

# Barlows Primary School Music Curriculum Content Key Stage 1 and 2

*Barlows Primary School*



*"To Give of our Best"*

**2017-2018**

# Barlows Primary School

## Curriculum Content -Year 1

### MUSIC CURRICULUM

The content for Year 1 is detailed below:

Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>"Hey You"</b></p> <p>How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song. Music Style: Old School Hip Hop</p>	<p style="text-align: center;"><b>"In the Groove"</b></p> <p>Playing/singing in different styles and learning about those styles. Music Style: Mixed styles:</p>	<p style="text-align: center;"><b>"Your Imagination"</b></p> <p style="text-align: center;">Music Style:</p>
<p style="text-align: center;"><b>"Banana Rap"</b></p> <p>How pulse, rhythm and pitch work together. Singing and rapping. Music Style: Mixed styles</p>	<p style="text-align: center;"><b>"Round And Round"</b></p> <p style="text-align: center;">Music Style: Latin and Mixed Styles</p>	<p style="text-align: center;"><b>"Reflect, Rewind, Replay"</b></p> <p>Revision and deciding what to perform. The language of music. Music Style: Western Classical Music</p>

#### Expected Musical Learning by the end of Key Stage 1:

##### **Listen and Appraise:**

- Listen to a variety of music from different styles, traditions and times. Start to recognise / identify very simple style indicators and different instruments used.
- When listening to this music, start to and internalise the pulse using movement. Perhaps march, clap, tap your knees - have fun with this. Help each other.
- Start using correct but basic musical language to describe the music you are listening to and your feelings towards it.
- Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.
- Discuss other simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how they put into the music you are listening to.

##### **Musical Activities:**

##### **Games:**

- Find and internalise the pulse, sometimes with support/help, through body movement and within the context of the games track being used.
- Begin to understand, through activity and feeling more than explanation, that pulse is the foundation of music upon which all the other dimensions are built.
- Begin to understand, through activity and feeling more than explanation, that through repeated games and activities depth of learning occurs and that
  - Pulse is the heartbeat of music, a steady beat that never stops.
  - Rhythm is long and short sounds that happen over that steady beat, the pulse. Recognise /identify rhythmic patterns found in speech, names, words linked to topics. Start to create your own. Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.
  - Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created.
- Begin to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities.
- Aim to progress from keeping a steady pulse to clapping a simple rhythm then improvising a simple rhythm.
- Begin to understand how the other fundamental dimensions of music are sprinkled through songs and pieces of music.

##### **Singing:**

- Begin to understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. Begin to understand this by taking part.
- Begin to understand the importance of and why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices. Keep an open mouth, relaxed jaw and clear pronunciation. All of this keeps our voices safe and therefore the sound will be of higher quality.
- Sing songs and melodies and begin to consider how the melody and words should be interpreted. Start to think about their importance. Also, think about matching your performance of the song to how the music sounds i.e. begin to think musically.
- Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm.
- Learn how to join in and stop as appropriate - learn how to follow a leader / conductor.

##### **Playing Instruments:**

- Explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose simple melodies. Use glocks, recorders or use band instruments if appropriate.
- Play and move between differentiated parts with a sound-before-symbol approach, according to ability.
- Play together in a band or ensemble. Join in and stop as appropriate. Start to respond to simple musical cues such as starting and stopping etc. Learn how to follow a leader / conductor.
- Learn to treat each instrument with respect and start to use the correct techniques to play them.
- Begin to recognise and musically demonstrate awareness of a link between shape and pitch graphic.

- notations.

### **Improvisation:**

- Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.
- Begin to understand through activity, that when you improvise you make up your own tune or rhythm within given boundaries. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.
- Improvise using simple patterns.
- Create your own simple rhythmic patterns that lead to melodies in a group or solo situation.
- Learn a differentiated approach to improvisation. Start to perform your own rhythms and melodies with confidence and understanding. Start improvising using one or two notes, increasing to three notes if required. This will create a musical improvisation that makes sense. Integrate a basic knowledge of the interrelated dimensions of music i.e. how rhythm and tempo are part of the creation.

### **Composition:**

- Create your own simple melodies within the context of the song that is being learnt.
- Move beyond composing using two notes, increasing to three notes if appropriate.
- Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT.
- Musically demonstrate a simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).
- Begin to recognise / identify the awareness of a link between shape and pitch using graphic notations.

### **Perform and Share:**

- Begin to work together as part of an ensemble / band. Remember the importance of starting and ending together by learning to follow the conductor / band leader.
- Sing and rap to each other and to an audience. Play tuned and/or un-tuned instruments with some control and rhythmic accuracy and with realised progression. Improvise and play back compositions using simple patterns confidently as part of a performance.
- Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.
- Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate ideas, thoughts and feelings through simple musical demonstration.
- Watch a recording and/or discuss the performance. Offer respectful comments and feedback about others.

# Barlows Primary School

## Curriculum Content -Year 2

### MUSIC CURRICULUM

The content for Year 2 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>"Hands, Feet, Heart"</b>  Music Style: Music from South Africa, Freedom songs.	<b>"I Wanna Play in a Band"</b>  Music Style: Rock music and movement	<b>"Friendship Song"</b>  Music Style:
<b>"Ho Ho Ho"</b> Winter time, festivals and Christmas time. Creating a performance using music and dance. Music Style: Mixed styles	<b>"Zootime"</b> Song Structure  Music Style: Reggae Music	<b>"Reflect, Rewind, Replay"</b> Revision and deciding what to perform. The language of music. Music Style: Western Classical Music

#### Expected Musical Learning by the end of Key Stage 1:

##### **Listen and Appraise:**

- Listen to a variety of music from different styles, traditions and times. Start to recognise / identify very simple style indicators and different instruments used.
- When listening to this music, start to and internalise the pulse using movement. Perhaps march, clap, tap your knees - have fun with this. Help each other.
- Start using correct but basic musical language to describe the music you are listening to and your feelings towards it.
- Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.
- Discuss other simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how they put into the music you are listening to.

##### **Musical Activities:**

##### **Games:**

- Find and internalise the pulse, sometimes with support/help, through body movement and within the context of the games track being used.
- Begin to understand, through activity and feeling more than explanation, that pulse is the foundation of music upon which all the other dimensions are built.
- Begin to understand, through activity and feeling more than explanation, that through repeated games and activities depth of learning occurs and that
  - Pulse is the heartbeat of music, a steady beat that never stops.
  - Rhythm is long and short sounds that happen over that steady beat, the pulse. Recognise /identify rhythmic patterns found in speech, names, words linked to topics. Start to create your own. Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.
  - Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created.
- Begin to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities.
- Aim to progress from keeping a steady pulse to clapping a simple rhythm then improvising a simple rhythm.
- Begin to understand how the other fundamental dimensions of music are sprinkled through songs and pieces of music.

##### **Singing:**

- Begin to understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. Begin to understand this by taking part.
- Begin to understand the importance of and why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices. Keep an open mouth, relaxed jaw and clear pronunciation. All of this keeps our voices safe and therefore the sound will be of higher quality.
- Sing songs and melodies and begin to consider how the melody and words should be interpreted. Start to think about their importance. Also, think about matching your performance of the song to how the music sounds i.e. begin to think musically.
- Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm.
- Learn how to join in and stop as appropriate - learn how to follow a leader / conductor.

##### **Playing Instruments:**

- Explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose simple melodies. Use glocks, recorders or use band instruments if appropriate.
- Play and move between differentiated parts with a sound-before-symbol approach, according to ability.
- Play together in a band or ensemble. Join in and stop as appropriate. Start to respond to simple musical cues such as starting and stopping etc. Learn how to follow a leader / conductor.
- Learn to treat each instrument with respect and start to use the correct techniques to play them.
- Begin to recognise and musically demonstrate awareness of a link between shape and pitch graphic.
- notations.

**Improvisation:**

- Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.
- Begin to understand through activity, that when you improvise you make up your own tune or rhythm within given boundaries. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.
- Improvise using simple patterns.
- Create your own simple rhythmic patterns that lead to melodies in a group or solo situation.
- Learn a differentiated approach to improvisation. Start to perform your own rhythms and melodies with confidence and understanding. Start improvising using one or two notes, increasing to three notes if required. This will create a musical improvisation that makes sense. Integrate a basic knowledge of the interrelated dimensions of music i.e. how rhythm and tempo are part of the creation.

**Composition:**

- Create your own simple melodies within the context of the song that is being learnt.
- Move beyond composing using two notes, increasing to three notes if appropriate.
- Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT.
- Musically demonstrate a simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).
- Begin to recognise / identify the awareness of a link between shape and pitch using graphic notations.

**Perform and Share:**

- Begin to work together as part of an ensemble / band. Remember the importance of starting and ending together by learning to follow the conductor / band leader.
- Sing and rap to each other and to an audience. Play tuned and/or un-tuned instruments with some control and rhythmic accuracy and with realised progression. Improvise and play back compositions using simple patterns confidently as part of a performance.
- Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.
- Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate ideas, thoughts and feelings through simple musical demonstration.
- Watch a recording and/or discuss the performance. Offer respectful comments and feedback about others.

# Barlows Primary School

## Curriculum Content -Year 3

### MUSIC CURRICULUM

The content for Year 3 is detailed below:

Autumn Term	Spring Term	Summer Term
<b>"Let Your Spirit Fly"</b> RnB. Singing in two parts. Music Style: RnB	<b>"Three Little Birds"</b> Reggae and Bob Marley. Music Style: Reggae Music	<b>"Bringing Us Together"</b>  Music Style:
<b>"Glockenspiel Stage 1"</b>  Playing the glockenspiel. The language of music. Music Style: Mixed Styles	<b>"The Dragon Song"</b>  Music Style:	<b>"Reflect, Rewind, Replay"</b> Revision and deciding what to perform. The language of music. Music Style: Western Classical Music

#### Expected Musical Learning by the end of Key Stage 1:

##### **Listen and Appraise:**

- Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.
- When listening to this music, find and internalise the pulse using movement. Perhaps march, clap, tap your knees - you decide but have fun with this. Understand that the pulse is the heartbeat of a piece of music and every piece of music has a pulse, a different pulse.
- Continue to use correct musical language to describe the music you are listening to and your feelings towards it.
- Listen, with respect, to other people's ideas and feelings towards the music you have listened to.
- Discuss other dimensions of music and how they fit into the music you are listening to.

##### **Musical Activities:**

##### **Games:**

- Find and internalise the pulse through body movement, within the context of the games track being used.
- Build on the understanding that pulse is the foundation of music upon which all the other dimensions are built.
- Understand that through repeated games and activities, depth of learning occurs and that:
  - Pulse is the heartbeat of music, a steady beat that never stops.
  - Rhythm is long and short sounds that happen over that steady beat, the pulse. Recognise / identify rhythmic patterns found in speech - names, words linked to topics. Start to create your own. Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.
  - Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created.
- Continue to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities.
- Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.
- Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music.

##### **Singing:**

- Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.
- Understand the importance of, and the reason why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices. Keep an open mouth, relaxed jaw and clear pronunciation. All of this keeps our voices safe and therefore the sound will be of a higher quality.
- Sing songs and melodies and start to consider how the melody and words should be interpreted. Have an understanding of melody and words and their importance. Try to match your performance of the song to how the music sounds i.e. start to think musically.
- Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm.
- Join in and stop as appropriate - follow the leader / conductor confidently.

##### **Playing Instruments:**

- Continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments, and to improvise and compose. Use glocks, recorders, or use band instruments if appropriate.
- Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.
- Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Start to respond to musical cues such as starting and stopping. Learn how to follow a leader / conductor.

- Learn to treat each instrument with respect and use the correct techniques to play them.
- Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations.

**Improvisation:**

- Continue to explore and create musical sound with voices and instruments within the context of the song being learnt.
- Deepen your understanding through activity and knowledge about improvisation - you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it becomes a composition.
- Improvise simple melodies on your own.
- Create your own rhythmic patterns that lead to melodies.
- Continue a differentiated approach to improvisation. Start to perform your own rhythms and melodies with confidence and understanding. Start improvising using two notes, increasing to three notes and beyond if required. This will create a musical improvisation that makes sense. Integrate a basic knowledge of the interrelated dimensions of music i.e. how rhythm and tempo are part of the creation.
- Start to use voice, sounds, technology and instruments in creative ways.

**Composition:**

- Begin to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.
- Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.
- Record the composition in any way that is appropriate - using graphic / pictorial notation, using ICT, video or with formal notation.
- Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context e.g. getting louder (dynamics), softer (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). Describe the quality of sounds and how they are made (timbre).

**Perform and Share:**

- Have a deeper understanding of working together as part of an ensemble / band. Appreciate the importance of starting and ending together by learning to follow the conductor / band leader and listening.
- Continue to develop performance skills. Play tuned instruments with more control and rhythmic accuracy and with more realised progression. Improvise and play back compositions using patterns confidently as part of a performance.
- Perform with an understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit.
- Practise, rehearse and present performances with awareness of an audience. Appreciate that performance can influence how music is presented. Communicate ideas, thoughts and feelings through simple musical demonstration.
- Watch a recording and/or discuss the performance. Offer respectful comments and feedback about and from others.

# Barlows Primary School

## Curriculum Content -Year 4

### MUSIC CURRICULUM

The content for Year 4 is detailed below:

Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>"Mamma Mia"</b> <b>Wider Ops</b></p> <p style="text-align: center;">Music Style: Music by Abba</p>	<p style="text-align: center;"><b>"Stop!"</b> <b>Wider Ops</b> Grime, writing lyrics. Music Style: Mixed Styles</p>	<p style="text-align: center;"><b>"Blackbird"</b> <b>Wider Ops</b></p> <p style="text-align: center;">Music Style: The Beatles, Civil Rights</p>
<p style="text-align: center;"><b>"Glockenspiel Stage 2"</b> <b>Wider Ops</b></p> <p style="text-align: center;">Playing the Glockenspiel and the Language of Music Music Style: Mixed Styles</p>	<p style="text-align: center;"><b>"Lean On Me"</b> <b>Wider Ops</b></p> <p style="text-align: center;">Music Style: Gospel linked to Religious music</p>	<p style="text-align: center;"><b>"Reflect, Rewind, Replay"</b></p> <p style="text-align: center;">Revision and deciding what to perform. The language of music. Music Style: Western Classical Music</p>

#### Expected Musical Learning by the end of Key Stage 1:

##### **Listen and Appraise:**

- Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.
- When listening to this music, find and internalise the pulse using movement. Perhaps march, clap, tap your knees - you decide but have fun with this. Understand that the pulse is the heartbeat of a piece of music and every piece of music has a pulse, a different pulse.
- Continue to use correct musical language to describe the music you are listening to and your feelings towards it.
- Listen, with respect, to other people's ideas and feelings towards the music you have listened to.
- Discuss other dimensions of music and how they fit into the music you are listening to.

##### **Musical Activities:**

##### **Games:**

- Find and internalise the pulse through body movement, within the context of the games track being used.
- Build on the understanding that pulse is the foundation of music upon which all the other dimensions are built.
- Understand that through repeated games and activities, depth of learning occurs and that:
  - Pulse is the heartbeat of music, a steady beat that never stops.
  - Rhythm is long and short sounds that happen over that steady beat, the pulse. Recognise / identify rhythmic patterns found in speech - names, words linked to topics. Start to create your own. Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.
  - Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created.
- Continue to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities.
- Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.
- Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music.

##### **Singing:**

- Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.
- Understand the importance of, and the reason why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices. Keep an open mouth, relaxed jaw and clear pronunciation. All of this keeps our voices safe and therefore the sound will be of a higher quality.
- Sing songs and melodies and start to consider how the melody and words should be interpreted. Have an understanding of melody and words and their importance. Try to match your performance of the song to how the music sounds i.e. start to think musically.
- Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm.
- Join in and stop as appropriate - follow the leader / conductor confidently.

##### **Playing Instruments:**

- Continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments, and to improvise and compose. Use glocks, recorders, or use band instruments if appropriate.
- Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.
- Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Start to respond to musical cues such as starting and stopping. Learn how to follow a leader /

conductor.

- Learn to treat each instrument with respect and use the correct techniques to play them.
- Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations.

**Improvisation:**

- Continue to explore and create musical sound with voices and instruments within the context of the song being learnt.
- Deepen your understanding through activity and knowledge about improvisation - you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it becomes a composition.
- Improvise simple melodies on your own.
- Create your own rhythmic patterns that lead to melodies.
- Continue a differentiated approach to improvisation. Start to perform your own rhythms and melodies with confidence and understanding. Start improvising using two notes, increasing to three notes and beyond if required. This will create a musical improvisation that makes sense. Integrate a basic knowledge of the interrelated dimensions of music i.e. how rhythm and tempo are part of the creation.
- Start to use voice, sounds, technology and instruments in creative ways.

**Composition:**

- Begin to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.
- Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.
- Record the composition in any way that is appropriate - using graphic / pictorial notation, using ICT, video or with formal notation.
- Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context e.g. getting louder (dynamics), softer (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). Describe the quality of sounds and how they are made (timbre).

**Perform and Share:**

- Have a deeper understanding of working together as part of an ensemble / band. Appreciate the importance of starting and ending together by learning to follow the conductor / band leader and listening.
- Continue to develop performance skills. Play tuned instruments with more control and rhythmic accuracy and with more realised progression. Improvise and play back compositions using patterns confidently as part of a performance.
- Perform with an understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit.
- Practise, rehearse and present performances with awareness of an audience. Appreciate that performance can influence how music is presented. Communicate ideas, thoughts and feelings through simple musical demonstration.
- Watch a recording and/or discuss the performance. Offer respectful comments and feedback about and from others.

# Barlows Primary School

## Curriculum Content -Year 5

### MUSIC CURRICULUM

The content for Year 5 is detailed below:

Autumn Term	Spring Term	Summer Term
<b>"Livin' on a Prayer"</b> <b>Wider Ops</b>  Music Style: Rock Anthems	<b>"Make You Feel my Love"</b> <b>Wider Ops</b>  Music Style: Power Ballads	<b>"Dancing in the Street"</b> <b>Wider Ops</b>  Music Style: Motown
<b>"Classroom Jazz 1"</b> <b>Wider Ops</b> Improvisation Music Style: Jazz	<b>"Fresh Prince of Bel Air"</b> <b>Wider Ops</b>  Music Style: Old School Hip Hop	<b>"Reflect, Rewind, Replay"</b> Revision and deciding what to perform. The language of music. Music Style: Western Classical Music

#### Expected Musical Learning by the end of Key Stage 1:

##### **Listen and Appraise:**

- Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely / confidently recognise / identify different style indicators and different instruments and their sounds.
- When listening to the music, find and internalise the pulse using movement. Understand the pulse and its role as the foundation of music. Every piece of music has a pulse, a different pulse.
- Use correct musical language to describe the music you are listening to and your feelings towards it.
- Listen, comment on and discuss with confidence, ideas together as a group.
- Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.

##### **Musical Activities:**

##### **Games:**

- Find and internalise the pulse securely with confidence and ease, through body movement and within the context of the games track being used.
- Understand and demonstrate, verbally and physically, that pulse is the foundation upon which all other dimensions are built. Maintain a strong sense of pulse and recognise when you are going out of time.
- Know, understand and demonstrate how pulse and rhythm work together and that:
  - Pulse is the heartbeat of music, a steady beat that never stops.
  - Rhythm is long and short sounds that happen over that steady beat, the pulse. Confidently recognise / identify rhythmic patterns found in speech and general topics. Confidently clap and improvise rhythmic patterns.
  - Demonstrate how pitch works. Demonstrate how pulse, rhythm and pitch work together to create a song.
- Build on and progress from, keeping a steady pulse to clapping a more complex rhythm; improvising a rhythm and, using pitch, improvise using the voice.
- Understand how the other dimensions of music are sprinkled through songs and pieces of music.

##### **Singing:**

- Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together.
- Understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.
- Have a greater understanding of melody, words and their importance and how to interpret a song musically.
- Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.
- Understand the workings of an ensemble / choir, how everything fits together. Follow the leader /conductor and have a chance to be the leader / conductor - stopping and starting the group. Sing confidently and fluently, maintaining an appropriate pulse. Suggest, follow and lead simple performance directions. Demonstrate musical quality - e.g. clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.

##### **Playing Instruments:**

- Continue to use glocks, recorders, band instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose.
- Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as an extension activity or if appropriate.
- Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse. Demonstrate musical

quality e.g. clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.

- Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse. Demonstrate musical quality e.g. clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.
- Continue to treat each instrument with respect and use the correct techniques to play them.
- Build on understanding the basics and foundations of formal notation - an introduction.

#### **Improvisation:**

- Create musical improvisations with voices and instruments within the context of the song being learnt.
- Understand that when you improvise, you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it then becomes a composition.
- Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.
- Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.
- Build an improvisation starting with three then eventually five notes or a pentatonic scale. Integrate a deeper knowledge of the interrelated dimensions of music i.e. how rhythm and tempo and dynamics are part of the creation. Use voice, sounds, technology and instruments in creative ways.

#### **Composition:**

- Confidently create your own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.
- Confidently create your own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.
- Move beyond composing using two notes, increasing to three notes then five if appropriate.
- Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT or with formal notation if appropriate.
- Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo), describe the quality of sounds and how they are made (timbre).
- Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using graphic notations.

#### **Perform and Share:**

- Work together as part of an ensemble / band, adding some direction and ideas. Demonstrate musical quality e.g. clear starts, ends of pieces / phrases, technical accuracy etc.
- Play tuned and/or un-tuned instruments with further control and rhythmic accuracy and with realised progression. Improvise and play back compositions using more complex patterns confidently as part of a performance.
- Perform with a further understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the units.
- Practise, rehearse and present performances with more understanding and awareness of an audience and their needs. Understand that performance can influence how music is presented. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms, giving simple justifications of reasons for responses.

# Barlows Primary School

## Curriculum Content -Year 6

### MUSIC CURRICULUM

The content for Year 6 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>"I'll Be There"</b>  Music Style: Michael Jackson and Pop Music	<b>"Benjamin Britten - A New Year Carol"</b>  Music Style: Music of Benjamin Britten	<b>"You've Got a Friend"</b>  Carole King's music - her life as a composer. Friendship Music Style:
<b>"Classroom Jazz 2"</b> Improvisation Music Style: Jazz	<b>"Happy"</b> Music that makes you happy! Music Style: Pop Music	<b>"Reflect, Rewind, Replay"</b> Revision and deciding what to perform. The language of music. Music Style: Western Classical Music

#### Expected Musical Learning by the end of Key Stage 1:

##### **Listen and Appraise:**

- Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely / confidently recognise / identify different style indicators and different instruments and their sounds.
- When listening to the music, find and internalise the pulse using movement. Understand the pulse and its role as the foundation of music. Every piece of music has a pulse, a different pulse.
- Use correct musical language to describe the music you are listening to and your feelings towards it.
- Listen, comment on and discuss with confidence, ideas together as a group.
- Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.

##### **Musical Activities:**

##### **Games:**

- Find and internalise the pulse securely with confidence and ease, through body movement and within the context of the games track being used.
- Understand and demonstrate, verbally and physically, that pulse is the foundation upon which all other dimensions are built. Maintain a strong sense of pulse and recognise when you are going out of time.
- Know, understand and demonstrate how pulse and rhythm work together and that:
  - Pulse is the heartbeat of music, a steady beat that never stops.
  - Rhythm is long and short sounds that happen over that steady beat, the pulse. Confidently recognise / identify rhythmic patterns found in speech and general topics. Confidently clap and improvise rhythmic patterns.
  - Demonstrate how pitch works. Demonstrate how pulse, rhythm and pitch work together to create a song.
- Build on and progress from, keeping a steady pulse to clapping a more complex rhythm; improvising a rhythm and, using pitch, improvise using the voice.
- Understand how the other dimensions of music are sprinkled through songs and pieces of music.

##### **Singing:**

- Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together.
- Understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.
- Have a greater understanding of melody, words and their importance and how to interpret a song musically.
- Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.
- Understand the workings of an ensemble / choir, how everything fits together. Follow the leader / conductor and have a chance to be the leader / conductor - stopping and starting the group. Sing confidently and fluently, maintaining an appropriate pulse. Suggest, follow and lead simple performance directions. Demonstrate musical quality - e.g. clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.

##### **Playing Instruments:**

- Continue to use glocks, recorders, band instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose.
- Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as an extension activity or if appropriate.
- Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse. Demonstrate musical quality e.g. clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.

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- Continue to treat each instrument with respect and use the correct techniques to play them.
- Build on understanding the basics and foundations of formal notation - an introduction.

**Improvisation:**

- Create musical improvisations with voices and instruments within the context of the song being learnt.
- Understand that when you improvise, you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it then becomes a composition.
- Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.
- Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.
- Build an improvisation starting with three then eventually five notes or a pentatonic scale. Integrate a deeper knowledge of the interrelated dimensions of music i.e. how rhythm and tempo and dynamics are part of the creation. Use voice, sounds, technology and instruments in creative ways.

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