



# Music Curriculum

## The primary intent for our curriculum:

- To make music an enjoyable interactive learning expressive experience.
- To expose our children to a range of different styles of music (high quality live and recorded music) that show how diverse music can be and how it mirrors the society we live in.
- To enable all children to confidently sing, either individually or as a group.
- To provide our children with wider opportunities to perform inside and outside the school environment to showcase their talents to the community
- To allow all children to have the experience of learning how to play an instrument.
- To develop their self-confidence, creativity and imagination by providing opportunities for self-expression.
- For children to understand musical concepts through a repetition-based approach to learning.
- For children to understand basic notation and musical vocabulary to help them perform within an ensemble.
- To enable children to compose simple compositions for real or electronic instruments.
- Empower children with the skills to records and mix their own compositions.

## Implementation:

- At Hemlington Hall Academy, we follow the Charanga Scheme of Work which allows for clear progression and supports all the requirements of the national curriculum.
- Music is taught every term for half of term.
- We work with TVMS (Tees Valley Music Service) who provide us with our funded provision: Snappy Classroom Sings & Instrumental teaching of African drums has been extended to 21 weeks.
- We seize every opportunity to perform inside and outside the school environment: whole school 'Big Sing' assembly each week, we work closely with Middlesbrough Town Hall's Musical Engagement service, annual choir performance at Stainton care Home as well as our biannual musical production to name but a few.

	Autumn		Spring		Summer	
	1	2	1	2	1	2
EYFS	<b>ELGS that feed into Music:</b> <u>Expressive Arts and Design Being Imaginative and Expressive</u> - Invent, adapt and recount narratives and stories with peers and their teacher; - 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.					
EYFS	Me	Christmas	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
Year 1		Hey You		In The Groove		Your Imagination
Year 2		Ho Ho Ho		Zootime	Friendship Song	
Year 3/4 cycle 1	African Drumming/			Glockenspiel Stage 1	Three Little Birds	
Year 3/4 cycle 2	African Drumming/			Glockenspiel Stage 2		Mama Mia
Year 5	Livin' On A Prayer		Fresh Prince of Belair		Dancing In The Street	
Year 6	Ukulele GarageBand		Ukulele Happy			Leaver's Assembly Performance

## Provision For The Learning An Instrument

EYFS	Classroom Instruments
Reception	Classroom Instruments
Year 1	Classroom Instruments
Year 2	Classroom Instruments
Year 3	African Drums Glockenspiels
Year 4	African Drums Glockenspiels Violin/Viola
Year 5	Violin/Viola
Year 6	Ukulele Samba Violin/Viola iPads

Me!, My Stories, Everyone, Our World, Big Bear Funk & Reflect, Rewind, Replay.		Year: Reception	Term: Autumn, Spring and Summer
<p><b>Foundations of previous learning:</b> Children can join in and sing along with familiar songs, begin to move rhythmically to music, can make sounds using musical instruments, can dance to the music, tap back repeated rhythms, use movement to express feelings, make up own songs, and use their own ideas to change words, dance movements, or rhythm.</p> <p><u>ELGs Expressive Arts and Design Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Children listen attentively in a range of situations.	<p><b>Performing (singing/playing):</b> To be able to sing simple songs, action songs, speak chants and rhymes.</p> <p>To begin to find the pulse by copying an adult.</p> <p><b>Improvising and composing:</b> To explore and create simple movements to a piece of music</p> <p><b>Listening and Respond:</b> To be able to listen and respond by copying to a different song or piece of music in a different style.</p>	<p>To begin to independently play a variety of classroom instruments.</p> <p>To begin to understand music language (pulse, rhythm and pitch and vocabulary to indicate speed and dynamics).</p>	Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap
	Assessment of Skills	Assessment of Knowledge	
	Can the child sing simple songs, action songs and nursery rhymes with accuracy? Can the child follow and copy dance movement instruction to the music? Can the child use music to inspire imaginative, initially free and child-led moment?	I understand the musical vocabulary that my teacher is using when describing the different features of music.	

Hey You		Year: 1	Term: Autumn 1
Foundations of previous learning: Children have been preparing to be Year 1 ready by knowing how to sing simple songs, actions and chants. They are beginning to find the pulse, explore and create simple movements to a piece of music and are able to listen to and respond by copying to a different song or piece of music in a different style.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Performing (singing/playing):</b> To be able to sing simple songs, speak chants and rhymes.</p> <p>To begin to find the pulse by copying an adult.</p> <p><b>Improvising and composing:</b> To explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices.</p> <p><b>Listening, developing knowledge and understanding:</b> To recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p>To begin to recognise the very basic style indicators for Hip Hop music.</p> <p>To begin to understand music language and how they work together (pulse, rhythm and pitch).</p>	Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap
	Assessment of Skills	Assessment of Knowledge	
	<p><b>I am able to sing simple songs, speak chants and rhymes.</b></p> <p><b>I am beginning to find the pulse by copying an adult.</b></p> <p>I can explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices.</p> <p>I can recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p>I know the basic style indicators for Hip Hop</p> <p>I know and understand basic musical language</p> <p>I am beginning to understand how pulse, rhythm and pitch work together.</p>	

In The Groove		Year: 1	Spring 1
<b>Foundations of previous learning:</b> The children are able to find the pulse by copying an adult. The children know the very basic style indicators of Hip Hop and understand how pulse, rhythm and pitch work together.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Performing (singing/playing):</b> To be able to sing simple songs, speak chants and rhymes. I can sing and share them with others. I can sing in a variety of different styles.</p> <p>To begin to find the pulse by copying an adult.</p> <p><b>Improvising and composing:</b> To explore and create simple musical sounds using instruments and voices.</p> <p><b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song.</p>	<p>To begin to recognise the very basic style indicators for different styles of music.</p> <p>To begin to name and recognise common instruments in songs. (Such as drums, piano, guitar).</p>	<p>Pulse</p> <p>Steady Beat</p> <p>Heartbeat</p> <p>High sounds</p> <p>Low Sounds</p> <p>Rhythm</p> <p>Pitch</p> <p>Rapping</p> <p>Fast</p> <p>Slow</p> <p>Quick</p> <p>Loud</p> <p>Quiet</p> <p>Singing</p> <p>Instruments</p> <p>Clap</p> <p>Blues</p> <p>Baroque</p> <p>Ltin</p> <p>Bhangra</p> <p>Folk</p> <p>Funk</p> <p>Irish</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>I am able to sing simple songs, speak chants and rhymes. <b>I can sing and perform for others.</b> I can sing in a variety of different styles.</p> <p>I am beginning to find the pulse by copying an adult.</p> <p>I can explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices.</p> <p><b>I can recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</b></p>	<p>I know the basic style indicators for different styles of music</p> <p>I know and understand basic musical language</p> <p>I am beginning to understand how pulse, rhythm and pitch work together.</p>	

Your Imagination		Year: 1	Summer 1
<p><b>Foundations of previous learning:</b> The children are able to find the pulse by copying an adult. The children know the very basic style indicators of Latin music and understand how pulse, rhythm and pitch work together.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Performing (singing/playing):</b> To be able to sing simple songs, speak chants and rhymes. I can sing and share them with others. I can sing in a variety of different styles.</p> <p>To begin to find the pulse by copying an adult.</p> <p><b>Improvising and composing:</b> To explore and create simple musical sounds using instruments and voices. To create own lyrics</p> <p><b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song.</p>	<p>To begin to recognise the very basic style indicators for different styles of music.</p> <p>To begin to name and recognise common instruments in songs. (Such as drums, piano, guitar).</p>	<p>Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap Film Music</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I am able to sing simple songs, speak chants and rhymes. I can sing and perform for others. I can sing in a variety of different styles.</p> <p>I am beginning to find the pulse by copying an adult.</p> <p><b>I can explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices.</b></p> <p><b>I can create my own lyrics.</b></p> <p>I can recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p>I know the basic style indicators for different styles of music I know and understand basic musical language I am beginning to understand how pulse, rhythm and pitch work together.</p>	

Ho Ho Ho		Year: 2	Autumn 2
<p><b>Foundations of previous learning:</b> Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Performing (singing/playing):</b> To be able to sing songs, speak chants and rhymes. To be able to sing and share them with others. To be able to sing in a variety of different styles. To play a class room instrument in a group/band/ensemble</p> <p>Is able to find the pulse of a piece of music on their own or with the support of others. Is able to copy different rhythms performed by an adult</p> <p><b>Improvising and composing:</b> To explore and create own simple musical responses, melodies and rhythms To be able to continue to create own responses, melodies and rhythms and record in them in some way.</p> <p><b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song. To continue to internalise, understand, feel, know how all the dimensions of music work together.</p>	<p>To begin to recognise the very basic style indicators for different styles of music.</p> <p>To begin to name and recognise common instruments in songs. (Such as drums, piano, guitar).</p> <p>To begin to understanding how music makes them feel</p>	<p>Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap South African Music Record Compose Melodies Rhythm Patterns Festive Music</p>
	<p style="text-align: center;"><b>Assessment of Skills</b></p> <p>I am able to sing simple songs, speak chants and rhymes. I can sing and perform for others. I can sing in a variety of different styles. I can play classroom instruments in a group/band/ensemble</p> <p>I can find the pulse of a piece of music on their own or with the support of others.</p> <p>I can copy different rhythms.</p> <p>I can explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices. I can record my musical responses.</p> <p>I can recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p style="text-align: center;"><b>Assessment of Knowledge</b></p> <p>I know the basic style indicators for different styles of music I know and understand basic musical language I am beginning to understand how pulse, rhythm and pitch work together.</p> <p>I can verbalise how music makes me feel.</p>	

Zootime		Year: 2	Spring 2
<p><b>Foundations of previous learning:</b> Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children are able to copy a rhythm which has been played for them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel. Children can say whether they like a piece of music and why. They also and beginning to understanding how all the dimensions of music are working together.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Performing (singing/playing):</b> To be able to sing songs, speak chants and rhymes. To be able to sing and share them with others. To be able to sing in a variety of different styles. To play a class room instrument in a group/band/ensemble</p> <p>Is able to find the pulse of a piece of music on their own or with the support of others. Is able to copy different rhythms performed by an adult.</p> <p><b>Improvising and composing:</b> To explore and create own simple musical responses, melodies and rhythms To be able to continue to create own responses, melodies and rhythms and record in them in some way.</p> <p><b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song. To continue to internalise, understand, feel, know how all the dimensions of music work together.</p>	<p>To begin to recognise the very basic style indicators for different styles of music.</p> <p>To begin to name and recognise common instruments in songs. (Such as drums, piano, guitar).</p> <p>To begin to understanding how music makes them feel</p>	<p>Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap South African Music Record Compose Melodies Rhythm Patterns Reggae Music</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I am able to sing simple songs, speak chants and rhymes. I can sing and perform for others. I can sing in a variety of different styles. I can play classroom instruments in a group/band/ensemble</p> <p><b>I can find the pulse of a piece of music on their own or with the support of others.</b></p> <p><b>I can copy different rhythms.</b></p> <p>I can explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices. I can record my musical responses.</p> <p>I can recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p>I know the basic style indicators for different styles of music I know and understand basic musical language I am beginning to understand how pulse, rhythm and pitch work together.</p> <p>I can verbalise how music makes me feel.</p>	



Friendship Song		Year: 2	Summer 1
<p><b>Foundations of previous learning:</b> Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children are able to copy a rhythm which has been played for them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel. Children can say whether they like a piece of music and why. They also and beginning to understanding how all the dimensions of music are working together.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b>Performing (singing/playing):</b> To be able to sing songs, speak chants and rhymes. To be able to sing and share them with others. To be able to sing in a variety of different styles. To play a class room instrument in a group/band/ensemble</p> <p>Is able to find the pulse of a piece of music on their own or with the support of others. Is able to copy different rhythms performed by an adult.</p> <p><b>Improvising and composing:</b> To explore and create own simple musical responses, melodies and rhythms <b>To be able to continue to create own responses, melodies and rhythms and record in them in some way.</b></p> <p><b>Listening, developing knowledge and understanding:</b> To say whether they like or dislike a song. <b>To continue to internalise, understand, feel, know how all the dimensions of music work together.</b></p>	<p>To begin to recognise the very basic style indicators for different styles of music.</p> <p>To begin to name and recognise common instruments in songs. (Such as drums, piano, guitar).</p> <p>To begin to understanding how music makes them feel.</p>	<p>Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap South African Music Record Compose Melodies Rhythm Patterns Mixed Style</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I am able to sing simple songs, speak chants and rhymes. I can sing and perform for others. I can sing in a variety of different styles. I can play classroom instruments in a group/band/ensemble</p> <p>I can find the pulse of a piece of music on their own or with the support of others.</p> <p>I can copy different rhythms.</p> <p>I can explore and create simple musical sounds (own responses, melodies and rhythm) using instruments and voices. I can record my musical responses.</p> <p>I can recognise different instruments and discuss other dimensions (pitch, pulse, dynamics, tempo)</p>	<p>I know the basic style indicators for different styles of music I know and understand basic musical language I am beginning to understand how pulse, rhythm and pitch work together. I can verbalise how music makes me feel.</p>	

Topic: African Drums		Year: 3	Autumn 2
Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>To play a range of African instruments.</p> <p>To be able to follow the conductor's instructions to start and stop together, maintain speed and pulse during an ensemble.</p>	<p>To know how to play a range of African drums.</p> <p>To know how different timbres and dynamics are created on African instruments.</p>	<p>Djembe</p> <p>Bass sound (Low pitch)</p> <p>Tone sound (Medium Pitch)</p> <p>Slap sound (High Pitch)</p> <p>Rhythm</p> <p>Posture</p> <p>Djembefola</p> <p>Call and response</p> <p>Polyrhythms</p> <p>Djembe Skin</p> <p>Striking</p> <p>Edge of the Skin</p> <p>Middle of the skin</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can play African drums with increased confidence as part of an ensemble.</p> <p>I can follow the instructions of the conductor to start, stop and maintain speed and the pulse during a performance.</p>	<p>Do you understand the language of music through playing the glockenspiel?</p>	

Topic: Glockenspiels 1		Year: 3	Spring 2
Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	To play the glockenspiel solo or in an ensemble. To be able to play C,D,E, and F on the Glockenspiel. To compose using the above notes. To play my composition in time with the ensemble.	To know and understand how the language of music is used when playing the glockenspiel. To know musical notation for C,D, E,FI	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation Glockenspiel Beaters Note Names
	<b>Assessment of Skills</b> I can play the glockenspiel in a solo or ensemble context, playing with increasing accuracy that show I understand the interrelated dimensions of music. I can follow the instruction of a leader or conductor. I can read musical notation. I can compose using note C,D,E and F.	<b>Assessment of Knowledge</b> I know the notation that represents C,D,E and F. I understand the meaning of the musical language used when playing the glockenspiel.	

Topic: Three Little Birds		Year: 3	Summer 1
<b>Foundations of previous learning:</b> I can play a variety of classroom instruments, playing glockenspiels as a whole class ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and am beginning to understand the different musical dimensions running through it.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>	<p><b>Performing (singing/playing):</b> To sing and play instruments as an ensemble confidently with a sense of pulse and rhythm.</p> <p>To be able to start and stop appropriately by following a leader or conductor.</p> <p><b>Improvising and composing:</b> To begin to compose and improvise by using one to three note melodies.</p> <p><b>Listening, developing knowledge and understanding:</b> To begin to hear and understand how pulse rhythm and pitch fit together and how they differ for each style of music. <i>(Focus on Reggae)</i> To begin to identify the instruments that are present in a track</p>	<p>To recognise the basic style indicators for Reggae music.</p> <p>To understand music language and begin to use it to describe pieces of music (pulse, rhythm, pitch, dynamics, tempo).</p>	Pulse Pitch Rhythm Dynamics Texture Tempo Structure Tibre Notation Listening Album Reggae Music Jamaican Vocal Line Accompainment Hook Style Chorus Verse
	Assessment of Skills	Assessment of Knowledge	
	<p>I can sing or play confidently with a sense of pulse and rhythm.</p> <p>I can start and stop appropriately by following a leader or conductor.</p> <p>I can identify the instruments that are present in a recording.</p> <p>I can begin to compose and improvise by using one to three note melodies.</p>	<p>Can you recognise the style indicators of Reggae music?</p> <p>Can you understand the music language used to describe the music?</p>	

Topic: African Drums		Year: 4	Autumn 1
<b>Foundations of previous learning:</b> Children have been playing a variety of classroom instruments, playing glockenspiels as a whole class ensemble. Children can understand the various music language to describe the musical dimensions of a piece. Children can listen to music and are beginning to understand the different musical dimensions running through it.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>To be able to play the djembe, creating the three different sounds (Tone, Slap and Bass) by hitting the instrument appropriately.</p> <p>To be able to respond to the leader of the group (Djembefela).</p> <p>To be able to play with increasing confidence within an ensemble setting.</p> <p>To be able to repeat rhythms performed by the Djembefola.</p> <p>To be able to compose own rhythms.</p>	<p>To know that the djembe is an African drum and is a percussion instrument.</p> <p>To know that it is made from wood, rope and animal skin.</p> <p>To know how the sound is made.</p> <p>To know how to produce three different sounds.</p>	<p>Djembe</p> <p>Bass sound (Low pitch)</p> <p>Tone sound (Medium Pitch)</p> <p>Slap sound (High Pitch)</p> <p>Rhythm</p> <p>Posture</p> <p>Djembefola</p> <p>Call and response</p> <p>Polyrhythms</p> <p>Djembe Skin</p> <p>Striking</p> <p>Edge of the Skin</p> <p>Middle of the skin</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can play the djembe, creating the three different sounds (Tone, Slap and Bass) by hitting the instrument appropriately.</p> <p>I can follow the instructions of the leader of the group (Djembefela).</p> <p>I can play with increasing confidence within an ensemble setting.</p> <p>I can repeat rhythms performed by the Djembefola.</p> <p>I can compose own rhythms.</p>	<p>I know that the djembe drum is an African drum and that it is part of the percussion family.</p> <p>I know that it is made from wood, rope and animal skin.</p> <p>I know how that the sound is made.</p> <p>I know how to produce three different sounds.</p>	

<b>Topic: Glockenspiels 2</b>		<b>Year: 4</b>	<b>Spring 2</b>
Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	To play the glockenspiel solo or in an ensemble. To be able to play C,D,E,F and G on the Glockenspiel. To be able to play more complex rhythmic patterns To compose using the above notes. To play my composition in time with the ensemble.	To know and understand how the language of music is used when playing the glockenspiel. To know musical notation for C,D, E,F, G	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation Glockenspiel Beaters Note Names
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can play the glockenspiel in a solo or ensemble context, playing with increasing accuracy that show I understand the interrelated dimensions of music. I can follow the instruction of a leader or conductor. I can read musical notation. I can play more complex rhythmic patterns. I can compose using note C,D, E, F and G.	I know the notation that represents C,D,E, F and G. I understand the meaning of the musical language used when playing the glockenspiel.	

Mama Mia		Year: 4	Summer
<b>Foundations of previous learning:</b> Children have been learning the glockenspiel. They can play in an ensemble and have any awareness of the interrelated dimensions of music. Children are becoming more familiar with the links to sound and notation.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Performing (singing/playing):</b> To find the pulse by themselves and stay in time.</p> <p>To sing in an ensemble confidently with a sense of pulse and in time with the group.</p> <p><b>Improvising and composing:</b> To compose and improvise by using one to three note melodies and through simple rhythms based around crochets, minims and semibreves.</p> <p>To consider the dynamics and tempo they want to use to create their composition.</p> <p>To record their own composition.</p> <p><b>Listening, developing knowledge and understanding:</b> To know and understand how pulse, rhythm and pitch fit together and how they differ for each style of music. (Focus on ABBA) To be able to recognise the instruments used in Mama Mia</p>	<p>To recognise the very basic style indicators for ABBA. To begin to know the basic history ABBA.</p>	Pulse Pitch Rhythm Dynamics Texture Tempo Structure Tibre Notation Listening Album Reggae Music Jamaican Vocal Line Accompainment Hook Style Chorus Verse
	Assessment of Skills	Assessment of Knowledge	
	<p>I can find the pulse and stay in time. I can sing in an ensemble. I can create my own response and melody. I am beginning to explore the link between sound and symbol. I can record my own composition.</p>	<p>I know the very basic style indicators for ABBA. I know the basic history of ABBA.</p>	

Topic: Livin On A Prayer		Year: 5	Autumn
Foundations of previous learning: Children have been learning about the music of ABBA. They are able to recognise this particular style of music, find the pulse, recognise instruments, listen and discuss other dimensions of music. Children have been playing classroom instruments to play along with song Mama Mia. Children have been composing their own responses and melodies and have been able to record them.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers</p>	<p><b>Performing (singing/playing):</b> To find and internalise the pulse by themselves</p> <p>To begin to become a conductor/leader themselves.</p> <p><b>Improvising and composing:</b> To compose a piece based on a style of music (Rock Anthems) and use its stylistic features to consider what dynamics, tempo and timbre they should use.</p> <p>To read crochets, minims, semibreves and quavers on a treble clef staff.</p> <p><b>Listening, developing knowledge and understanding:</b> To know, understand and explain how tempo, dynamics, structure and timbre fit together and how they differ for each style of music. (Rock Anthem)</p>	<p>To understand and recognise the basic style indicators for Rock anthems.</p> <p>To know how to respect and improve work together.</p>	Pulse Pitch Rhythm Dynamics Texture Tempo Structure Timbre Notation Listening Rock Anthems Vocal Line Accompaniment Style Chorus Verse Compose Improvise
	Assessment of Skills	Assessment of Knowledge	
	<p>I can perform with increasing confidence.</p> <p>I can find and internalise the pulse and rhythm by myself.</p> <p>I can conduct and lead an ensemble.</p> <p>I can compose a melody using given backing accompaniment.</p> <p>I can read music notation with growing confidence.</p> <p>I can explain how the interrelated dimensions of music fit together and how they differ for each style of music.</p>	<p>I understand and recognise the basic style indicators for Rock Anthems.</p> <p>I know how to respect and improve work together.</p>	



Fresh Prince of Bel Air		Year: 5	Spring
<b>Foundations of previous learning:</b> Children have been learning about the style of Rock Anthems . With increased confidence, children have performed within an ensemble, showing a greater depth awareness of the interrelated dimensions of music. Children have improvised and composed in the rock anthem style. They have recorded their composition and have worked together to improve their work.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>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>	<p><b>Performing (singing/playing):</b> To sing and play with clear dictation and tuning.</p> <p>To begin to become a conductor/leader themselves.</p> <p><b>Improvising and composing:</b> To compose a piece based on a style of music (Old School Hip Hop) and use its stylistic features to consider what dynamics, tempo and timbre they should use.</p> <p>To begin to record crochets, minims, semibreves and quavers of a treble clef staff.</p> <p><b>Listening, developing knowledge and understanding:</b> To know, understand and explain how tempo, dynamics, structure and timbre fit together and how they differ for each style of music</p>	<p>To understand and recognise the basic style indicators for Old School Hip Hop.</p> <p>To know how to respect and improve work together.</p>	Pulse Pitch Rhythm Dynamics Texture Tempo Structure Timbre Notation Listening Old School Hip Hop Vocal Line Accompaniment Style Chorus Verse Compose Improvise
	Assessment of Skills	Assessment of Knowledge	
	<p>I can perform with increasing confidence.</p> <p>I can find and internalise the pulse and rhythm by myself.</p> <p><b>I can conduct and lead an ensemble.</b></p> <p>I can compose a melody using given backing accompaniment.</p> <p><b>I can read music notation with growing confidence.</b></p> <p>I can explain how the interrelated dimensions of music fit together and how they differ for each style of music.</p>	<p>I understand and recognise the basic style indicators for Old School Hip Hop.</p> <p>I know how to respect and improve work together.</p>	

Topic: Dancing In The Street		Year: 5	Summer 1
<b>Foundations of previous learning:</b> Children have been learning about the style of Old School Hip Hop . With increased confidence, children have performed within an ensemble, showing a greater depth awareness of the interrelated dimensions of music. Children have improvised and composed in the rock anthem style. They have recorded their composition and have worked together to improve their work.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p><b>Performing (singing/playing):</b> To sing and play with clear dictation and tuning.</p> <p>To begin to become a conductor/leader themselves.</p> <p><b>Improvising and composing:</b> To compose a piece based on a style of music (Motown) and use its stylistic features to consider what dynamics, tempo and timbre they should use.</p> <p>To begin to record crochets, minims, semibreves and quavers of a treble clef staff.</p> <p><b>Listening, developing knowledge and understanding:</b> To know, understand and explain how tempo, dynamics, structure and timbre fit together and how they differ for each style of music</p>	<p>To understand and recognise the basic style indicators for Motown Music.</p> <p>To know how to respect and improve work together.</p>	Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Rhythm Section Brass Section Riff Clapping riffs Structure Solo Lead Vocalist Melody Backing Vocals Hook Call and Response Motown Music
	<p><b>Assessment of Skills</b></p> <p>I can perform with increasing confidence.</p> <p>I can find and internalise the pulse and rhythm by myself.</p> <p>I can conduct and lead an ensemble.</p> <p>I can compose a melody using given backing accompaniment.</p> <p>I can read music notation with growing confidence.</p> <p>I can explain how the interrelated dimensions of music fit together and how they differ for each style of music.</p>	<p><b>Assessment of Knowledge</b></p> <p>I understand and recognise the basic style indicators for Motown Music.</p> <p>I know how to respect and improve work together.</p>	

Ukulele/Garage Band		Year: 6	Autumn 1	
<p><b>Foundations of previous learning:</b> Children have been learning about Motown Music. They have gained a greater understanding of how the interrelated dimensions of music all work together. Children have been improvising and composing in the Motown style. Children are becoming more familiar with music notation and have been recording their own compositions.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p><b>Performing (singing/playing):</b> To play the ukulele either in a solo context or ensemble. To perform a range of chords and to play in time. Take the lead in performances and provide suggestions to others.</p> <p><b>Improvising and experimenting:</b> Compose a piece of music based on a theme. Describe how music can be used to create expressive effects and convey emotion. Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration.</p> <p><b>Listening, developing knowledge and understanding:</b> Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p>	<p>I know a range of chords on the ukulele. I can identify the different parts of a ukulele. I can play in time while singing the melody. Use Garage Band layering different instruments to compose a piece of music based on a Shakespeare Play.</p>	<p>Ukulele Frets Fret board Sound Hole Neck Adjusters/Tuners/Machine Heads Headstock Nut Strings Saddle Bridge Chord Compose Loop Mixing Pan Time Signature Metronome Chords Major Minor Rhythm Rap Lyrics Theme Melody Tempo Verse Chorus Track</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation</p>
	Assessment of Skills	Assessment of Knowledge		
	<p>I can perform in time either solo or in an ensemble. Can the child sing and play at the same time. I can create tracks, record and mix down a backing track for their lyrics. I can record a suitable loop for the theme. I can write lyrics that fit into the meter of the 4/4. I can perform and record my lyrics so that they are in time with my backing track. I can perform my music in front of a group.</p>	<p>Can the child play at least 3 chords on the ukulele? Can the child use Garage Band to create music to accompany a rap?</p>		

Happy: How music can explain how we feel.		Year: 6	Spring
<p><b>Foundations of previous learning:</b> Children have been learning the ukulele and can play a range of chord on the instruments. Children have been performing songs, singing and playing at the same time. Children have been composing their own raps (lyrics and backing tracks on Garageband) and have recorded these. Children have a very good understanding of how the interrelated dimensions of music all work together. Children will have studied Motown music in Year 5 which this song is built upon.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>	<p><b>Performing (singing/playing):</b> To find and internalise the pulse and rhythm by themselves and with confidence.</p> <p>To perform in an ensemble or even begin to take solo part.</p> <p><b>Improvising and composing:</b> To compose and improvise by using one to five note melodies and through simple rhythms based around crochets, minims, semibreves, and quavers and dotted minims.</p> <p>To read crochets, minims, semibreves, quavers and dotted minims on a treble clef staff.</p> <p><b>Listening, developing knowledge and understanding:</b> To be able to listen to other people's performances and explain what stylistic features they have used successfully to match the style and artist they are learning.</p>	<p>To understand and use music language to confidently describe pieces of music (pulse, rhythm, pitch, dynamics, tempo, timbre, structure and texture).</p> <p>To know the style indicators of Pop music.</p>	Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Rhythm Section Brass Section Riff Clapping riffs Structure Solo Lead Vocalist Melody Backing Vocals Hook Call and Response Pop music Emotions Introduction
	Assessment of Skills	Assessment of Knowledge	
	<p>I can find, internalise the pulse and rhythm by myself.</p> <p>I can perform in an ensemble or even begin to take a solo part.</p> <p>I can compose and improvise by using five note melodies and through simple rhythms based around various note values.</p> <p>I can read music notation a treble clef.</p> <p>I am able to listen to other people's performances and explain what stylistic feature they have used.</p>	<p>I know how to use the language of the interrelated dimensions of music.</p> <p>I know the style indicators of Pop music.</p>	

Topic: Year 6 Leavers' Performance		Year: 6	Summer
<p><b>Foundations of previous learning:</b> Children have performed either solo or in ensemble context. Children understand a range of musical vocabulary and how to perform in various styles following the instruction of their conductor. Children have created, composed and recorded their own songs. Children have learnt a variety of styles and can perform a range of repertoire from these styles. Children have composed and improved and have gained much confidence in the interrelated dimensions of music.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p><b>Performing (singing/playing):</b> To find and internalise the pulse and rhythm by themselves and with confidence.</p> <p>To perform in an ensemble or even begin to take solo part.</p> <p>Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p> <p>To compose and improvise around a set theme.</p>	<p>I can understand how to follow musical direction. I can direct others within an ensemble using musical vocabulary.</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Choir Solo Duet Ensemble Harmony Dynamics Piano Forte Lyrics Chorus Verse Repertoire Style</p>
	<p><b>Assessment of Skills</b></p> <p>I can perform with confidence in an ensemble or even take a solo part. I can identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p>	<p><b>Assessment of Knowledge</b></p> <p>Can you explain how you have directed the ensemble to achieve a high quality performance?</p>	

## **Music – Key Stages 1 and 2: Subject Content**

### **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.

### **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.

## Vocabulary Used in Charanga

Acapella: Without accompaniment from musical instruments, ie voices only.

Appraising: Listening carefully.

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

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

Backing: The accompaniment to a song.

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

Ballad: A gentle love song.

Band: Playing/singing/performing together.

bridge/middle 8: Contrasting section which leads back to main material.

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

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

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

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

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

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

Decks: Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.

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

Dynamics: How loud or quiet the music is.

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

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

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

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

Hook: A term used in pop music to describe a short catchy phrase or rime that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

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

Interlude: A passage of music played between the main themes

Introduction: Music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.

Lyrics: The words of a song.

Melody: Another name for a tune.

Melodic: Melody or tune.

Notation: to visually represent music.

o\_beat: If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the o\_beat you would clap on beats 2 and 4 not 1 and 3.

Original: The first ever version of a song.

Ostinato: A short repeated pattern.

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

pentatonic scale: A fixed five-note pattern eg the five black keys on a piano.

Performing: Singing and playing instruments.

Phrase: A musical sentence.

Pitch: The range of high and low sounds.

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

pulse/beat: The heartbeat or steady beat of a song/piece of music.

recurring theme: A tune that repeats again and again in a piece of music.

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

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

roots reggae: Music that deals with social and racial issues and brings in elements of Rastafari.

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

Secular: Non religious

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

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

Style: The type of music eg blues or rock.

style indicators: Identifiers that show us the genre of the music.

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

Tag: (Usually) a short ending, tagged on to the main part of the song.

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

Texture: Layers of sound in music.

Timbre: The quality and character of the sound.

urban contemporary: Modern music that uses elements of soul, hip hop, funk, jazz, r&b that appeals to young people.

Verse: A section in a song which has the same tune but different words.