

# MUSIC

## End of EYFS Expectations

Learning within Music begins in the Early Years through 'Being Imaginative and Expressive'. The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe (Statutory Framework for the EYFS, 2021).

Music is the soundtrack to our lives. It is creative, collaborative, celebratory and challenging. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school. (Model Music Curriculum March 2021)

## Key Stage 1 National Curriculum Expectations

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 National Curriculum Expectations

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.

## CURRICULUM COVERAGE – LONG TERM PLAN

Using the interrelated dimensions of Music throughout

	AUTUMN	SPRING	SUMMER
Year 1	1. <i>Ourselves and our bodies.</i> 2. <i>Animals.</i> Exploring pitch/dynamics/tempo/steady beat and pulse through songs and games. Sound composition, and using and playing word rhythms.	1. <i>Machines and beats.</i> Identifying and playing rhythm and steady beat. Awareness of tempo. Creating sequences and symbols to represent sound. 2. <i>In the Groove:</i> Learning about different styles of music while exploring the interrelated dimensions of music. Using word pattern chants, and moving and responding to the beat/pulse.	1. <i>Making waves.</i> Tempo changes. Dynamic changes. Conducting. Composing in response to picture/video stimulus  2. <i>Your imagination.</i> Using the interrelated dimensions of music. Responding to the pulse through dance and movement.

Year 2	<p><i>1.I wanna play in a band:</i> Using interrelated dimensions of music singing and playing as an ensemble. Tempo, metre and downbeat.</p> <p><i>2.Zootime:</i> Study of Carnival of the Animals/Reggae. Using graphic notation. Compose related animal pieces.</p>	<i>Recorder I:</i> Technique and notes.	<p><i>1.Hands feet heart:</i> Study of South African music through the interrelated dimensions of music.</p> <p><i>2. Come to the party and the Jungle!</i> Pitch and rhythm focus. Dot notation.</p> <p>Create a soundscape using a story.</p> <p>PITCH/DOT NOTATION/COPYCAT AND WORD RHYTHMS.SOUND PIECE</p>
Year 3	<p><i>Bones and tones:</i> Looking at Form and structure. Call and response. Ezekiel.. Pitch rising by step. Broken skeleton compositions.</p> <p><i>Bringing us Together:</i> Exploration of disco music through the interrelated dimensions of music.</p>	<p><i>Recorder II:</i> Notes and notation.</p> <p><i>Glockenspiel and chime bar</i> playing and technique I.</p>	<p><i>1.Egyptians:</i> Focus on structure, starting with song structure.</p> <p><i>2.Ensemble performance.</i></p> <p><i>Communication. Sounds and symbols</i></p> <p>LISTENING/AURAL SKILLS</p> <p>Composition using voices/instruments.</p>
Year 4	<p><i>Chime bar playing II and the pentatonic scale</i> Building on our skills learnt from last year. Notation writing and composition..</p>	<p><i>1.Sounds, beatbox and the orchestra.</i> Exploring how sounds are produced and classified. Looking at Swing band and orchestra/singing in parts. Learn basic beatbox: Creating a beatbox grid score for group performance.</p> <p><i>2. Mama mia:</i> mini ensemble performance/ABBA focus.</p>	<p><i>1.Classroom jazz:</i> Three note bossa, five note swing, notation, performance and improvisation.</p> <p><i>2.Blackbird:</i> Learning about the Beatles. Composing and performing through the interrelated dimensions of music.</p>
Year 5	<p><i>Ukulele I:</i> Learn basic chords and strumming techniques with awareness of the notes on each open string and how these can be changed. Improvise over a drone using ukuleles open string.</p> <p><i>2.The Planets:</i> Listen/compose. The Planets by Holst. John Williams/Gustav Holst.</p>	<p><i>1.Keeping healthy – scales:</i> Learning about scales including the chromatic. Pitch focus. Introduce triads.</p> <p><i>2.The Fresh Prince and the Hip Hoppy kid (STOP):</i> Study of hip hop and rap, culminating in writing and performing own raps.</p>	<p><i>Movie music :</i> History of Movie music, Walt Disney, Mickey Mousing, creating sound effects and foley artists. Looking at graphic representations.</p>
Year 6	<p><i>Ukulele II:</i> Revise and review.</p> <p>12 bar blues as mixed class ensemble. Accompany this with block chords/a bass line.</p> <p><i>Major/minor and pentatonic:</i> Looking at</p>	<p><i>1.Movie music II:</i> Effect of cliché in movie music.</p> <p>Culminating in group composition of cliché music</p> <p><i>2.Djembe drumming mini unit:</i> Ensemble african drumming rhythms</p>	<p><i>You've got a friend/ Music and me:</i> Exploring interrelated dimensions of music plus reflect, rewind replay.</p> <p>PRODUCTION.</p>

	G major and E minor and chords and composing/notating a pentatonic phrase.		
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Features of our St. Martin's school life	KS1: In addition to class music learning, regular opportunities are given for extra-curricular music for all to access. We have a weekly Y1/2 lunchtime Choir open to all (Songbirds). Those confident enough, are picked up to sing and perform in our annual Spring E&E Music Festival, involving extra rehearsals.					
	We have a Y1/2 Band (Bandlings) which runs weekly after school, and alternates termly. Children from Bandlings then perform for Productions where relevant. KS2: We make singing a regular and accepted part of our school week, where the whole Key Stage sing together and experience accumulative and part singing and the power of this.					
	We take part in annual Sing-Up events where we all sing together and where possible we tie whole school singing in with any other relevant event (ie Red Nose day/Jubilee etc)					
	Throughout the school year, several choirs run in addition to Loud and Proud, and dependent on age, children can choose which to be part of. We currently take part in the annual Music Festivals both at the Epsom Playhouse and Dorking Halls, and we take a large choir to perform annually at the O2 Young Voices Choir Concert. We sing every Christmas in our local community, at the Ashley centre, for charity, and the choirs form a part of our Collective Worship particularly in services at the Church.. We also welcome any given opportunity to sing at community events in school (Christmas/Spring Fair) or just for parents to hear the children. Children who wish to continue after learning the recorder (in Y2/3) will be picked up for recorder ensemble playing.					
	We also celebrate the children's need to perform in a voluntary 'St Martin's has Talent' opportunity.					
Xxx Leader	XXX Leaders at St. Martin's will lead learning for other pupils and teach them to:					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary	Beat, steady beat, pulse, tempo, rhythm, pitch, metre, downbeat, melody, dynamics, composition.		Beat, steady beat, pulse, tempo, rhythm, pitch, metre, downbeat, melody, dynamics, composition <i>plus</i> crotchet, minim, rests, treble clef, stave, time signature, pentatonic		Downbeat, upbeat, timbre, texture, duration, structure, octave, pentatonic, triad, chromatic, major, minor, mickey mousing, foley artist	
Listening	Listening to music is fundamental to musical understanding. Throughout their time here, children are encouraged to learn to listen critically and develop a personal understanding not only of construction but also of the impact on the listener. Teaching music is enriched by developing children's shared knowledge and understanding of the origins, traditions, history and social context of the music. Therefore, by the end of Year 6 they will have not only experienced a wide range of music but will be able to start to identify some pieces, along with their corresponding characteristics.					

<u>Musicianship.</u> <u>Using Notation (in KS2)</u>	Moving to a beat, changing tempo. Play short rhythmic and melodic patterns to a beat. Respond to the pulse through movement. Play copycat rhythm patterns using word patterns. Using different voices. Using percussion instruments to enhance stories.	Understand tempo and tempo changes. Mark the beat and show awareness of metre and the downbeat. Play copycat rhythms and invent rhythms for others, including word rhythms. Play short repeating patterns keeping in time with a steady beat. Use stick notation for crotchet and quaver. Recognise dot notation, and match to three notes on percussion.	Learn how to read minims and crotchets, learn about quavers. Know about the stave and the lines and spaces. Understand dot notation showing pitch. Relating word chants to rhythms.	Learn corresponding rests in addition to note values. Read and play pitch notation within a 5-note range. Follow and perform rhythmic scores.	Building on notation knowledge and memory, add semibreve. Reading time signatures and pitch notation within a defined range. Maintain individual parts within a rhythmic score. Learn to read and understand ukulele chords.	Further understand the differences between all covered note values and rests, including paired quavers. Introduce to ukulele notes using tabs as well as chords and further chord changes.
<u>Composing/</u> <u>Improvising</u>	Improvise vocal chants. Produce sounds/sound effects in response to a stimuli. Recognise and use own graphic notation to represent sounds. Know the difference between a rhythm pattern and a pitch pattern.	Create music sounds in response to a stimulus. Use a variety of ways to record their compositions. <u>Improvise</u> question and answer phrases to create a musical conversation.	<u>Compose:</u> Combine known rhythms with three consecutive note phrases. Compose a structured piece in response to a stimulus. <u>Improvise:</u> Using voices and instruments produce 'spotlight' responses on limited notes.	<u>Compose:</u> Add structure to compositions, and widen sound palette. Create rhythmic phrases arranged into bars. <u>Improvise:</u> Improvise adding legato and staccato. Create short pentatonic phrases.	<u>Compose:</u> Understand and compose rap. Compose melodies and use chords in a major or a minor key, using ternary form. Use sound effects combined with music. <u>Improvise:</u> Improvise over a drone and a simple groove responding to the beat, using dynamics.	<u>Compose:</u> Create cliché music pieces using planned melodic phrases. Use G major or E minor. Plan and notate an 8 or 16 beat pentatonic phrase. <u>Improvise:</u> Create music in contrasting/repetitive sections. Use chord changes.
<u>Performance</u>	Provide, identify and celebrate regular 'spotlight' performance opportunities within class.	Introduction to recorder I: correct playing technique and first three notes.	Learn recorder playing and technique II, reading and playing building a repertoire of notes. Ensemble chime bar and glockenspiel I. Play and perform melodies using staff notation using 3 notes (CDE) both as a class and in small groups.	Ensemble chime bar/metallophone/xylophone II	Ukulele playing and technique I: guitar strings and basic chords. Play tuned percussion melodies using an octave. Understand triads and play on tuned percussion/keyboards. Rap group performances.	Ukulele playing and technique II: more strumming skills and three chord + changes, culminating in ensemble blues playing. Ensemble DJEMBE drumming.

<u>Singing</u>	Sing simple chants and rhythms. Sing call and response songs to control vocal pitch.	Sing with increasing awareness and ability to show pitch. Show some understanding of dynamics and tempo.	Sing widening range of unison songs in varying styles and structures, perform loudly and quietly with control.	Sing a broad range of songs with the range of an octave, following directions for getting louder and getting softer. Sing two part rounds and partner songs and introduce vocal harmony.	Sing with a sense of ensemble, observing phrase and appropriate style with accurate pitching. Sing three part rounds.	Sing observing phrases, accurate pitching and showing rhythmic awareness, including the use of syncopated rhythms. Continue to sing three and four part rounds. Develop balance between parts and vocal independence.