

# Music

<b>Key Outcomes</b>		
<b><i>By the end of EYFS...</i></b>	<b><i>By the end of KS1...</i></b>	<b><i>By the end of KS2</i></b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sing simple songs, rhymes, and chants from memory.</li> <li>• play and recognise sounds with different volumes, speeds, and types (e.g., tapping, scratching).</li> <li>• listen carefully and copy simple rhythmic patterns.</li> <li>• describe music using basic adjectives (e.g., fast, loud).</li> <li>• create and perform simple rhythm patterns.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>

Music Topic Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	1, 2, 3, 4, 5 Hey diddle diddle Wind the bobbin up	Miss Polly had a dolly Humpty dumpty Hickory dickory dock 5 currant buns	A sailor went to sea' Jack and Jill 5 Little Men in a Flying saucer	5 Little peas in a pea press Round and round the garden Mary Mary quite contrary	Grand old duke of York 5 Little monkeys Row row row the boat	Baa baa Black Sheep 5 Little ducks Incy wincy spider 1,2 buckle my shoe
Y1	<p><b>Listening</b> <u>Charanga Song: Mel Hey You!</u> Listen to music and be able to say whether they like it or not and why. Giving opinions and evaluating musical pieces.</p> <p><b>Composing</b> Clap and respond appropriately to the rhythm and beat of the music.</p> <p><b>Black history month</b> MOBO Awards - listening and appraising music from Tina Turner, Chuck Berry and Beyonce. R.E Link - Listening to Diwali music and being able to say what makes the music good for celebrations. Using musical language such as high, fast, gentle, relaxing.</p>	<p><b>Performing</b> <u>Christmas Songs for Nativity / Carol</u> <b>Singing Performance.</b> Perform songs, rhymes and chants from memory. Take part in singing as a group and respond to the rhythm and melody. Perform as a group with correct timings.</p>	<p><u>Out of the Ark - Great Explorers Neil Armstrong</u> <b>Listening</b> Describe heard music using musical language (high, fast, gentle relaxing) Begin to recognise different instruments in heard music.</p> <p><b>Performing</b> Take part in singing and playing instruments. Actively respond to the rhythm and melody. Perform as a group with correct timings.</p>	<p><b>Performing</b> <u>Out of the Ark Song - Hats off!</u> <u>Remember the seasons.</u> <b>Composing</b> Composing music that represents weather sounds. Choose sounds to create a desired impact and vary the beat. Use instruments (e.g shakers etc).</p> <p><b>Notation</b> Use pictures and symbols to represent sounds and order for compositions.</p>	<p><b>Knowledge of Music</b> Become familiar with the different genres in music (e.g Classical, Pop, Jazz, Dance)</p> <p>Become familiar with a famous classical and modern composer.</p> <p>Year 1 Composers - Pyotr Tchaikovsky and Aaron Copland</p>	

<p>Y2</p>	<p><b>Listening</b>  <u>Charanga Song - Hands, Feet, Heart</u>          Listen to music and be able to express an opinion on it. Be able to differentiate between high and low sounds.  <b>Composing</b>          Respond and move appropriately to rhythms and beats. Become more confident with independently finding the beat of heard music.  <b>Black history month</b>          MOBO Awards - listening and appraising music from Tina Turner, Chuck Berry and Beyonce.          R.E Link - Listening to Navratri music and being able to say what makes the music good for celebrations. Become more confident with identifying instruments in heard music.</p>	<p><b>Performing</b>  <u>Christmas Songs for Nativity / Carol Singing Performance.</u>          Perform increasingly longer songs, rhymes and chants from memory. Sing with expression and have more control of pitch. Be able to perform as a group with awareness of others e.g not interrupting solos.</p>	<p><b>Knowledge of Music</b>          Become familiar with the different genres in music (e.g Classical, Pop, Jazz, Dance)          Become familiar with a famous classical and modern composer.          Year 2 Composers - Pyotr Tchaikovsky and John Adams.   <b>Performing</b>  <u>Out of the Ark - Florence Nightingale.</u></p>	<p><b>Listening</b>          Sounds of the environment (e.g trams, leaves crunching, rain).          Comparing and appraising different cultural music - comparing British music to different cultures around the world.</p>	<p><b>Performing</b>  <u>Out of the Ark Songs: Wonderful Water</u>          Perform songs from Out of the Ark Wonderful Water as a group effectively with correct timings and not interrupting others.  <b>Composing</b>          Create Music that represents different sea creatures, e.g crabs, dolphins, sharks... Creating music for a specific effect.   <b>Notation</b>          Use pictures and symbols to draw images of the beat, melody and pattern.</p>
<p>Y3</p>	<p><b>Knowledge of Music</b>          Be familiar with the history of music and the main eras within that. Begin to recall some famous composers and place them on a timeline. (Year 1 and 2 Composers as well as new Year 3 Composers). Be able to say the difference between classical and modern composers. Year 3 Composers - Antonio Vivaldi and Florence Price</p>	<p><b>Performing</b>  <u>Christmas Songs for Nativity / Carol Singing Performance.</u>          Perform songs with accurate pitch. Perform as a group with awareness of others and with good diction.</p>	<p><b>Out of the Ark Songs - The Stone, Bronze and Iron Age</b>  <b>Listening</b>          Be able to describe the temp, dynamics and duration of a piece of music. Express an opinion on a piece of music using musical terminology. Become confident in recognising instruments in heard music.  <b>Composing</b>          Compose simple rhythms and be able to continue the patterns (clapping, drums, keyboards etc...)  <b>Notation:</b>          Begin to recognise crochets and quavers and explore the beat that they represent. (Twinkl Resources)</p>	<p><b>Out of the Ark Songs: Hats off!</b>  <b>Listening</b>          How does music make you feel? Listening to different genres of music, fast tempos. Drawing/sketching how the music makes you feel. How do you feel when you're exercising?          Comparing music for a different desired impact. E.g Exercise music, mindfulness music. How is this music different?  <b>Composing</b>          Composing music for a specific purpose. Choose a type of music to compose a piece for exercise music. Be aware of layers in music to develop an understanding of texture.  <b>Performing:</b>          Perform your piece of music using an instrument using 5+ notes.</p>	

<p>Y4</p>	<p><b>Listening &amp; Performing</b>  <u>Out of the Ark Songs: Egyptians.</u>  Describe the tempo, dynamics and duration of the songs. Express an opinion using musical terminology.  Perform the song in unison with accurate pitch and begin to harmonise.</p>	<p><b>Performing</b>  <u>Christmas Songs for Nativity / Carol Singing Performance.</u>  Perform songs in unison with accurate pitch and begin to harmonise. Perform as a group with two or more parts.</p>	<p><b>Listening and Composing.</b>  <u>Song: In the jungle - Lion King (youtube)</u>  Identify instruments and components within a piece of heard music.  Compose simple rhythms and continue musical patterns.  Compose different pieces of music for different animals in the jungle. E.g monkeys in trees, elephants stomping.</p>	<p><b>Knowledge of Music.</b>  How has British music changed over time?  Be familiar with the history of music and the main eras within that. E.g 1950s compared with 2020.   Year 4 Composers - Edvard Greig and Hans Zimmer.</p>	<p><b>Out of the Ark Songs: Hats off!</b>  <b>Listening</b>  How does music make you feel? Listening to different genres of music, slow tempos. Drawing/ sketching how the music makes you feel. How do you feel when you're relaxing?  Comparing music for a different desired impact. E.g Exercise music, mindfulness music. How is this music different?  <b>Composing</b>  Composing music for a specific purpose. Choose a type of music to compose a piece for mindfulness music. Compose structure with a clear beginning, middle and end.  <b>Performing:</b>  Perform your piece of music using an instrument using 5+ notes.  <b>Notation:</b>  Further develop recognition of crochets and quavers and explore the beat that they represent. Recognise some notes on a treble clef staff. (Twinkl Resources)</p>
<p>Y5</p>	<p><b>Listening</b>  Icelandic Folk Music (Youtube)   Evidence opinions using musical terminology. Begin to describe differences in notes and evaluate the effect of these differences.  Identify specific instruments in a piece of music and describe its effect on it with increased confidence.</p>	<p><b>Performing</b>  <u>Christmas Songs for Nativity / Carol Singing Performance.</u>  Perform songs in unison and in parts with accurate pitch and expression. Become more confident with harmonising. Perform as a group with two or more parts and be confident to maintain tempo and pitch.</p>	<p><b>Listening</b>  Identify a specific instrument within a piece of fairground music and describe its effect on it.   <b>Composing</b>  Create music for a fairground by selecting appropriate instruments for a desired effect.</p>	<p><b>Performing</b>  Perform songs in unison and in parts with accurate pitch and expression. Become more confident with harmonising. Perform as a group with two or more parts and be confident to maintain tempo and pitch.</p>	

<p>Y6</p>	<p><u>Out of the Ark Songs - WW2</u></p> <p><b>Listening</b> Describe, compare and evaluate the different songs using musical terminology (e.g tempo, pitch, dynamics, texture and duration). Evidence opinions with musical terminology. Begin to describe differences in notes and evaluate the effect of these differences.</p> <p><b>Composing</b> Create music by ordering and combining sounds and draw upon musical knowledge to help make decisions. Compose structure with a clear beginning middle and end. Begin to explore adding lyrics to composed tunes.</p>		<p><u>Charanga Song: Livin' On A Prayer.</u></p> <p><b>Listening</b> Identify specific instruments within the song and describe its effects. Evidence opinions with musical terminology.</p> <p><b>Performing</b> Perform the song in unison and in parts (harmonising) with accurate pitch and expression.</p>	<p><b>Listening.</b> Listening to different phone ring tones / alarms to describe, compare and evaluate the tunes using musical terminology.</p> <p><b>Composing</b> Composing your own ring tone / alarm using 5+ notes. Create more complex tunes thinking about the specific target audience and impact. Create music by ordering and combining sounds and draw upon musical knowledge to help make decisions.</p> <p><b>Notation</b> Compose a ring tone with a clear beginning, middle and end. Understand when to use varying dynamics and pitch to create a desired effect.</p>	
-----------	---	--	---	--	--

## Composer Spine

Year Group	Classical Composer	Modern Composer
1	Pyotr Tchaikovsky (The Nutcracker, Sleeping Beauty)	Aaron Copland  (Rodeo - Hoe-Down)  BBC Ten Pieces
2	Pyotr Tchaikovsky (Swan Lake)	John Adams (Short Ride in a Fast Machine)  BBC Ten Pieces
3	Antonio Vivaldi (Four Seasons)	Florence Price (Symphony No. 1 in E minor)  BBC Ten Pieces
4	Edvard Greig (In the Hall of the Mountain King)  BBC Ten Pieces	Hans Zimmer (Earth)  BBC Ten Pieces
5	Wolfgang Amadeus Mozart (Horn Concerto No. 4)  BBC Ten Pieces	John Williams (Lily's Theme - From Harry Potter)  <a href="https://www.youtube.com/watch?v=x5ibvz38jOs">https://www.youtube.com/watch?v=x5ibvz38jOs</a>
6	Ludwig Van Beethoven (Symphony No. 5)  BBC Ten Pieces	Benjamin Britten (Storm)  BBC Ten Pieces

