

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
Incl LINKS TO OTHER SUBJECT AREAS

	AUTUMN (SingOut: Number Line)	SPRING (SingOut: Not Too Difficult)	SUMMER (SingOut: Hey You!)
EY	I: Saying Hello and Finding our Voices through Dancing, games and say and play songs through: Hello/How do you do /Number line, Play me One. Name Song, Not Too Difficult II: Going places with Animals: Please Mister Noah. The Three Bears – incl Rocking Mama Bear to sleep. We Talk to animals. Christmas.	I: Big Bear Funk: exploring funky music including playing and improvising. II: Growth and Change – incl Caterpillar Capers, Popcorn	I: Hey You! Rap/Sing. Banana rap. Improvising and class online compositions. II: Popcorn (using octaves on chimes) and Mousie brown- PITCH focus. 12345 song. We are Together.

<p>Year 1</p>	<p>SingOut: Mister Rabbit 1. <i>Ourselves and Animals.</i> (Science AC) Exploring pitch/dynamics/tempo/steady beat and pulse through songs and games. Sound composition, and using and playing word rhythms. 2. <i>Musical Conversations & Communication</i> Question and answer phrases, sound effects and graphic scores</p>	<p>SingOut: Sing Me A Song 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/Learning to listen</i> Learning about different styles of music and responding to the beat/pulse. Improvising, composing and playing. (PE AC)</p>	<p>SingOut: Your Imagination/Rhythm in the Way we Walk 1. <i>Making waves and having fun with improvisation.</i> Tempo changes. Dynamic changes. Conducting. Composing in response to picture/video stimulus 2. <i>Your Imagination (featured song) Come to the party and the Jungle!</i> Pitch and rhythm focus. Dot notation. Create a soundscape using a story.</p>
<p>Year 2 *(London's burning) /rounds (History AC)</p>	<p>SingOut: Music is in My Soul 1. <i>I wanna play in a band/Playing in an Orchestra</i> Singing, Listening and playing as an ensemble. Tempo, metre and downbeat. Rounds. (London's Burning/Whose pigs/Tarzan) 2. <i>Zootime: Study of Carnival of the Animals/Reggae.</i> (Science/PE AC) Using graphic notation. Compose related animal pieces.</p>	<p>SingOut: Rainbows/Follow Me (Y3 opening night) Recorder I: Technique and notes (BAG)</p>	<p>SingOut: All Around the World Music is all around (Su1) 1. <i>Inventing a musical story</i> (incl South African music study) 2. <i>Charlie Chaplin.</i> Responding to the pulse through dance and movement. (PE AC) Composing music to accompany a film. Sunshine song (Su2)(2 pt harmony)</p>
<p>Year 3 Featured: Love What we Do</p>	<p>SingOut: Home is where the Heart Is 1. <i>Bones and tones:</i> (Science AC) Looking at Form and structure. Call and response. Ezekiel-Pitch rising by step. Broken skeleton compositions/dance response to binary piece. 2. <i>Writing Music Down: Chimes I</i></p>	<p>SingOut: Love What We Do Recorder II: Notes and notation. <i>Glockenspiel and chime bar</i> playing and technique I continued from Aut 2. <i>Pentatonics</i> – meet and understand the Pentatonic scale, improvise. Understand.</p>	<p>SingOut: Amazing Egyptians/Why Does Music Make a Difference? (Enjoying improvising) RHYTHM GRIDS 1. <i>*Egyptians:</i> (History AC) Focus on structure, starting with song structure. 2. <i>More Musical Styles:Pop/rock/soul.</i> Major/minor. Dynamics. The Dragon Song</p>
<p>Year 4 Featured: Ole Joe Clark Other side of the Moon *Sounds Y4 science link</p>	<p>SingOut: Hoedown (PE/dance AC) Featured: / I'm Always There (Soul) 1. <i>Pink Panther meets Abstract Albert.</i> Improvise and compose music for a given scene. Foley artist skills. 2. <i>Chime bar playing II and Global Pentatonics review and extend.</i> Compare extracts, create accompaniments/melodies and use notation.</p>	<p>SingOut: Ole Joe Clark PERCUSSION WRITER/REVISE RHYTHM GRIDS *1. <i>Sounds</i> (Science AC) <i>beatbox and the orchestra.</i> Exploring how sounds are produced and classified. Looking at Swing band and orchestra/singing in parts. Learn basic beatbox:</p>	<p>SingOut: Bringing us Together 1. <i>Expression and Improvisation plus Gospel focus - Recap amd remind!</i> 2. <i>Blackbird & The Show Must Go On!</i> Learning about the Beatles = How does music connect us with the environment? Perform and have understanding of 3 keys (+ key signatures) and Performance</p>

		<p>Creating a beatbox grid score for group performance.</p> <p>2. <i>Mama Mia</i> (PE/dance AC); mini ensemble performance/ABBA focus.</p>	
Year 5	<p>SingOut: Sparkle in my life. <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. <i>Fly with the stars (ukulele)</i> 2. <i>Keeping healthy – scales:</i> (PE AC) More about scales including chromatic. Pitch focus. Introduce triads.</p>	<p>SingOut: Sun Blast/Look Into the Night 1/2. <i>Dreaming of Mars:</i> Listening/composition/notation. The Planets by Holst. Apollo rising Musical orrery composition notation and performance (Science AC) <i>Kisne Banaaya</i> (sing and class arrangement in Hindi)</p>	<p>SingOut: Keeping Time song (fusion) 1. <i>Music technology I</i> (Computing AC): Ableton and Quickbeats (Charanga) Music Theory/hip hop on YuStudio 2. <i>The Fresh Prince and the Hip Hoppy kid (STOP):</i> Hip hop and rap, culminating in writing and performing own raps. (English AC)</p>
Year 6 Aut 1:WW2 link	<p>SingOut: Sunshine on a Rainy Day(uke link)/Mr Miller Featured: Do what you want to <i>Ukulele II: Changing chords and the fretting hand</i> Revise and review. 12 bar blues as mixed class ensemble. WW2 songs/round/Gershwin (History AC) Singing Swinging star <i>Creative Composition</i> Use of chords as accompaniments. (builds on ukulele)</p>	<p>SingOut: Dance the Night Away 1. <i>Music Technology I</i> (Computing AC): Build on Ableton/Soundtrap/YuStudio: Spooky music 2. <i>Movie music II: RACE!</i> Effect of cliché music. Create an accompaniment and a four phrase melody. Harmony experimentation. Structure ideas into a soundtrack.</p>	<p>SingOut: in PRODUCTION! 1. <i>Drumming mini unit:</i> Ensemble African drumming rhythms and more <i>Farewell Tour:</i> Reflect, rewind replay</p>

Features of our St. Martin's school life	<p>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 (in Y2&Y6) are picked up to sing and perform in our annual Spring E&E Music Festival, involving extra rehearsals.</p> <p>We have a Y1/2 Band (Bandlings) which runs weekly after school, and children alternate 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. YGP performances are being built into our timetable to allow regular performance opportunities for all. Spotlight Performing is a weekly KS2 rehearsed performance opportunity in SingSong Assemblies.</p>
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	<p>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)</p> <p>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 charities, at Atkins next door, 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/Summer Celebration PTFA) or just for parents to hear the children.</p> <p>We have phased in a termly 'Pop-Up Performance' opportunity for this year, which gives every child the opportunity to perform termly. Children who wish to continue after learning the recorder (in Y2/3) will be picked up for recorder ensemble playing.</p> <p>We also currently offer fortnightly Fuse drumming/recorders as an extra-curricular opportunity.</p> <p>We also celebrate the children's need to perform something they have chosen in a voluntary 'St Martin's has Talent' opportunity.</p>					
Xxx Leader	Y6AA Leaders at St. Martin's will lead learning for other pupils and promote good singing. Songbird HelperCrew promote good singing/ participation in KS1. Action Ambassadors in Y3-6.					
	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.					
Musicianship. Using Notation (in KS2)	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	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	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	Further understand the differences between all covered note values and rests, including paired quavers. Using ukulele notes with confidence as well as chords and further chord changes.

	enhance stories.	with a steady beat. Use stick notation for crotchet and quaver. Recognise dot notation, and match to notes using percussion.			chords.	
ACC						
Composing/ Improvising	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. Using and learning about music tech to further composition skills <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 beat pentatonic phrase. Use technology to build on composition skills learned last year <u>Improvise:</u> Create music in contrasting/repetitive sections. Use chord changes.
ACC		'Making music/identifying parts of a programme Charlie Chaplin.composition and movement	Bones and tones..looking at differnt bones linking to work on structure and composition. Amazing Egyptians. Vocab development and work on structure and minimalist music	Sounds unit..how sounds are made through vibration	Using and learning about music tech to further composition skills	Further develop music composition skills using an online studio Glen Miller big band sound and round

<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.
ACC						
<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.
ACC						
						