

Music



Adventurers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Cycle A	Lightning Speed Glockenspiels	Rocky the Findosaurus & Christmas traditional carols & play	Athens v Sparta Glockenspiels	A World of Difference Singing	Ug! Singing	Picture Our Planet Glockenspiels
Year Cycle B	That's It Folks! Recorders	May the Force Be With You & Christmas traditional carols & play	Law and Order Singing	Come Fly with me - Africa Recorders	Under Attack Singing	Under the Canopy Recorders

Additional music learning using Charanga instrument courses & Sing Up

Listening

Western Classical Tradition and Film

Hallelujah from Messiah by Handel : Baroque

Night on a Bare Mountain by Mussorgsky : Romantic

Jai Ho from Slumdog Millionaire by A. R. Rahman : 21st Century

Symphony No. 5 by Beethoven : Classical

O Eucharist Hildegarde Early For the Beauty of the Earth by Rutter : 20th Century

Popular Music

Funk: I Got You (I Feel Good) by James Brown

Jazz: Take the 'A' Train by Billy Strayhorn/Duke Ellington Orchestra

90s Indie: Wonderwall by Oasis

Musical Traditions

India Indian Classical: Sahela Re by Kishori Amonkar

Punjab/UK Bhangra : Bhabiye Akh Larr Gayee by Bhujhangy Group

Trinidad Calypso: Tropical Bird by Trinidad Steel Band

Modal Music Curriculum Year 3 Year 4

Singing

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.
- Perform actions confidently and in time to a range of action songs.
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Perform as a choir in school assemblies.

Composing

Improvise

- Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.
- Structure musical ideas to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli and musical sources.

Compose

- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).
- Compose song accompaniments on untuned percussion using known rhythms and note values.

Performing

- Develop facility in playing tuned percussion or a melodic instrument . Play and perform melodies following staff notation using a small range as a whole class or in small groups.
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi
- Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

Reading notation

- Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
- Introduce and understand the differences between crotchets and paired quavers.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Singing

- Continue to sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
- Perform a range of songs in school assemblies

Composing

Improvise

- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
- Begin to make compositional decisions about the overall structure of improvisations.

Compose

- Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
- Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
- Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
- Introduce major and minor chords.
- Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
- Capture and record creative ideas.

Performing

Instrumental Performance

- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
- Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.
- Perform in two or more parts from simple notation using instruments played in whole class teaching. Identify static and moving parts.
- Copy short melodic phrases including those using the pentatonic scale.

Reading notation


- Introduce and understand the differences between minims, crotchets, paired quavers and rests.
- Read and perform pitch notation within a defined range.
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

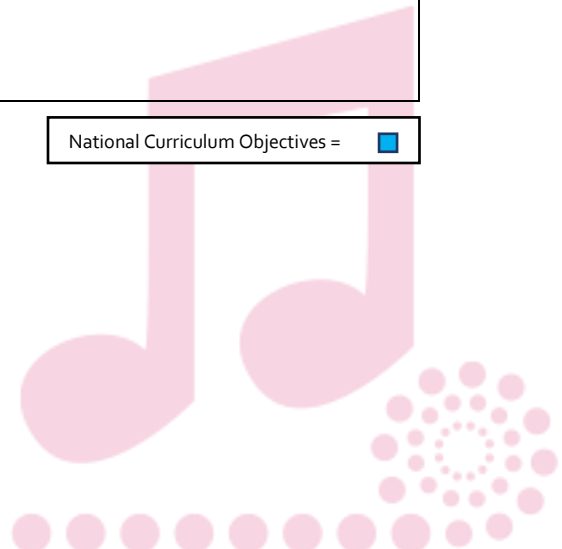
	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, <i>ostinato</i>	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Staff, lines and spaces, clef*, reading dot notation	✓ do–me Range of a 3rd	✓ do–so Range of a 5th	✓ do–do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓

Adventurers

A WORLD OF DIFFERENCE	COME FLY WITH ME! AFRICA	LIGHTNING SPEED
<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • To know the purpose of notation • To know how to write basic musical notation • To know some songs associated with Festivals of Light e.g. Hanukkah • To know how to choose and play a variety of tuned and untuned instruments 	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • To know what call and response is in a piece of music • To know that call and response is a feature of African music • To know that the drum is integral to African music • To know how to play hand drums and other percussion to create different sounds • To know how important tempo, dynamics and pitch are in call and response singing 	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • To know that music can affect mood and emotions • To know how to use tempo and pitch to create drama and evoke different moods • To know the features of major and minor tonality • To understand and explain their own personal likes and dislikes in music, related back to the elements of music

National Curriculum Objectives = 



Adventurers

PICTURE OUR PLANET	UNDER THE CANOPY	LAW AND ORDER
<ul style="list-style-type: none"> • Develop an understanding of the history of music • To know what the ancient instruments, the carnyx and the crwth, are • To know the origins of Celtic music • To know that the bodhran is a Celtic drum • To understand what improvisation means • To know what a rhythmic pattern is 	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • To understand and explain what texture is • To know how to identify low and high pitched sounds • To know the importance of listening to each other when performing in groups 	<ul style="list-style-type: none"> • Use and understand staff and other musical notations • To know the basic notation values • To know what crotchets, minims and semibreves are • To know how to read simple duration notation • To know the importance of listening to each other when performing in groups

National Curriculum Objectives = 