



MUSIC			
Concept	KS1	Year 3/4	Year 5/6
Singing	<ul style="list-style-type: none"> <li>• Sing simple songs, chants and rhymes from memory.</li> <li>• Start with same pitch, moving onto wider, including pentatonic scales</li> <li>• Sing call and response songs.</li> <li>• Know the meaning of dynamics and tempo and be able to demonstrate these, responding to leader's directions or visual symbols</li> <li>• Improvise simple question and answer phrases with a partner (sung or on untuned percussion)</li> <li>• Begin to use graphic symbols, dot notation and stick notation as appropriate to record compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Sing unison songs with pitch range do-do</li> <li>• Sings rounds and partner songs in different time signatures</li> <li>• Perform forte (loud) , piano(quiet) with crescendo (getting louder) and decrescendo (getting quieter)</li> <li>• Walk, move or clap a steady beat</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from a broad range with a sense of ensemble and performance. Include syncopation. They should note phrasing, accurate pitching and appropriate style.</li> <li>• Sing three- and four-part rounds, partner songs and those with a verse and chorus.</li> </ul>
Listening	Respond to: Rondo alla Turca- Mozart Mars- Holst	Respond to: Hallelujah- Handel Night on a Bare Mountain- Mussorgsky	Respond to: Mazurkas Op. 24 Chopin 1812 Overture- Tchaikovsky

	<p>Bolero- Ravel  Wild Man- Kate Bush  Runaway Blues-Ma Rainey  Hound Dog- Elvis Presley  Night Ferry- Anna Clyne</p> <p>Fanfarra- Sergio Mendes/Carlinhos Brown  Baris- Gong Kebyar of Peliatan</p>	<p>Jai Ho- A. R. Rahman  Symphony No.5 (4<sup>th</sup> movement)- Beethoven  O Euchari- Hildegard  For the Beauty of the Earth- Rutter  Ceremony of Carols- Britten  I got you- James Brown  Le Freak- Chic  Take the 'A' train- Billy Strayhorn/Duke Ellington Orchestra  With a Little Help from my Friends- The Beatles  Wonderwall- Oasis  Sahela Re- Kishori Amonkar  Tropical Bird- Trinidad Steel Band  Bhabiye Akh Larr Gayee- Bhujhangy Group</p>	<p>English Folk Song Suite- Vaughn Williams  Symphonic Variations on an African Air- Coleridge-Taylor  This Little Babe from <i>Ceremony of Carols</i>- Britten  Runaway Blues- Ma Rainey  Play Dead- Bjork  Say my name- Destiny's child  Jai Ho- A R Rahman  Connect it-Anna Meredith  Smalltown Boy- Bronski Beat  Inkanyezi Nezazi- Ladysmith  Jin-Go-La-Ba- Babatunde Olatunji  Sprinting Gazelle- Reem Kelani  Rangsang- Gamelan Wayang Sasak</p>
Composing	<ul style="list-style-type: none"> <li>• Improvise simple vocal chants using question and answer</li> <li>• Create musical sound effects and short sequences of sounds in response to stimuli</li> <li>• Know the difference between creating a rhythm pattern and pitch pattern and invent, retain and recall them both</li> </ul>	<ul style="list-style-type: none"> <li>• Use voices, tuned/untuned percussion, and instruments played in whole class work to improvise 'on the spot'</li> <li>• Structure musical ideas (echo or question and answer phrases) to create music that has a beginning, middle and end</li> <li>• Combine known rhythmic notation with letter names to create short pentatonic phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Compose melodies made from pairs of phrases in either C or G major or A or E minor or a key suitable for the instrument chosen.</li> <li>• Working in pairs, compose a short <b>ternary</b> piece. Plan and compose an 8- or 16-beat melodic phrase using the <b>pentatonic</b> scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise how graphic notation can represent created sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange notation cards of known note values to create sequences of 2, 3 or 4 bars phrases, arranged into bars</li> <li>• Compose music to create a specific mood</li> <li>• Begin to be aware of major and minor chords</li> <li>• Capture and record creative ideas using graphic symbols, staff notation, rhythm notation and time signatures, technology</li> </ul>	<p>percussion and/or orchestral instruments. Notate this melody and use available music technology/apps to record and work with it.</p> <ul style="list-style-type: none"> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>• Capture and record creative ideas using graphic symbols, staff notation, rhythm notation and time signatures, technology.</li> <li>• <b>Improvise</b> freely over a <b>drone</b>, developing sense of shape and character, using <b>tuned percussion</b> and melodic instruments. Create music with multiple sections that include repetition and contrast.</li> <li>• Use chord changes as part of an improvised sequence.</li> <li>• Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>), and moderately</li> </ul>
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			quiet ( <i>mezzo piano</i> ) over more than 8 beats.
<p>Musicianship KS1</p> <p>Performing KS2</p>	<ul style="list-style-type: none"> <li>• Understand the speed of the beat can change and mark time by clapping/walking etc</li> <li>• Begin to group beats in twos and threes by emphasising the first beat</li> <li>• Play copycat rhythms</li> <li>• Create rhythms using word phrases as starting point</li> <li>• Recognise dot notation and match it to three-note tunes played on tuned percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform melodies following staff notation using a small range</li> <li>• Perform in two or more parts (melody and accompaniment of duet) from simple notation. Identify static and moving parts</li> <li>• Copy short melodic phrases, including those using the pentatonic scale</li> <li>• Begin to understand the differences between minims, crotchets, paired quavers and rests.</li> <li>• Read and perform pitch notation within a defined range</li> <li>• Follow and perform simple rhythmic scores to a steady beat, maintaining individual parts within a rhythmic texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Play melodies on <i>tuned percussion</i>, melodic instruments or keyboards, following <i>staff notation</i> written on one staff and using notes within the Middle C–C'/do–do range and making decisions about dynamics.</li> <li>• Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, <i>tuned percussion</i> or tablets, or demonstrated at the board using an online keyboard.</li> <li>• Understand how <i>triads</i> are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. <i>Yellow Submarine</i> by The Beatles).</li> <li>• Perform a range of repertoire pieces and <i>arrangements</i> combining acoustic instruments.</li> <li>• Develop the skill of <i>playing by ear</i> on tuned instruments, copying</li> </ul>

			<p>longer phrases and familiar melodies.</p> <ul style="list-style-type: none"> <li>• Further understand the differences between <b><i>semibreves</i></b>, <b><i>minims</i></b>, <b><i>crotchets</i></b> and <b><i>crotchet rests</i></b>, <b><i>paired quavers</i></b> and <b><i>semiquavers</i></b>.</li> <li>• Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>• Read and perform pitch notation within an octave (e.g. C–C'/do–do).</li> <li>• Read and play short rhythmic phrases at sight from prepared cards.</li> </ul>
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Our music curriculum starts in EYFS as the children work towards the Early Learning Goals. As the children move through Key Stage 1 and Key Stage 2 they work towards the milestones as their skills and knowledge develop. We use a variety of resources to deliver our music curriculum but one of the key platforms which supports our music teaching is Charanga. Further information about Charanga can be found here:

<https://charanga.com/site/>

Our curriculum is based on the non-statutory model music curriculum:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974366/Model Music Curriculum Full.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf)