice  To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience  To choose a song and be able to talk about:  Its main features  Singing in unison, the solo, lead vocal, backing vocals or rapping |

To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice To know and be able to talk about improvisation:

Improvisation is making up your own tunes on the spot

When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

To know that using one, two or three notes confidently is better than using five

To know that if you improvise using the notes you are given, you cannot make a mistake

To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians

Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise.

Copy back using instruments. Use one, two or three notes.:

Question and Answer using instruments. Use one, two or three notes in your answer. Improvise using one, two or three notes.

Classroom Jazz – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

To know and be able to talk about:

A composition: music that is created by you and kept in some way.

It’s like writing a story. It can be played or performed again to your friends.

A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol

Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody.

Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

To know and be able to talk about:

Performing is sharing music with an audience with belief

|  |  |  |  |
| --- | --- | --- | --- |
|  | A performance doesn’t have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned  You must sing or rap the words clearly and play with confidence  A performance can be a special occasion and involve an audience including people you don’t know  It is planned and different for each occasion  A performance involves communicating ideas, thoughts and feelings about the song/music To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | | |
| **Artist/ Composer Spotlight** | Benjamin Britten – The Young Person’s Guide to the orchestra [https://www.youtube.com/watch](https://www.youtube.com/watch?v=4vbvhU22uAM)  [?v=4vbvhU22uAM](https://www.youtube.com/watch?v=4vbvhU22uAM)  ***The Young Person's Guide to the Orchestra*** is a 1945 musical composition by [Benjamin](https://en.wikipedia.org/wiki/Benjamin_Britten) [Britten](https://en.wikipedia.org/wiki/Benjamin_Britten) with a subtitle ***Variations and*** [***Fugue***](https://en.wikipedia.org/wiki/Fugue) ***on a Theme***  ***of*** [***Purcell***](https://en.wikipedia.org/wiki/Henry_Purcell). | Handel – Water Music <https://www.youtube.com/watch?v=mAyiidg25uE>  The **Water Music** is a collection of orchestral movements, often published as three suites, composed by George Frideric **Handel**. It premiered on 17 July 1717, in response to King George I's request for a concert on the River Thames. | Elton John  Sir Elton Hercules John CH Kt CBE is an English singer, songwriter, pianist, and composer. Collaborating with lyricist Bernie Taupin since 1967 on more than 30 albums, John has sold over 300 million records, making him one of the best-selling music artists of all time. |
| **Vocabulary** | Accompaniments, Audience, Composition, Expressively, Notation, Variation, Phrases, Soundscape, Theme, Venue | | |

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 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

## Key words and vocabulary for teachers:

**A Capella**: Without accompaniment from instruments, i.e. voices only. **Appraising**: Listening carefully and considering aspects of the music. **Arrangements**: How voices and instruments are used in a song; where they occur within the song. **Back beat**: Beats 2 and 4 in a drum-line or if we are clapping along with the music. **Backing**: The accompaniment to a song. **Balance**: The level of volume at which players or singers play. If the balance is good then everyone can be heard. **Ballad**: A gentle love song.

Band: Playing/singing/performing together**. Bossa Nova**: A Brazilian dance music that has syncopated guitar rhythms. **Blues**: A style of music characterised by its harmonic structure and the notes used to create the melodies. **Bridge/middle 8**: Contrasting section which leads back to main material. **Call and response**: A musical structure where a solo person sings or plays a musical idea and the rest of the performers sing or play a different musical idea. **Chord**: More than one note played at the same time. **Chorus**: A repeated section in a song which gives the main message. **Classical music**: This often means all Western art music from the Medieval era to the present. More specifically, it is music composed between c.1720 and 1840, e.g. the era of Mozart, Joseph Haydn, and the young Beethoven. **Coda**: Short section which brings the song or piece to an end. **Cover**: A version of a song performed by someone other than the original artist. It might sound a bit or very different from the original. **Composing:** Creating and

developing musical ideas and ‘fixing’ them. **Crossover**: Can be a mixture of different styles which introduces new music to different audiences. **Decks**: Equipment used by DJs, MCs, and Rappers to mic sounds from different records and to make effects e.g. scratching that was first used in the late 1970s. **Disco**: (short for discotheque) is dance music from the 1970s, characterized by hypnotic rhythm, repetitive lyrics and electronically produced sounds. Drum loops: A sequence of sounds/music that is recorded, may be sampled, and is reproduced digitally or electronically. **Dynamics**: A musical dimension indicating how loudly or quietly the music is being played. **Ending**: Short section which brings the song or piece to an end. **Ensemble**: A French word used to describe playing, singing or performing together. **Folk tunes/melodies**: Music sung or played by people, usually not recorded or performed. Often the music is passed down through families and friends. **Funk**: music with strong bass lines and a heavy syncopated beat. **Gospel**: Music that is Christian usually sung with rich harmony and often with a call and response structure. **Groove**: The rhythmic part of the music that makes you want to move and dance. **Grime**: Electronic dance music that emerged in London in the early 2000s. It developed out of a British electronic music style called UK Garage, and draws influences from Jungle, Dancehall, and Hip Hop. It has been described as the "most significant musical development within the UK for decades.”

**Harmony**: Different notes sung or played at the same time to produce chords. **Hip-Hop**: Music that developed in the 1970s but remains very popular today. It includes rapping. **Hook**: A term used in Pop music to describe a short catchy phrase or riff that we can’t stop singing; the bit that ‘hooks’ us in; the main musical idea from a song that we remember. **Improvise**: To make up a tune and play it on the spot. There is an assumption that it can never be recreated. **Interlude**: A passage of music played between the main theme. **Introduction:** Music heard at the beginning of a song or piece of music **Keyboard**: An electric instrument played like the piano. It has a range of pre-recorded sounds. **Lyrics**: The words of a song. **Melody:** Another name for tune. **Melodic**: The music has a melody or tune. **Motown**: A 1960s label created from Soul music characterised by a rhythm section playing, laying down the groove with a funky bassline and a tambourine sounding over the top. Often brass sections play punchy riff-based rhythms and sometimes violins playing long high notes. **Neo-Soul**: The style emerged from Soul and contemporary RnB. The instrumentation, arrangement and studio mix are very important. Songs are mixed in the studio to sound as if they are from an older Soul era like the Motown era. The modern way in which the songs are produced, give a timeless Soul feel that has a contemporary edge. **Notation:** Ways to visually represent music. **Offbeat**: The beat that is not the strong beat. If a piece of music has 4 beats in a bar i.e. 1, 2, 3, 4, beats 2 and 4 would be the ‘off’ beats. **Organ**: Organ usually refers to church organs but is also used to describe a type of electric keyboard that is large and with 2 or 3 keyboards and foot pedals. **Original**: The first ever version of a song. **Ostinato**: A short repeated rhythmic or melodic pattern. **Outro**: Short section which brings the song or piece to an end. **Pentatonic scale**: A fixed five-note pattern e:g: the five black keys on a piano. **Performing**: Singing and playing instruments for others to hear. **Phrase**: A musical sentence. **Pitch**: A musical dimension that describes the range of high and low sounds. **Pop music**: A shortened form of

‘Popular music’. Pop music constantly changes as we change and the world changes. **Pre-chorus**: A short section in a song, before the chorus. **Producer:** A record producer or music producer oversees and manages the sound recording and production of a band or performer's music. **Pulse/beat**: The heartbeat or steady beat of a song/piece of music. **Rapping**: A vocal technique in which the performer speaks rhythmically against a steady beat. **Recurring theme**: A tune that repeats again and again in a piece of music. **Rhythm:** A musical dimension that describes the combination of long and short sounds to make patterns. **Reggae:** Developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar. **Riff:** A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone. **Roots Reggae**: Music that deals with social and racial issues and references elements of Rastafari. **Sampling**: Record a sample of music, a small section, and re-use it in another piece of music or song. Used frequently in hip-hop and other Pop music. **Secular**: Non-religious. **Solo**: An Italian word to describe playing, singing or performing of one person or on our own. **Structure/form/shape**: How the sections (verses and choruses etc.) of a song are ordered to make the whole piece. **Rock music**: Came from Rock’n’roll of America in the 1950s and 1960s. It is characterised by loud guitars and drums due to the heavy amplification, strong bass line and driving rhythms. **Style**: The type of music e.g. Blues or Rock. **Style indicators**: Identifiers that show us the genre of the music. **Swing:** A type of rhythm often associated with Jazz. Notes in the rhythm pattern are made longer and shorter to create a syncopated effect. **Syncopation**: Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places. **Synthesizer**: An electric instrument that looks like a keyboard and has pre-recorded and created sounds. **Tag**: (Usually) a short ending, tagged on to the main part of the song. **Tempo**: A musical dimension that describes how fast or slowly the music is played. **Texture:** A musical dimension that describes the layers of sound in music. **Timbre:** A musical dimension that describes the quality and character of the sound of the instruments used.

**Turntables**: (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats. **Unison**: Everyone plays or sings the same music at the same time. **Urban contemporary**: Modern music that uses elements of Soul, Hip Hop, Funk, Jazz and RnB. **Verse**: A section in a song which has the same tune but different words.

## Other useful links

**BBC Ten pieces:** [**https://www.bbc.co.uk/teach/ten-pieces/the-pieces-and-composers/zmc38xs**](https://www.bbc.co.uk/teach/ten-pieces/the-pieces-and-composers/zmc38xs)