

Pathfinders

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Cycle A	Happily Ever After Singing	Medicine Woman & Christmas Nativity Songs and traditional carols	Unity in the Community Claves	Come Fly with Me! - The Arctic Circle Singing	Never Eat Shredded Wheat Ocarinas	Going Wild Percussion
Year Cycle B	Inter-nation Media Station Singing	Jurassic Hunter & Christmas Nativity Songs and traditional carols	Land Ahoy! Sea Shanties & Djembes	Zero to Hero Singing	Paddington's Passport Ocarinas	Light Up the World Djembes

Additional music learning using Charanga instrument courses

Listening

Western Classical Tradition and Film

Rondo alla Turca by Mozart :Classical

Mars from The Planets by Holst: 20th Century

Night Ferry by Anna Clyne: 21st Century

Bolero by Ravel: 20th Century

Popular Music

Art Pop: Wild Man by Kate Bush Blues: Runaway Blues by Ma Rainey

Rock n Roll: Hound Dog by Elvis Presley

Pop: With a little help from my friends by The Beatles

Musical Traditions

Brazil Samba: Fanfarra by Sérgio Mendes/Carlinhos Brown

Indonesia Gamelan: Baris by Gong Kebyar of Peliatan

Modal Music Curriculum Year 1 Year 2

Singing

- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.
- Begin with simple songs with a very small range, mi-so, and then slightly wider. Include pentatonic songs.
- Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy.

Composing

- Improvise simple vocal chants, using question and answer phrases.
- Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers.
- Understand the difference between creating a rhythm pattern and a pitch pattern.
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
- Recognise how graphic notation can represent created sounds. Explore and invent own symbols.

Musicianship

Pulse/Beat

- 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, playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.
- Respond to the pulse in recorded/live music through movement and dance.

Rhythm

- Perform short copycat rhythm patterns accurately, led by the teacher.
- Perform short repeating rhythm patterns while keeping in time with a steady beat.
- Perform word-pattern chants; create, retain and perform their own rhythm patterns.

Pitch

- Listen to sounds in the local school environment, comparing high and low sounds.
- Sing familiar songs in both low and high voices and talk about the difference in sound.
- Explore percussion sounds to enhance storytelling.
- Follow pictures and symbols to guide singing and playing.

Singing

- Sing songs regularly with a pitch range of do-so with increasing vocal control.
- Sing songs with a small pitch range, pitching accurately.
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.

Composing

- Create music in response to a non-musical stimulus.
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.

Musicianship

Pulse/Beat

- Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- Mark the beat of a listening piece (e.g. Bolero by Ravel) 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.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- Identify the beat groupings in familiar music that they sing regularly and listen to.

Rhythm


- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- 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 crotchets rests.
- Create and perform their own chanted rhythm patterns with the same stick notation.

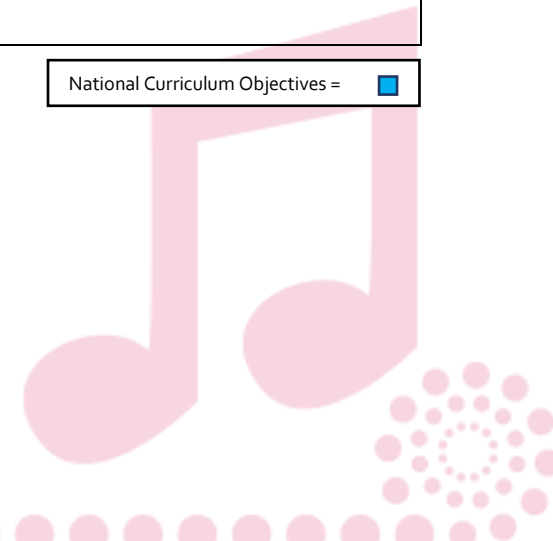
Pitch

- Play a range of singing games based on the cuckoo interval, matching voices accurately, supported by a leader playing the melody.
- Sing short phrases independently within a singing game or short song.
- Respond independently to pitch changes heard in short melodic phrases, indicating with actions.
- Recognise dot notation and match it to 3-note tunes played on tuned percussion.

Pathfinders

ZERO TO HERO	COME FLY WITH ME! ARCTIC CIRCLE	INTER-NATION MEDIA STATION	HAPPILY EVER AFTER
<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • To know what cheerleading is and learn about the history of cheerleading • To understand the importance of listening to others when performing in a group 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • To understand what beat is • To know what lyrics are in a song • To know the importance of posture and vocal warm-ups when singing • To know what Inuit throat singing is, its history and purpose 	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music • To know the meaning of timbre • To know what lyrics are in a song • To know what a jingle is and understand its purpose • To know what sound effects are and how they are used 	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music • To understand the meaning of pitch • To know the meaning of tempo • To know that dynamics relates to volume • To know what sound effects are and how they are used • To know how to create and follow a graphic score

National Curriculum Objectives = 



Pathfinders

GOING WILD!	LIGHT UP THE WORLD	LAND AHOY!	UNITY IN THE COMMUNITY
<ul style="list-style-type: none"> • Play tuned and untuned instruments musically • To know what beat is • To name and know how to play a range of musical instruments • To know what is meant by tempo • To know the meaning of dynamics • To know what sound effects are and how they can be used to enhance a performance 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • To know how to create and follow a graphic score • To understand the meaning of timbre • To know the importance of structure in a piece of music 	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically • To know what lyrics are in a song • To name and know how to play a range of musical instruments • To understand the role of a conductor • To understand what beat is and the importance of keeping the beat 	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically • To know how symbols are used in composition • To know that the dynamic symbol <i>f</i> means 'loud' and <i>p</i> means 'quiet' • To know what is meant by musical texture • To name and know how to play a range of musical instruments

National Curriculum Objectives =