



Year	Spring 2023
Year 1	<p><u>Singing (Story Telling)</u> The children will learn the stories of Tiddalick the Frog, Lakshmi, and Anasi. They will be introduced to the cultures of the Indigenous Australians, India, and Africa and the Caribbean. The children will learn about notating and composing rhythms using words from within the story. The children will sing in unison and parts and incorporate actions and drama to tell stories with their music. The children will listen to a variety of recorded music from these traditions and others to learn about instruments from around the world.</p> <p><u>Objectives</u> The children will be able to:</p> <ul style="list-style-type: none"> • Confidently use their voices • Sing simple songs, chants, and rhymes from memory. • Sing collectively and at the same pitch. • Sing a wide range of call & response songs to control vocal pitch and to match the pitch they hear. (Hello/Goodby Songs, Positive Behaviour Management Songs) • Repeat rhythms confidently. • Create their own rhythms. • Notate simple rhythms using stick notation. • Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion and classroom percussion to perform repeated rhythmic patterns (ostinati) and short, pitched patterns on tuned instruments to a steady beat. • Respond to simple visual directions and counting in (pulse). • Improvise simple vocal chants, using Q&A phrases. • Create musical sound effects and short sequences of sounds in response to stimuli. • Perform copy-cat rhythm patterns accurately, led by the teacher. • Perform word-pattern chants; create, retain, and perform their own rhythm patterns. • Respond sensitively to the pulse in recorded and live music through movement and dance. <p><u>Songs for Learning</u> Hello, how are you?; Cobbler, Cobbler; One Potato; Engine, engine; Make a Circle/Frere Jaques/I Hear Thunder; Who is that I see?; Who has the penny?; I, I, Me, Oh My; Hickety Tickety; An elephant goes like this; Listen, Listen, Here I come; Pass the beater round; Jelly on a Plate; Winter Songs: Come Sing a Song of Winter; The Northwind Doth Blow; I'm a Little Snowman; 5 Little Snowmen;</p> <p><u>Games for Learning</u> Let's go Zudio; Who has the Penny?; I have lost my closet key; Don't clap this one back;</p> <p><u>Assessment Criteria (linked to assessment/progression document)</u> Keep a steady pulse in a group and be able to pick out two steady tempos in music NC1.3/ NC1.4 Repeat short basic rhythms to a given pulse and perform rhythmic ostinatos, NC1.2/ NC1.4 Sing back short melodies that use 2 pitched notes; develop the concept of pattern work using rhythm grids, NC1.1/ NC1.2/ NC1.4 Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard, NC1.3/ NC1.4 Perform together following instructions; Play simple rhythms on untuned percussion instruments and using body percussion NC1.2 Improvise simple rhythms based on given stimuli (e.g. rhythm grids) NC1.4 Sing simple tunes confidently in unison, both acapella and accompanied NC1.1</p> <p><u>Key Words</u> Allegro Bar Moderato Percussion Performance Pitch Pulse Rhythm Tempo Melody</p> <p><u>How can you help your child at home?</u> Sing with your child. Encourage them to sing the songs they have learnt in music lessons. Listen to a variety of different music styles, clap rhythms, stomp beats and encourage singing along. The songs and stories the children will be learning can be accessed on this BBC website: https://www.bbc.co.uk/teach/school-radio/music-ks1-tiddalik-the-frog-1/zj9spg8</p>

Singing and Recorders

The children will be introduced to the recorder. They will learn proper playing technique including posture, tone, and pitch elements as well as reading music off the stave. The children will learn songs in unison and learn how to play along with accompanying music on backing tracks and piano.

Objectives

The children will be able to:

- Confidently use their voices.
- Sing simple songs, chants, and rhymes from memory.
- Perform a steady beat within the group.
- Hold the recorder correctly and produce a characteristic tone.
- Demonstrate rest, playing, and miming positions.
- Play the pitches B, A, and G.
- Sing and play songs pitching accurately.
- Define and perform dynamics and tempo.
- Respond to a conductor's directions for tempo and dynamics.
- Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
- Walk in time to the beat of a piece of music or song.
- Know the difference between left and right to support coordination and instrumental technique.
- Perform double and triple metres using movement.
- Identify the beat groupings in familiar music that they sing regularly and have heard.
- Play copy-cat rhythms, copying a leader, and invent rhythms for others to copy.
- Create rhythms using word phrases as a starting point.
- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests.
- Create and perform their own chanted rhythm patterns and notate.
- Play a range of singing games based on the so-mi interval matching pitch accurately.
- Sing and play short phrases independently within a singing game or short song.
- Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).
- Recognise dot notation and match it to 3-note tunes played on tuned percussion/keyboard.

Assessment Criteria (linked to assessment/progression document)

Keep a steady pulse in a group and solo with musical accompaniment; demonstrate in 2 different time signatures (3 /4 and 4 /4)NC1.3/NC1.4

Repeat longer basic rhythms using symbols/ notation (e.g. crotchets, quavers and minims). NC1.2/ NC2.1/ NC2.3

Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4

Identify where elements change (e.g. music gets faster or louder); replicate these changes in a performance NC1.3/ NC1.4

Perform with awareness of different parts, playing longer phrases on tuned percussion instruments and body percussion NC1.2/ NC1.4

Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms NC1.4

Sing simple songs confidently in rounds acapella and accompanied, with increasing accuracy and control of pitch NC1.1

Key Words

Allegro Bar Crotchet Minim Moderato Percussion Performance Pitch Pulse Quaver Repetition Rest Round Rhythm Tempo Melody

How can you help your child at home?

The children's recorders will stay in school. Please talk to your class teachers or Mr Allen for advice on where to purchase one for home practise. We encourage the children to listen to a variety of different music genres at home from Classical, Folk, Pop, Jazz, Musical Theatre, etc.

Ukulele (BBC 10 Pieces)

The children will start to learn the ukulele. They will learn about pitch and rhythm and playing as an ensemble. The children will also learn about the orchestra and some famous classical composers and compositions and will learn to play along with recordings. The children will develop in ensemble playing.

Objectives

The children will be able to:

- Sing confidently as a group.
- Demonstrate facility in playing a melodic instrument.
- Play and perform melodies following staff notation using a small range.
- Follow signals of the conductor.
- Use dot notation to show higher or lower pitch.
- Identify the stave, lines and spaces, and clef.
- Read a limited number of pitches from the stave.
- Identify and define crotchets, minims & paired quavers.
- Apply word chants to rhythms.
- Define tempo and identify various tempi Fast (allegro), slow (adagio) & dynamics Loud (forte), Quiet (piano)
- Copy and perform step-wise melodic phrases with accuracy and at vary tempi.
- Dictate melodic phrases using dot notation (C-D-E/do-re-mi)

Assessment Criteria (linked to assessment/progression document)

Keep a steady pulse in a group and solo; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos NC2.1/ NC2.3

Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests NC2.1/ NC2.4

Perform and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4

Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6

Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1

Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2

Sing 2 part songs confidently in tune using a wider vocal range. NC2.1

Key Words

Texture: Accompaniment, Imitation, Unison, Round/Canon, Ostinato

Rhythm, metre, tempo: Allegro, Moderato, Largo, Bar, Bar line, Metre, Pulse, Crotchet, Minim, Quaver, Rest, Rhythm, Tempo

Pitch: Pitch, Melody

Dynamics: Piano, Forte

Structure: Repetition

Sonority: Percussion, Tuned Percussion

Notation, Composition, Improvisation, Performance, Instruments of the orchestra

How can you help your child at home?

The children's ukuleles will stay in school. Please talk to your class teachers or Mr Allen for advice on where to purchase one for home practise. We encourage the children to listen to a variety of different music genres at home from Classical, Folk, Pop, Jazz, Musical Theatre, etc. Some of the music we will be learning about can be found here: <https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6>

Singing and Ukulele

The children will start to learn the ukulele. They will learn about chords and using the instrument to accompany their singing. The children will develop in ensemble playing as well as learning to play songs in different parts and sections.

Objectives

The children will be able to:

- Sing a range of unison songs of varying styles and structures with a pitch range of at least do–so, tunefully and with expression and dynamic contrast.
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time).
- Demonstrate technical facility in the basic skills of ukulele performance.
- Perform major chords (C, F, and G).
- Identify key parts of the instrument including tuning pegs, string names/pitches, body, fret board and frets.
- Define what a chord is and perform examples on pitched instruments (ukulele).
- Perform simple, chordal accompaniments to familiar songs.
- Perform a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Improvise on a limited range of pitches.
- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation.

Assessment Criteria (linked to assessment/progression document)

Keep a steady pulse in a group and solo; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos NC2.1/ NC2.3

Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests NC2.1/ NC2.4

Perform and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4

Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6

Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1

Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2

Sing 2 part songs confidently in tune using a wider vocal range. NC2.1

Key Words

Texture: Accompaniment, Imitation, Unison, Round/Canon, Ostinato

Rhythm, metre, tempo: Allegro, Moderato, Largo, Bar, Bar line, Metre, Pulse, Crotchet, Minim, Quaver, Rest, Rhythm, Tempo

Pitch: Pitch, Melody

Dynamics: Piano, Forte

Structure: Repetition

Sonority: Percussion, Tuned Percussion

Notation, Composition, Improvisation, Performance

How can you help your child at home?

The children's ukuleles will stay in school. Please talk to your class teachers or Mr Allen for advice on where to purchase one for home practise. We encourage the children to listen to a variety of different music genres at home from Classical, Folk, Pop, Jazz, Musical Theatre, etc.

Singing Project

The Children will be taking part in Wandsworth Schools Singing project that is happening in schools across the borough. They will focus on songs with different themes and genres and learn how to perform these with expression and style. The children will learn the role of the conductor and sing in harmony. The children will learn how to understand notation and discuss the effects of tempo, tonality, instrumentation, and other characteristics of music. The children will be working towards a public performance at the end of term.

Objectives

The children will be able to:

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance
- Perform more advanced repertoire with sympathy to phrasing, accurate pitching and appropriate style.
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.
- Perform and describe various metres and time signatures.
- Perform a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Describe tempi and dynamics using music specific vocabulary.
- Describe the intended effect of music with reference to musical elements.

Assessment Criteria (linked to assessment/progression document)

On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures NC2.1

Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1

Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4

Whilst listening, pick out and perform syncopated and off-beat rhythms; NC2.1/ NC2.3/ NC2.5/ NC2.6

Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1

Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6

Sing with increasing control of breathing, tone & projection with a range of at least 8 notes and pieces with at least 2 different parts NC2.1

Key Words

Texture: Accompaniment, Imitation, Unison, Round/Canon, Ostinato, Counter-melody, Solo

Rhythm, metre, tempo: Allegro, Moderato, Largo, Bar, Bar line, Metre, Pulse, Crotchet, Minim, Quaver, Rest, Rhythm, Tempo, Dotted Rhythm, Off-beat Rhythms, Time Signature

Pitch: Pitch, Melody, Harmony, Chord, Chord Progression, Tuned, Tune

Dynamics: Dynamics, Piano, Forte, Crescendo, Diminuendo

Structure: Repetition

Sonority: Percussion, Tuned Percussion

Notation, Composition, Improvisation, Performance, Score

How can you help your child at home?

Encourage your child to practice the music at home. The music is available on a safe link that can be assessed at home to practise. Please ask your class teacher for the link.

Year 6

Singing Project

The Children will be taking part in Wandsworth Schools Singing project that is happening in schools across the borough. They will focus on songs with different themes and genres and learn how to perform these with expression and style. The children will learn the role of the conductor and sing in harmony. The children will learn how to understand notation and discuss the effects of tempo, tonality, instrumentation, and other characteristics of music. The children will be working towards a public performance at the end of term.

Objectives

The children will be able to:

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance
- Perform more advanced repertoire with sympathy to phrasing, accurate pitching and appropriate style.
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.
- Perform and describe various metres and time signatures.
- Perform a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Describe tempi and dynamics using music specific vocabulary.
- Describe the intended effect of music with reference to musical elements.

Assessment Criteria (linked to assessment/progression document)

When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3

Perform pieces which use off-beat and syncopated rhythms in: syncopated rhythms in: 3 different time signatures and tempos NC2.1 "

Perform and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated NC2.4

Talk about the key features of music including: Tempo, Metre Instrumentation, Melody NC2.1/ NC2.3 NC2.5"

Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4 "

Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6

Sing expressively & musically, responding to the performance directions of the piece e.g. phrasing dynamics; sing more extended harmony parts NC2.1/ NC2.4

Key Words

Texture: Accompaniment, Imitation, Unison, Round/Canon, Ostinato, Counter-melody, Solo

Rhythm, metre, tempo: Allegro, Moderato, Largo, Bar, Bar line, Metre, Pulse, Crotchet, Minim, Quaver, Rest, Rhythm, Tempo, Dotted Rhythm, Off-beat Rhythms, Time Signature, Syncopated

Pitch: Pitch, Melody, Harmony, Chord, Chord Progression, Tuned, Tune

Dynamics: Dynamics, Piano, Forte, Crescendo, Diminuendo

Structure: Repetition, Phrasing

Sonority: Percussion, Tuned Percussion, Instrumentation

Notation, Composition, Improvisation, Performance, Score, Musical Features/Characteristics, Staff Notation

How can you help your child at home?

Encourage your child to practice the music at home. The music is available on a safe link that can be assessed at home to practise. Please ask your class teacher for the link.

Model Music Curriculum

[Teaching Music in Schools – model Music Curriculum](#)

Singing

Through good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery by the end of Year 6. Many aspects of good singing and good singing teaching are processes that will develop slowly over time. The following principles should be kept in mind as pupils develop their vocal potential through the Key Stages:

- **Warm ups** will help pupils use their voices safely. They will typically include vocalising, sirening and simple scales, as well as games to energise pupils.
- **Breathing.** Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.
- **Posture.** A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that.
- **Dynamics.** When appropriate, class singing should include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.
- **Phrasing** gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.
- **Context.** Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words.
- **Vocal health.** Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed. Ensuring chosen repertoire uses appropriate language and a vocal range that is comfortable for the age group.

Listening

Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Pupils should be exposed to music from a wide range of cultures and traditions that truly reflect the community in which we are teaching.

Composing

The creative process gives pupils an opportunity to contribute to musical culture in unique and valuable ways. As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning these into short pieces. Familiarity with music in a range of styles and genres is crucial for developing the aural understanding needed to compose music. It is also worth planning the year so that music listened to and performed is linked and that both of these activities inform pupils' composition. The development of a reliable musical memory is a valuable skill for performers and composers. As an integral part of composition work, pupils should practise recalling, e.g., melodic shapes, harmonic sequences, rhythmic patterns and sections of their compositions.

Performing

Pupils should build musical confidence through active engagement with music as performers. There is a strong intention that pupils should be '**doing music**' as much as possible, including performing their songs, compositions and improvisations. There should be frequent informal opportunities to perform and pupils should have the opportunity to hear high-quality live performance, either within school or in the wider community through other partners.

This will help develop a sense of confidence and ownership regardless of the size or nature of the stage or performing space; engage with an audience; respect fellow performers and acknowledge applause.

Overview - Model Music Curriculum: Key Stage 1

[Subject content – Key stage 1](#)

Pupils should be taught to:

- 1.1 use their voices **expressively and creatively** by singing songs and speaking chants and rhymes
- 1.2 play tuned and untuned instruments **musically**
- 1.3 listen **with concentration and understanding** to a range of high-quality live and recorded music
- 1.4 experiment with, create, select and combine sounds using the inter-related dimensions of music.

Singing is at the heart of music in Key Stage 1.

Repetition of techniques is vital to consolidate and gain confidence. Songs, chants and listening to repertoire are suggested as a starting point. Pupils will internalise key skills and techniques through a range of activities, including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation and they will also start to learn some simple compositional techniques and structures to prepare for Key Stage 2 and beyond.

Pupils will build musical confidence through **active** engagement with music as performers, music-creators and audience. There is a strong intention that pupils should be '**doing music**' as much as possible, including performing their compositions and improvisations. Peer feedback will be an important element in developing their skills.

The curriculum is technique-based, equipping pupils for progression beyond Key Stage 1. It will enable pupils to develop a strong internalised sense of pulse, rhythm and pitch, through a rich range of musical interactions including singing, moving, performing using untuned (e.g. wood block) and tuned (e.g. recorders) instruments, creating music and active listening. Pupils will gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of genres and styles.

There should be frequent informal opportunities to perform and pupils should have the opportunity to hear high-quality live performance, either within school or in the wider community through other partners.

Overview - Model Music Curriculum: Key Stage 2

[Subject content – Key stage 2](#)

Pupils should be taught to:

- 2.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments **with increasing accuracy, fluency, control and expression**
- 2.2 improvise and compose music for a range of purposes using the inter-related dimensions of music
- 2.3 listen with attention to detail and recall sounds **with increasing aural memory**
- 2.4 use and understand staff and other musical notations
- 2.5 appreciate **and understand** a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- 2.6 develop an understanding of the history of music.

The MMC at Key Stage 2 reflects the importance of these school years in terms of musical progression. The key skills and techniques learnt build on those introduced at Key Stage 1 and prepare pupils for progression to Key Stage 3. While singing remains a key thread throughout Key Stage 2, the model curriculum will support other aspects of music making – in particular, the opportunity to access and make progress on a musical instrument.

Through a wide range of activities, pupils will further develop their love of music, refining their individual taste and gaining confidence to be creative musicians with strong aural skills. They will encounter music by living composers and see composition as a current art form. Repetition of techniques is vital to consolidate and gain confidence.

Pupils will continue to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation, exploring how to write music for a specific purpose, and they will start to learn more sophisticated compositional techniques and structures to prepare for Key Stage 3.

Staff notation is introduced, building on graphic notation introduced in key stage 1. Pupils will build musical confidence through **active engagement with music** as performers, music-creators and audience.

There is a strong intention that pupils should be '**doing music**' as much as possible, including performing their compositions and improvisations both in their class and wider school audiences, at least once a term.

There should be frequent informal opportunities to perform, and pupils should have the opportunity to hear high-quality live performances, either within school or in local concert settings. Pupils will further develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles. The history of music will be explored in a variety of ways, placing music in artistic, historical, social and political contexts, and building meaningful and memorable connections.