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|  | **2023 - 2024** | | | | | |
| **Autumn** | | **Spring** | | **Summer** | |
|  | **7** | **7** | **5** | **6** | **7** | **7** |
| **EYFS** | **Celebration Music**  Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas. | **Exploring sound**  Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them. | **Music and movement**  Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music. | **Transport**  Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. | **Big band**  Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. |  |
| **Year 1** | **Pulse and rhythm (Theme: All about me)**  -Clap the rhythm of their name.  -Clap in time to music.  -Sing the overall shape of a melody.  -Play in time to music.  -Copy and create rhythms based on word patterns.  -Play on the pulse. | **Classical music, dynamics and tempo (Animals)**  -Observe others and try to play appropriately.  -Sing in time from memory, with some accuracy.  -Play either a call and/or a response role in time with another pupil.  -Keep a steady pulse.  -Improvise, using their instrument, to a given stimulus. | **Musical vocabulary: Under the sea**  -Make movements that are appropriate to the pulse and tempo of a piece of music.  -Choose instruments with appropriate timbre to represent sparkling fishes.  -Respond to dynamic changes in a piece of music.  -Create pitches and rhythms.  -Perform a layer of the music within an overall piece.  -Define all the musical terms from this unit. |  | **Vocal and body sounds: By the sea**  -Create movements that match the music, explaining why they are moving in that way.  -Identify descriptive sounds within the music.  -Recreate and then adapt descriptive sounds heard using their voice or body.  -Make appropriate instrument choices to represent a descriptive sound.  -Control instruments and voices to make both quiet and loud sounds.  -Follow simple instructions during a group performance.  -Create their own graphic score and play from it.  -Make more than one sound on their instrument and with their voice. |  |
| **Year 2** | **West African call and response song (Theme: Animals)**  -Use tempo, dynamics and timbre in their piece.  Play in time with their group.  -Use instruments appropriately.  -Successfully sing back the melody line in time and at the correct pitch.  -Play either a call and/or response role in time with another pupil.  -Perform their composition. | **Orchestral instruments: Traditional western stories**  -Make plausible descriptions of the music.  -Identify a few instruments and the sounds of different sections of the orchestra.  -Explain what is happening in the music using language relating to emotion.  -Create a piece of music with some appropriate tempo, dynamic and timbre changes.  -Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.  -Perform confidently using appropriate instrumental sounds. |  | **Musical me: Singing and playing a song**  -Clap the rhythm of their name.  -Sing the melody accurately while playing their instrument in time.  -Show a range of emotions using their voices.  -Describe the dynamics and timbre of their pieces.  -Play a known melody from letter notation in the right order, if not with the right rhythms.  -Play a new melody from letter notation in the right order, if not in time.  -Invent a melody, write it down and play it back.  -Select instruments with different timbres.  -Compose and perform a piece using different dynamic levels. |  | **On this island: British songs and sounds**  -Sing, play and follow instructions to perform as a group.  -Describe music using simple musical vocabulary.  -Explore multiple ways of making the same sound.  -Represent the same sound in different ways.  -Describe how they have adapted a sound using musical vocabulary.  -Contribute musically to a final performance.  -Create a piece that clearly represents a particular environment.  -Extend a piece of music so that it represents three distinct environments. |
| **Year 3** | **Creating compositions in response to an animation (Theme: Mountains)**  -Verbalise how the music makes them feel.  -Create actions or movements appropriate to each section of a piece of music.  -Play in time and with an awareness of other pupils’ parts, giving some thought to dynamics.  -Play melodies and rhythms which represent the section of animation they are accompanying. |  | **Ballads**  -Identify the key features of a ballad.  -Perform a ballad using actions.  -Sing in time and in tune with a song and incorporate actions.  -Retell a summary of an animation’s story.  -Write a verse with rhyming words which tell part of a story.  -Perform their lyrics fluently and with actions. |  | **Jazz**  -Explain what ragtime music is.  -Play on the ‘off beat’ and sing a syncopated rhythm.  -Play a call and then improvise a response.  -Improvise or compose a scat singing performance with sounds and words.  -Compose and play a jazz motif fluently, using swung quavers.  -Play a swung rhythm using a tuned percussion instrument. | **Traditional Instruments and Improvisation (Theme: India)**  -Verbalise feelings about music and identify likes and dislikes.  -Read musical notation and play the correct notes of the rag.  -Improvise along to a drone and tal.  -Play a rag and a tal accurately alongside a drone.  -Sing accurately from musical notation and lyrics.  -Sing and play in time with others with some degree of accuracy and awareness of each other’s parts. |
| **Year 4** | In line with the DfE’s 2020 Model Music Curriculum guidance, and to ensure that all children receive their entitlement to the full statutory National Curriculum, specifically relating to *playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* we deliver whole-class instrumental lessons in year 4 with the expert support of Hull Music Service. | | | | | |
|  | **Listening** - Recognising and explaining the changes within a piece of music using musical vocabulary.  Beginning to show an awareness of metre.  Recognising the use and development of motifs in music.  **Composing** - Suggesting and implementing improvements to their own work, using musical vocabulary.  **Performing** - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.  Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.  Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.  Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. | | | | | |
| **Year 5** | **Composition notation (Theme: Ancient Egypt)**  -Sing in time and in tune with other people and the backing track.  -Remember the lyrics to a song.  -Identify the structure of a piece of music and match this to non-standard notation.  -Improvise their own piece of music.  -Play a melody with reasonable accuracy.  Perform with confidence and in time with others.  -Compose and play a melody using stave notation.  -Contribute meaningfully to the group performance and composition.  -Use hieroglyphic notation to show the structure of their piece. |  | **Blues**  -Name three key features of Blues music.  -Sing in tune, using vocal expression to convey meaning.  -Explain what a chord is and play the chord of C sixteen times.  -Play the twelve bar blues correctly.  -Play the notes of the Blues scale in the correct order, ascending and descending.  -Play a selection of Blues scale notes out of order in their own improvisation. |  | **Musical theatre**  -Explain what musical theatre is and be able to recall at least three features of this kind of music.  -Categorise songs as action songs or character songs.  -Select appropriate existing music for their scene to tell the story of a journey.  -Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. | **South and West Africa**  Sing using the correct pronunciation and with increasing confidence.  Play a chord with two notes, remaining in time.  Maintain their part in a performance with accuracy.  Play the more complicated rhythms in time and with rests.  Create an eight beat break and play this in the correct place. |
| **Year 6** | **Film music**  -Identify how different styles of music contribute to the feel of a film.  -Participate in discussions, sharing their views and justifying their answers.  -Use the terms ‘major’ and ‘minor’.  -Identify different instruments to describe how music evokes different emotions.  -Identify pitch, tempo and dynamics, and use these to explain and justify their answers.  -Give reasonable and thought-out suggestions for what different graphic scores represent.  -Use their body, voice and instruments to create sounds to represent a given theme.  -Create a musical score to represent a composition.  -Interpret their graphic score and performing their composition appropriately with their group.  -Create sounds that relate to the scene of a film. |  | **Songs of World War 2**  -Use musical and comparative language in discussion.  -Follow the melody line.  -Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.  -Sing the correct words at the correct time.  -Recall the counter-melody line. |  | **Composing and performing a leavers’ song**  -Identify and evaluate the musical features of a song.  -Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.  -Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.  -Fit an existing melody over a four-chord backing track.  -Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.  -Record melodies using letter notation.  -Perform the leavers’ song with confidence. | **Theme and Variations (Pop Art)**  -Perform rhythms confidently either on their own or in a group.  -Identify the sounds of different instruments and discuss what they sound like.  -Make reasonable suggestions for which instruments can be matched to which pieces of art.  -Recall the names of several instruments according to their orchestra sections.  -Keep the pulse with the body percussion section and sing with control and confidence.  -Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.  -Draw the rhythms accurately and show a difference between each of their variations.  -Showcase creativity in the finished product. |

Units of work from Kapow Primary